Loyola University New Orleans Annual Report  2004-2005

Office of Service Learning

1. Executive Summary

1.1 Name of the unit - Office of Service Learning

1.2 Description of unit and its mission - The university established the Office of Service Learning in August 2001. In keeping with the Goals of Loyola University New Orleans and Loyola’s Character and Commitment Statement, the mission of the Office of Service Learning is to support and expand the combination of community service with academic learning for the purpose of enhancing the educational experience of students, the teaching and/or research of faculty, and the ability of community partners to accomplish their objectives.

1.3 Assessment of the unit - The Office of Service Learning maintains a continuous improvement program within the framework of a five year review cycle through the ongoing acquisition of qualitative and quantitative data gathered via survey.

1.4 Goals of the unit - To achieve its mission, the Office of Service Learning has established goals which are reviewed annually by the Service Learning Advisory Committee.

1.5 Review of the past and current budgets - This is accomplished by an annual review and adjustment of the budget on an academic year cycle.

1.6 Resource needs/wants/reallocation - The Service Learning Advisory Committee and other involved faculty and administrators assist in identifying future resource needs and wants.

1.7 Summary of achievements – Internally, Service Learning has experienced significant growth since the office’s inception in fall 2001. Service Learning as an academic pedagogy is integrated into Loyola’s Strategic Plan and its Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools (SACS). In addition, the provost confers the Excellence and Dedication to Service Learning Faculty Award at the fall Convocation and Service Learning is identified on student transcripts. Externally the program continues to receive very favorable recognition on state and national levels through numerous conference presentations, news articles, its involvement in the Louisiana Campus Compact, and its being highlighted on the “Effective Practices” web site of the Council of Independent Colleges.

2. Identification of the Unit - Office of Service Learning

2.1 Mission or purpose statement of the unit - In keeping with the Goals of Loyola University New Orleans and Loyola's Character and Commitment Statement, the mission of the Office of Service Learning is to support and expand the combination of community
service with academic learning for the purpose of enhancing the educational experience of students, the teaching and/or research of faculty, and the ability of community partners to accomplish their objectives.

2.2 General Statement and descriptive information concerning the unit – The unit is the main catalyst for disseminating information on Service Learning, involving faculty and students in course relevant service activities, connecting students with appropriate community sites, and serving as a general resource for specific aspects of Service Learning including reflective techniques, which connect the service experience to course objectives and the Jesuit mission.

2.2.1 Headcounts of full-time and part-time staff – During the 04-05 academic year the Office of Service Learning was staffed by a full-time director and a part-time administrative assistant. At various times throughout the academic year, one or two college work study students were assigned to the Service Learning Office.

2.2.2 Headcounts of faculty – Non-applicable

2.2.3 Headcounts of full-time and part-time undergraduate students – Non-applicable

2.2.4 Headcounts of full-time and part-time undergraduate students – Non-applicable

3. Assessment

3.1 General statement on how assessment is conducted within the unit – The primary tools of assessment used are the acquisition of data on the number of involved students, faculty and community partners and survey instruments completed by these entities. The Service Learning Program Review is on a five year cycle with preparatory procedures in place for the first review in 05-06.

3.2 Year 04-05 goals/objectives

For 04-05 the Office of Service Learning had the following goals:

- Continue to develop an academically-based Service Learning program at Loyola University New Orleans.
- Raise awareness of Service Learning as an innovative pedagogical approach and provide professional development opportunities for university members and community partners.
- Implement strategies to ensure that the organizational structure and academic culture of the university support the development and institutionalization of an academically rigorous Service Learning program.
- Provide activities to encourage ongoing interaction and recognize exemplary collaborative work of community partners, students, and faculty.
To accomplish these goals, the following 04-05 objectives were established after data acquired from student, faculty, and community partner surveys as well as input from members of the Service Learning Advisory Committee were considered:

- Continue to raise awareness of Service Learning by disseminating information on campus and representing Loyola’s Service Learning program at the local, state, regional, and national levels.
- Enhance participating faculty’s knowledge of Service Learning.
- Enhance relationships with community partners including recognition event.
- Continue efforts to incorporate Service Learning into degree programs and other academically related endeavors such as First Year Experience and International programs. Renaissance Readers, a collaborative project of the Honors Program, Education Department, and Service Learning program, was initiated for the purpose of tutoring in local elementary schools.
- Facilitate the 04-05 objectives/activities of the Service Learning Advisory Committee/Subcommittees.
- Coordinate resource development efforts with appropriate Loyola offices.

