Office of Service Learning  
Five Year SCAP Program Review

1. Mission and history

The Office of Service Learning (OSL) supports the development and implementation of service and community-based learning experiences in academic courses and programs of study at Loyola University New Orleans. OSL’s goal is to bring education to life by connecting the classroom to community needs. OSL supports and enacts Loyola’s Jesuit mission of forming students toward social responsibility and a concern for justice and the common good.

OSL performs many different functions on behalf of three primary stakeholder groups, but all of these functions coalesce around the central goal of maintaining a robust inventory of high-quality service learning courses representing a wide array of academic disciplines every semester.

Faculty are supported with assistance developing, designing and delivering service learning courses, including reflection; management of community partnerships; documentation and logistics support; assessment support; and training and professional development. Students are supported with a managed placement selection process every semester; access to four transportation support programs; a one-stop shop for forms, paperwork and advice; and management of course designations and transcript notations. Community partners are supported with access to Loyola students as volunteers through direct service placements and course-specific projects; representation on the Community Partners Council; capacity building workshops and professional development; and assessment support.

OSL has a 4-phase history. During its founding phase from 2001-2005, faculty were trained and increasing numbers of service learning courses were developed and offered at Loyola. Community partnerships were developed and maintained primarily through student and faculty contacts and networks. From 2005-2008, OSL experienced a post-Katrina hiatus. During this time, OSL was intermittently staffed, partially staffed, and/or unstaffed. Service learning courses were occasionally taught by highly autonomous and motivated faculty. Few centralized supports, programs, policies or procedures were in place during this time.

From 2008-2011, OSL underwent a phase of re-establishment. The first main characteristic of this phase was fast-paced growth. Overall service learning activity at Loyola approximately tripled during this 3-year period.¹ The second main characteristic of this phase was institutionalization. Assessment, tracking and documentation procedures were routinized. Policies and procedures were developed for service learning students and faculty. Procedures for forming and maintaining community partnerships were overhauled with a focus on healthy, long-term, mutually beneficial partnerships with a relatively stable group of local nonprofit organizations serving in key areas which correlate with course needs. OSL’s three key committees and advisory councils (SLFAC, CPC, and S-LAB) were developed during this phase.

Since 2011, OSL has been in a sustaining and quality enhancement phase. Quantitatively, service learning activity has reached the maximum saturation possible given current resources, staffing and academic policies. Without increasing OSL’s capacity, it is not reasonable for its primary goal to be increasing the numbers of service learning courses, students, etc. Our current goal is to maintain current course loads and enrollments while undertaking special initiatives to improve program quality and strengthen supports for each of our three constituencies. Faculty support initiatives have included brownbag lunch seminars, course development stipends, community engaged scholarship and research

¹ As measured by numbers of service learning students, courses, faculty members and community partners.
resources, and a sourcebook with reflection modules. Community partner enhancements have included capacity building workshops on topics such as program evaluation and nonprofit fundraising, the development of online trainings on workplace skills such as email etiquette, and expanded access to Loyola resources. Student support initiatives have included strengthening transportation assistance, broadening internship referrals, and the digitization of nearly all of OSL’s forms, surveys, and other information.

2. Alignment with University Strategic Plan

OSL has made significant and demonstrable contributions to Loyola’s strategic priorities.

Reputation and stature

In 2011 and 2013, Loyola’s service learning program was named by US News and World Report as one of the top 30 in the nation. In addition, OSL played a leadership role in the university’s successful effort in 2010 to obtain the Carnegie Classification for Community Engagement. In addition, OSL’s director has produced original research and writing for refereed journals and conferences, including the AJCU Commitment to Justice Conference (2009, Fairfield and 2013, Creighton), the International Association for Research on Service Learning and Civic Engagement (2012, Baltimore), the Association of Teachers of Spanish and Portuguese (2013, San Antonio), and Present Tense: A Journal of Rhetoric and Engagement. OSL’s director has also been invited to consult with Our Lady of the Lake College in Baton Rouge, LA and The College of the Holy Cross in Worcester, MA about how OSL can be a model for these programs.

Retention and student success

Service learning is a proven high-impact pedagogy which has been shown to increase students’ overall engagement, not only with the content of particular courses, but also with their college education as a whole and with the wider community in which their college or university is situated. In program-wide surveys of Loyola service learning students from 2011-2012, 73.1% of respondents reported that service learning made their class more interesting. 2 64.4% said it helped them learn more in the class. In addition, 85.6% of respondents indicated that service learning made them feel more connected to the greater New Orleans community.

Jesuit values

OSL’s assessment data shows that service learning has a dramatically positive impact on students’ understanding of and commitment to social justice, their sense of empowerment to make significant social change; and their interest in finding and addressing the root causes of social problems. 3

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2 27.8% strongly agreed with this statement and 45.3% agreed. The response rate to these surveys was 64.7% (488 of 754 total service learners responded). For the complete assessment report from which this data is taken, click here [http://www.loyno.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf](http://www.loyno.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf) and see page 8. Because this is an intranet file, a Loyola username and password are required to view this document. Preliminary survey data from fall 2012 (n=222, 68% response rate) indicate that over the course of their service learning experience, 73% of respondents gained skills which helped them do better in their service learning course. 68% said service learning helped them improve their overall academic performance.

3 67% of students surveyed in 2011-2012 reported that service learning strengthened their understanding of social justice. [http://www.loyno.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf](http://www.loyno.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf), page 9. Only 40.5% of respondents said they felt they had to choose a career serving those in need if they wanted to promote social justice. 76.5% agreed that “any career path can contribute to social justice,” and 85.6% agreed.
In addition to these three strategic priorities, OSL has developed a rigorous culture of assessment. Data from OSL’s internal assessments have been used to bolster Loyola’s recent QEP and SACS reports, and will continue to be critical to Loyola’s reaccreditation efforts.

3. Demand

Although OSL serves three primary stakeholder groups, OSL’s most important “clients” are faculty members and departments. Hence it is particularly important to consider demand levels among this group. Figures 1-4 show a strong and growing demand for service learning among faculty and departments.

![Figure 1](image1.png)

![Figure 2](image2.png)

with the statement “I promote social justice whenever I consider how my choices impact the well-being of people and the planet.”

4 70.1% of students reported that their service learning experience made them feel empowered to make significant social change, and 72.6% said it had increased their interest in finding and addressing the root causes of social problems. [http://www.loyo.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf](http://www.loyo.edu/servicelearning/system/files/2011-2012%20Assessment%20Report.pdf), page 11.
Demand for service learning is also strong among students, who enroll in service learning courses at high rates. One helpful factor has been the development of a routinized process for adding LORA designations to service learning courses prior to course registration. This means that the vast majority of students enrolling in a service learning course do so knowingly and voluntarily. No data have shown a correlation between service learning and low course enrollment. While there are a number of factors that account for course enrollment levels (day/time, professor, etc), it is clear that service learning does not dissuade students from taking particular courses. In fact, service learning may be an attraction. One anecdotal example may help illustrate this. In a typical semester, the English department offers 8-15 sections of ENGLT122, Critical Reading and Writing. Only one professor, who typically teaches 2 sections per semester, includes service learning in ENGLT122. This professor’s sections have, according to the
English department, typically been the first to fill and the first to establish waiting lists. Figures 5-6 show student participation levels in service learning.

![Figure 5](image1)

**Figure 5**

![Figure 6](image2)

**Figure 6**

Finally, demand among community partners is depicted in figures 7-9. Not only is more service being documented every year on behalf of community partners, but in-kind value created per partnership has also steadily increased. This indicates that OSL’s partnership model is resulting in deeper, more impactful partnerships with more focused and compound impacts rather than a myriad of ever-changing “light touch” partnerships with superficial and/or temporary impacts. Data on average partnership lifespan confirm this. Of 55 community partners in 2011-2012, 31% (17) had been actively partnering with OSL for four years or more (ie, since its re-establishment in 2008). An additional 16% (9) had been partnering with OSL three or more years. Every year since 2009, OSL has received more partnership requests from off-campus organizations than it can accommodate given current course loads.
Figure 7

Figure 8

Figure 9
4. Relationships to other Centers & Institutes

OSL serves dozens of majors and minors as well as the common curriculum. Although the choice to include service learning in a particular course always resides with the faculty member, in a typical semester the roster of service learning courses includes an equal mixture of majors-only courses, including upper-level and lower-level major requirements (for example, ACCTB400, BIOLA300, and THEAM110), major elective courses (for example BIOLA326, SPANA455, and SOCIA305), common curriculum courses (for example, BIOLT122, ENGLT122, and RELST122), first year seminars (for example, SOCIT121, CHEMA496, and LAST121).