The goals and objectives of Loyola’s Service Learning program are directly related to the mission of the university: “Loyola University New Orleans … prepares them (students) to lead meaningful lives with and for others.” “Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.”

3.3 Description of assessment activities and their results for year 04-05 – Students, faculty, and community partners involved in Service Learning activities were distributed surveys devised by the Evaluation Subcommittee, a unit of the Service Learning Advisory Committee. Results of the 04-05 surveys will be reviewed and discussed by the Chair of the Evaluation Subcommittee at the Fall 2005 meeting of all Advisory Committee members. To summarize, evaluations continued to be positive overall. Mean scores for positively-worded items (e.g. “the service aspect of this course helped me to understand better the required lectures and readings”) generally fell between 3 (“agree”) and 4 (“strongly agree”). Most students found the experience to be rewarding and useful. Community partners were pleased with the students and their contributions. Faculty indicated that service learning enhanced their students’ learning and the relevance of course material.

3.4 Assessment of internal (within the university) and external (outside Loyola) environments affecting the unit – (Internal) The Office of Service Learning works with Loyola organizations, offices, and centers that connect students with the community. Because of the emphasis placed on Service Learning addressing Loyola’s mission, the unit has particularly close ties to the Jesuit Center, the Loyola University Community Action Program (LUCAP), and the Big Brothers Big Sisters program. The Jesuit Center director, the LUCAP advisor, and the Big Brothers Big Sisters advisor are members of the Service Learning Advisory Committee. Student representatives of these organizations are also members. In addition, the director of the Office of Service Learning serves as co-advisor for Habitat for Humanity, a LUCAP project. (External) Community agencies are well
represented on the Service Learning Advisory Committee and serve as members of all Subcommittees: Community Partnerships, Evaluation, Faculty Development, and Student Engagement. In addition, all community site supervisors are provided the opportunity at the end of each semester to participate in formally assessing the program.

4. **Planning**

4.1 General statement describing strategic planning in the unit – When the Office of Service Learning was established in August 2001, the planning of the unit was in accord with the goals/objectives noted by Loyola in the *Engaging Campuses and Communities* national project. The goals/objectives of the Office of Service Learning and the various Subcommittees of the Service Learning Advisory Committee were established on a three year cycle, have been reviewed and, when advantageous, modified by the Advisory Committee each year. The five year cycle comprehensive review process, which is scheduled for 2005-06, will identify in more detail the program’s existing strengths and challenges and determine ways to effectively address these. The review process will also ascertain the degree to which program activities support the Jesuit mission and determine ways to enhance this relationship. The review committee in conjunction with the Service Learning Advisory Committee will be responsible for recommending long and short term goals/objectives. Service Learning is currently included in Loyola’s Strategic Plan, UPT Annual Objectives, and the Quality Enhancement Plan (QEP) of the Southern Association of Colleges and Schools (SACS).

4.2 Top 3-4 strategic goals/objectives for 05-06.

- Continue to raise awareness and understanding of Service Learning and Loyola’s program by disseminating information on campus and at the local, state, regional, and national levels.
- Facilitate the activities related to Service Learning as noted in the Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools (SACS).
- Facilitate the 05-06 objectives/activities of the Service Learning Advisory Committee/Subcommittees.
- Work toward devising an improved methodology for tracking faculty, students, and off-campus sites engaged in Service Learning.

4.3 Description of resources supporting the 05-06 goals – Personnel: A full-time director and a part-time administrative assistant  Financial: In addition to salaries, $10,000 is allocated for operating expenses.

4.4 Evaluation criteria and evaluation plan for these goals - The Director of the Office of Service Learning will continue to work with the Evaluation Subcommittee and Service Learning Advisory Committee to distribute surveys and collect data to evaluate the Service Learning Program for the purpose of continuous improvement.
5. Budget

5.1 FY 04-05 totals for both salary and operating budgets.

Salary: $49,757  Operating Pool: $10,000

5.1.1 Budget narrative - Budget support was adequate to staff and operate the unit. Of the operating pool of $10,000:

- 41% was spent on Faculty/Staff Development.
- 22% was spent on T & E/ Conf Registration.
- 17% was designated for new Computer Equipment (computer and printer).
- 10% was designated for Office Supplies.
- 4% percent was used to acquire additional Service Learning publications.
- The remaining funds were used for postage, reproduction, and on-campus food services.