Aside from its service to nearly every academic department, OSL actively collaborates with many other offices, centers and programs at Loyola. Here are a few examples:

- **LUCAP, Donnelley Center for Nonprofit Communications, Music Therapy**: Sharing community partner contacts, cross-publicizing events and workshops, developing comparable tracking and assessment mechanisms, sharing resources and best practices.
- **Mission & Ministry**: Co-sponsorship of capacity building workshops for community partners, collaboration on CBFWS program.
- **Center for Latin American and Caribbean Studies**: Events and programs for Latino-serving community partners, internship referrals, international partnership development.
- **University Honors Program, Monroe Library, Boggs Literacy Center and Academic Resource Center**: Co-sponsorship of Elevate New Orleans partnership and support activities.
- **Center for Faculty Innovation**: Faculty development, including trainings, workshops and seminars.
- **OIRE**: Developing and assessing learning outcomes.

5. Adequacy and appropriateness of resource utilization

Throughout its history, OSL has leveraged relatively modest resources to maximize its services to its three primary stakeholder groups.

**Faculty resources**

OSL currently has no FTE faculty, no dedicated budget for faculty stipends or salaries, and no agreements with any college or department for faculty release time. Faculty members choose to incorporate service learning into courses they will be teaching anyway. As such, service learning does not add courses, increase faculty teaching loads, or reallocate faculty time.

However, research has shown that teaching a service learning course requires approximately 1.6 times as much time and effort as teaching a conventional course. Other universities utilize a stipend or course reduction formula for incentivizing and/or rewarding the service learning efforts of faculty members. At Loyola, this additional time and effort is strictly uncompensated.

OSL would benefit greatly from funding for faculty stipends, particularly course development stipends. External grant funds were used for this purpose in 2012 with great success. OSL would also benefit from a partial release time arrangement with a department or college to support a Faculty Fellow position. Candidates could be easily recruited from within Loyola’s strong pool of current service learning practitioners.
Institutional operating budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>$11,000</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$9,900</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$14,900</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$20,000</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

Although OSL has never overspent its operating budget, from 2008-2010 it relied on supplemental QEP monies to fund faculty development efforts. In FY 2010-2011 this supplemental funding was made permanent. In one fiscal year, OSL had to request supplemental funding from the Senior Vice Provost for Academic Affairs to cover a projected shortfall. A modest increase in institutional operating funds in 2011-2012 was extremely beneficial.

The single biggest obstacle to the adequacy of OSL’s annual operating budget is transportation. Because Loyola does not have any centralized transportation resources aside from the Broadway campus shuttle, OSL has developed four unique transportation support programs to help students get to and from service sites throughout the greater New Orleans metropolitan area. OSL administers these transportation support programs completely in-house, creating an enormous administrative burden. These programs include: an RTA token distribution program; the Cycloserv bikeshare program; a rideshare incentive program for carpoolers; and a cabshare program (which had to be discontinued after one year due to excessive cost). Approximately 35% of OSL’s operating budget is spent every year on the direct costs of providing transportation supports to students. Formal and informal assessment shows that access to adequate transportation supports is a major challenge for Loyola students, not just those enrolled in service learning courses. Students express enormous gratitude for OSL’s small transportation supports, without which many of them report that they would be categorically unable to do service learning. Still, these small supports are inadequate to meet students' needs. OSL would benefit greatly from access to university-owned vans or vehicles. The addition of university shuttle routes would also help, as would a dedicated transportation budget.

Through the standard budget planning process in Academic Affairs, OSL made a formal request in October 2012 for an increase in its annual institutional operating budget to $25,000.

Personnel

By any reasonable standard, OSL is dramatically understaffed given its current level of activity. The following three tables illustrate this:

<table>
<thead>
<tr>
<th>Unit</th>
<th>FTE staff</th>
<th># of student experiences managed or facilitated</th>
<th>Ratio of FTE staff to student experiences managed/facilitated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for International Education</td>
<td>5.3⁵</td>
<td>408⁶</td>
<td>1 : 77</td>
</tr>
<tr>
<td>OSL</td>
<td>1.8</td>
<td>920</td>
<td>1 : 511</td>
</tr>
</tbody>
</table>


⁶ CIE annual report 2011-2012. This includes 264 study abroad experiences for students, plus 144 international or exchange students studying here at Loyola.
<table>
<thead>
<tr>
<th>Unit</th>
<th>FTE staff</th>
<th>Operating budget</th>
<th># of student participants 2011-2012</th>
<th>Ratio of FTE staff to student participants</th>
<th>Total documented service hours 2011-2012</th>
<th>Operating dollars spent per service hour generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUCAP</td>
<td>1.0</td>
<td>$21,000</td>
<td>150(^7)</td>
<td>1 : 150</td>
<td>3,225(^8)</td>
<td>$6.51/hour</td>
</tr>
<tr>
<td>OSL</td>
<td>1.8</td>
<td>$20,000</td>
<td>754</td>
<td>1 : 418</td>
<td>23,253</td>
<td>$0.86/hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>FTE service learning staff</th>
<th># service learners</th>
<th>Ratio of FTE staff to service learners</th>
<th># SL courses</th>
<th>Ratio of FTE staff to SL courses</th>
<th># community partners</th>
<th>Ratio of FTE staff to CP's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola Maryland - Service Learning Program</td>
<td>2.8(^9)</td>
<td>866</td>
<td>1 : 309</td>
<td>78</td>
<td>1:28</td>
<td>62</td>
<td>1:22</td>
</tr>
<tr>
<td>Loyola New Orleans - OSL</td>
<td>1.8</td>
<td>754</td>
<td>1 : 418</td>
<td>70</td>
<td>1:39</td>
<td>56</td>
<td>1:31</td>
</tr>
</tbody>
</table>

Through the standard budget planning process in Academic Affairs, OSL made a formal request in October 2012 for the following personnel increases: (1) permanent increase of Administrative Assistant position from 0.8FTE\(^10\) to 1.0FTE, and (2) 1.0FTE additional position (Assistant/Associate Director of Service Learning).

**Space**

OSL’s only space is Bobet 113 A/B, consisting of one private office (occupied by the director) and one anteroom (occupied by the administrative assistant). The main office also doubles as a bike storage room, a work station used by work-study students, summer interns, and student leaders, and supplies storage. While OSL’s space was more or less adequate until 2010, it is no longer adequate to meet OSL’s needs. An important future goal for OSL is to identify and move into a space on campus that can accommodate its needs.

**Grants and fundraising**

OSL has actively and successfully sought outside funds to meet some of its most critical needs. OSL has administered the following 6-accounts during the most recent five-year period:

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\(^7\) Source: LUCAP tracking data, 2011-2012. This includes 67 core project participants (who logged more than 12 hours of service with LUCAP during the year) and 83 occasional participants (who logged less than 12 hours of service with LUCAP).

\(^8\) Source: LUCAP annual report 2011-2012.

\(^9\) Source: Dr. Robin Crews, Director of Service Learning, Loyola University Maryland. All numbers in this comparison are from 2011-2012.