5.2 FY 05-06 “budgeted” totals for both salary and operating budgets

Salary: $51,374  Operating pool: $10,000

5.2.1 Budget discussion and precautions the unit needs to exercise in its operations - The 05-06 budget is adequate for the operation of the Office of Service Learning. The Gulf-South Summit, an annual Service Learning conference, will be held in New Orleans in the spring of 2006. Therefore, it is anticipated that a number of Loyola Service Learning faculty/staff/community partners/students will be provided the opportunity to present sessions and/or attend.

6. Resource Needs/Wants/Reallocation (for FY 06-07-FY 10-11)

6.1. Personnel

6.1.1. General statement on adequacy of staffing to meet present and future strategic goals - Service Learning has expanded from 6 faculty and 133 students in 01-02 to 33 faculty and approximately 1000 (duplicate headcount) students in 04-05. If this expansion is to continue, it is projected that another full-time staff member will be needed by 06-07 to maintain program effectiveness. The addition will allow one staff member to work primarily with internal and the other with external constituents. The external staff person would also be available to support and enhance other Loyola community service efforts by working with non-profits on behalf of LUCAP and other university entities.

6.1.2 Priority listing of additional/revised faculty/staff position – Full-time staff position

6.2 Facility improvements
6.2.1 General statement on facilities to meet present and future strategic goals - Office space is sufficient to meet present and future strategic goals.

6.2.2. Priority listing of facility improvements - Non-Applicable

6.3. Technology/professional development support

6.3.1 General statement on technology/professional development needed to meet present and future strategic goals - The addition of a full-time staff position will require appropriate computer/software. Appropriate ongoing professional development opportunities will also be needed for staff.

6.3.2 Priority listing of technology needs, including media, professional development - The priority would be the acquisition of equipment for the full-time staff position.

6.4. Budget reduction/reallocation/revenue generation plans

6.4.1 General statement regarding areas for reallocation, reduction of expenses, generation of additional revenue - It is anticipated that additional revenue will be available through outside funding including grants made available by Louisiana Campus Compact.

6.4.2 Priority listing of budget reduction/reallocation/revenue generation plans - A priority will be given to generating revenue through outside sources.

7. Summary of Achievements

7.1 Unit as a whole.

Participation in 2004-05 program - 33 faculty representing all colleges and 19 departments, approximately 1000 students (duplicated headcount), over 100 community sites. Incorporated into international programs (TWINS and Mexico programs).

Publicity and Recognition - Program highlighted on National Campus Compact and Council of Independent Colleges “Best Practices” web sites; faculty and staff presentations at state, regional and national conferences; director selected by the Southern Association of Colleges and Schools to serve on the Florida Gulf Coast University on-site committee as lead evaluator for the Quality Enhancement Plan; director and a community partner selected to participate in Council of Independent Colleges’ Engaging Communities and Campuses Conference; director selected to receive the Gulf South Summit scholarship based on her session presentation; director selected to present a session at the United Negro Fund Special Programs Conference; director selected to present the keynote address at the statewide K-higher education Service Learning conference in South Carolina; director selected for Who’s Who in America, Who’s Who in American Education, and Who’s Who of American Women.
Other Internal: Service Learning is in the Academic Strategic Plan, UPT Annual Objectives, and Quality Enhancement Plan (QEP) of the Southern Association of Colleges and Schools (SACS) and appears on student transcripts.

7.2. Faculty achievements/service (if appropriate) - Faculty have presented on the topic of Service Learning at national/regional conferences and meetings.

7.3 Staff achievements/service - In 2004-05 the director presented at 6 national/regional conferences including the Gulf South Summit for which she was awarded a $1,000 scholarship based on her session presentation, served on the Southern Association of Colleges and Schools (SACS) on-site committee for Florida Gulf State University, continued to facilitate the establishment of the Louisiana Campus Compact, selected for Who’s Who in America, Who’s Who in American Education, and Who’s Who of American Women and selected to participate in national meetings including those sponsored by the Council of Independent Colleges and the American Association of Community Colleges.