\(^10\) OSL was given permission by Academic Affairs to temporarily fund a small increase in this position (0.5 FTE to 0.8 FTE) for FY13 using grant funds obtained by OSL.
<table>
<thead>
<tr>
<th>Grantor</th>
<th>Amount</th>
<th>Account #</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frueauff Foundation</td>
<td>$10,000</td>
<td>6-22056</td>
<td>Nearly expended</td>
</tr>
<tr>
<td>Campus Compact</td>
<td>$1,000</td>
<td>6-24364</td>
<td>Expended</td>
</tr>
<tr>
<td>Blue Cross Blue Shield Foundation</td>
<td>$20,000</td>
<td>6-24368</td>
<td>Expended</td>
</tr>
<tr>
<td>Freeport McMoRan Foundation</td>
<td>$18,000</td>
<td>6-24366</td>
<td>Beginning</td>
</tr>
</tbody>
</table>

OSL worked closely with Institutional Advancement to secure the Freeport McMoRan and Blue Cross Blue Shield grants. Two additional grant proposals are in process. OSL continues to actively seek outside funding from relevant sources. In addition, OSL has been the subject of three important annual mailers sent by Marketing & Communications and to donors and US News & World Report rankers.

*Information technology*

OSL stores all of its documents and files on Loyola’s servers. OSL also maintains a large, complex and frequently updated website. While supports from IT and the web team are adequate and while OSL does not represent a particularly major drain on these campus resources, OSL like many other offices on campus would benefit tremendously from increased assistance with web programming and content management, database design, and increased access to software licenses. OSL relies heavily on LORA and WebFocus and would benefit greatly from improvements to these systems and expanded access to them.

6. **Assessment, Planning, Oversight**

*Oversight*

OSL is located in the Office of Academic Affairs, and it reports to the Office of the Provost via the Senior Vice Provost for Academic Affairs. The Service Learning Faculty Advisory Committee, which has five members including at least one from each undergraduate college, oversees and reviews service learning policy and procedure. The Community Partners Council is a leadership body comprised of 8 community partners and provides feedback and oversight of community relations.

*Assessment*

Since 2009, OSL has followed the plan outlined in its “Framework for Service Learning Assessment.” OSL has administered twice-yearly surveys of students and faculty and annual surveys of community partners. These surveys are reviewed prior to every deployment. OSL has supplemented the surveys with focus groups, interviews, and document analysis when necessary to study particular topics in depth. Although OSL has not undergone an external review, it is currently the subject of a five-year longitudinal study being conducted by OIRE.

Overall assessment results are typically posted to OSL’s intranet. At least once per year, OSL creates and disseminates an individualized assessment report for each faculty member and community partner involved in service learning. These reports disaggregate overall survey data and provide comparisons and benchmarks. They therefore function as an important training and development tool. The following represents a brief history of assessment in OSL since its re-establishment in 2008.

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### Re-establishment phase (2008-2011)

<table>
<thead>
<tr>
<th>Purposes of assessment</th>
<th>To grow the program; To demonstrate results/effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of assessment</td>
<td>Faculty, student, and community partner satisfaction with service learning; improving key procedures</td>
</tr>
<tr>
<td>Design &amp; administration of surveys</td>
<td>Simple, free, brief online survey tools with limited analysis features distributed via email (relatively low response rates)</td>
</tr>
<tr>
<td>Use of assessment data</td>
<td>In-house programmatic decisions; intramural reporting</td>
</tr>
</tbody>
</table>

### Quality enhancement phase (2011-present)

<table>
<thead>
<tr>
<th>Purposes of assessment</th>
<th>To garner recognition &amp; resources internally and externally; to inform and influence strategic planning and decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of assessment</td>
<td>Impacts, including student learning outcomes, community costs &amp; benefits, and faculty rewards and challenges</td>
</tr>
<tr>
<td>Design &amp; administration of surveys</td>
<td>Multi-section, multi-item surveys deployed online and in-person through targeted sampling; detailed analysis, disaggregation, and cross-tabulation (response rates over 50%)</td>
</tr>
<tr>
<td>Use of assessment data</td>
<td>Enhancement of course design; renewal of community partnerships; to educate intramural and extramural collaborators; to build assessment networks</td>
</tr>
</tbody>
</table>

Designing, administering, analyzing and disseminating all of the elements of OSL’s current assessment plan requires a great deal of time from a very small staff. Because of this, if personnel and other resources remain static, OSL may revise its assessment plan to focus on smaller, targeted, direct assessments to measure a rotating menu of outcomes with particular constituencies, including pre- and post-surveys and rubrics for analysis.

**Planning**

Planning within OSL is done in consultation with its three key committees: the Service Learning Faculty Advisory Committee, the Community Partners Council, and the Service Learning Student Advisory Board. The following goals have been approved by all committees for all three stakeholder groups, and they guide all planning decisions:

#### Goals for service learning students

1. Students will make connections between course content and service learning experiences.
2. Service learning will strengthen students’ understanding of social justice.
3. Service learning will help students explore root causes of social problems.
4. Service learning will help students understand the distinction between service and social change.
5. Service learning will help students critically examine their personal values and beliefs.
6. Service learning will help students learn to appreciate diversity.

#### Goals for service learning faculty

1. Faculty will find the experience of teaching a service learning course satisfying.
2. Faculty will feel confident about possessing the skills to teach a service learning course effectively.
3. Faculty will be able to articulate their service learning goals for any SL course they teach.
4. Service learning will help advance faculty careers and stimulate their productivity.
5. Sufficient rewards and incentives will exist to attract faculty to service learning and community engagement. Existing disincentives will be identified and minimized.

#### Goals for service learning community partners
1. OSL will help build community partners’ capacity to promote positive social change.
2. Community partners’ ability to leverage their relationship with Loyola will be strengthened.
3. Community partners will learn how to access resources at Loyola beyond just student volunteers.
4. Community partners’ connections to one another will be strengthened.

Understanding that OSL is only one part of Loyola’s larger community engagement profile, OSL also plays a key role in institution-wide community engagement planning. Recent, OSL was one of several units at Loyola to endorse and participate in the formation of university-wide community engagement objectives. These mirror OSL’s own program-specific goals:

**Students**

1. Level 1: Students will have an introductory familiarity with social justice and be able to identify injustice. Students will be prepared to begin examining the consequences of their own choices for the well-being of others.
2. Level 2: Students will have a more sophisticated understanding of social justice, with the ability to identify root causes of injustice and recognize effective methods for preventing and responding to injustice. Students will explore the boundaries of their empowerment in shaping social conditions.
3. Level 3: Loyola graduates will have a moral compass to navigate the complex path to a more just world; including an advanced understanding of social justice, and the ability and commitment to contribute to social justice in their personal, professional and spiritual lives.

**Community**

1. Near term: The community will look to Loyola to provide effective and useful services to alleviate persistent community needs.
2. Medium-term: Sustainable campus-community partnerships will help build the community’s capacity to address injustice and meet its own needs. The pool of community members advocating a more just world will increase.
3. Long-term: Systems affecting, and social norms surrounding, social justice and injustice, will be improved.

**Institution**

1. Loyola’s community engagement policies and procedures will reflect its Jesuit values.
2. Loyola’s strategic priorities will embody the commitment to community engagement in the university’s mission.
3. Loyola will be a model Jesuit university, having earned distinction as an anchor institution “with and for” the community.

Loyola’s community engagement objectives will eventually yield university-wide community engagement KPI’s. While OSL tracks many indicators each year, the following items are reported each year for OIRE’s overall dashboard of institutional KPI’s:

1. Number of departments/programs with SL courses annually
2. Number of students participating in SL annually
3. Percentage of FTE faculty teaching SL courses annually
4. Percentage of graduating seniors with SL experience prior to graduating
5. Mean satisfaction with SL
6. Number of community partners meeting 3-year sustainability standard
In line with program-specific goals and university-wide community engagement objectives, OSL’s key committees have reviewed and approved the following areas for future growth or expansion pending resource increases:

1. Provide increased support for community-based scholarship and research by faculty and students, including assistance identifying and cultivating appropriate research partners; assistance designing research agendas and protocols in line with social justice principles; supporting IRB best practices; and offering training and professional development on community-based research in the Jesuit context.

2. Facilitate a broader spectrum of engaged learning opportunities such as advanced capstone experiences, public service internships and cumulative “portfolio” experiences.

3. Provide wraparound community partner management for community engagement initiatives at Loyola, including database development; vetting and quality control; impact/outcomes assessment; streamlining MOUs, contracts, waivers and agreements; etc.

Finally, as part of its planning, OSL and several other units at Loyola are exploring the formation of a Social Justice Collaborative to maximize impact, streamline processes, and leverage shared resources.