Creating a Roadmap for Your Service-Learning and Civic Engagement Program

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Creating a Roadmap for Your Service-Learning and Civic Engagement Program

Disciplines
Civic and Community Engagement | Service Learning

Comments
Presented at the Eastern Region Campus Compact Conference in Jacksonville, Florida, October 2014.
Creating a Roadmap for Your Service-Learning and Civic Engagement Program

Strategies for developing a service-learning and civic engagement program at your campus from start to “finish”.
Our Story:

- **The Students**: Approached by two students who initiated the idea; assessed the level of interest among students.

- **The Faculty**: Formed a faculty committee; assessed the level of interest among faculty.

- **The Institution**: Identified the connection with SJFC Vision and Mission and history of service at College; identified administrators that were receptive.

- **The Proposal**: Researched and developed a proposal.
What makes St. John Fisher College a Good Fit?

1. Service-learning fits with core and mission; Catholic Tradition

2. History of Service: Service-Scholarship and First Generation Scholarship Program

3. Small campus; liberal-arts and pre-professional programs

4. Teaching vs. Research institution

5. Growth of new faculty; Faculty interest in Service-Learning

Fast Facts:

- full-time and part-time undergraduate students
- % male and % female.
- majors and pre-professional programs
I. Summary Introduction, Mission Statement, and Definition of Service-Learning

II. Rationale for Service-Learning; Benefits; Connection of SL/CE to recruitment, retention, and academic success

III. Challenges of Service-Learning

IV. Year 1-3 Program Implementation

V. Resource Needs and Budget
Beginning of the Road:
Initiation of a program

Your Roadmap:

1. **Build interest among students, faculty, staff, and community partners:** Form a committee; Explore and assess what is the level of interest and practice on your campus among faculty, staff, and students.

2. **Institutional Fit:** Determine what is the fit with your institution and existing vision and mission.; Identify related programs on campus.; Identify receptivity by administration.

3. **The Proposal:** Research SL definition and strategies; Determine vision, goals, offerings; Develop a proposal.
1. What is the level of interest in service-learning and civic engagement among your students, faculty, staff, and community members? How can you increase interest?

2. What is the fit at your institution? e.g. history, vision, mission, strategic plan. What is the level of receptivity of your administration? How can you increase fit and receptivity?

3. What related strategies have worked on your campus?
Doors Open: Funding Opportunities

Our Story:

- Center for Community Engagement LeChase Fellowship
- Trustee Donor – Catholic Heritage Committee
- Learn and Serve Grant
- Strategic Planning Initiatives
- Gannett Foundation
Doors Open: Funding Opportunities

Your Roadmap:

1. Identify **internal funding** opportunities ("New Academic Initiatives"; "Strategic Planning Funds")

2. Identify **external funding** opportunities (federal grants, local grants, alumni donors, trustee donors)

3. Identify the best way to **proceed politically**
Funding Opportunities

- State Farm Youth Advisory Board
- Bringing Theory to Practice - AACU
- Local grants; Civic engagement grants
Discussion and Application

1. What are the sources of internal funding that currently exist at your college? How might you access those funds?

2. What external means of funding might be available? How might you access these funds?

3. What related strategies have worked on your campus to obtain funding?
Roads Connect and Intersect: 
Development and expansion of program

Our Story:

- **Piloted Service-Learning**: Created pilot program of 8 courses to demonstrate faculty commitment and develop best practices; Incorporated across the curriculum.

- **Promoted it across campus**: Created web site, brochure, Admissions tour representation, Freshman Peer Leader orientation; Linked to what is important to administration.

- **Assessed results**: Demonstrated success with Student, Faculty, and Community Impact Assessment from 2008 to present.
Your Roadmap:

1. **Implement a Pilot Program:** Develop a pilot program with a few SL courses (across the curriculum, implementing researched best practices); start small.

2. **Spread awareness and acceptance:** Identify ways to integrate practice across the campus so raise visibility and awareness. Determine what’s importance to administration.

3. **Assess Results:** Create and use assessment tools with pilot courses to receive data on impact and effectiveness.
1. What are the ways you can increase awareness and visibility of SL and CE across your campus? Who are the people that can help you? What’s important to your College’s administration?

2. What assessment tools might you use to evaluate impact and outcomes? Who are the people that can help you? How will you use the results?

3. What related strategies have you used that have been successful?
EXPRESSED INTEREST:
Service-Scholar students expressed interest in SL.
Curriculum and Instruction Committee convened a Service-Learning Advisory Board (SLAB)
(Spring and Fall 2006)

CREATED A PROPOSAL:
Conducted faculty and student surveys and literature review.
SLAB formed a working group to create a SL Proposal.
Met with Deans to gain support.
(Spring and Summer 2007)

GOT THE WORD OUT:
Community Engagement Forum provided opportunity to submit proposal to Provost.
Taught Service-Learning stand-alone course as "pilot".
Presented 2 SL Nuts and Bolts workshops to faculty.
(Fall of 2007)

OBTAINED INITIAL SUPPORT AND FUNDING:
Awarded Center for Community Engagement fellowship for SL Initiative.
Obtained funding for first 2 years of 5-year plan from Trustee Donor.
Awarded collaborative Campus Compact Grant (Native American Initiative).
(Spring, Summer, and Fall 2008)

PUT THE PLAN INTO ACTION
Implemented Pilot Year through SLAB and "Coordinator".
Recruited interested faculty and community partners and provided support for S-L faculty.
Twelve new faculty embedded SL in 2008-2009 courses.
(Summer and Fall 2008)
Our Story:

- **Rigorous** – Criteria for SL; SLC Attribute; Faculty and CP Training

- **Recognition** – Faculty Fellow Stipend; Showcase Website; CE Award and Ceremony (spring 2014)

- **Reciprocity** – MOU/Action Plan; Service-Learning Advisory Board (SLAB)

- **Record Keeping** – Activity Log; One Note Directory
Your Roadmap:

1. **Rigorous:** What is your definition, criteria, and best practices for SL & CE; How will you communicate that?

2. **Reciprocity:** What methods will you use to identify mutual benefit to both academic goals and community needs?; How can projects be collaboratively developed?

3. **Recognition:** How will you recognize and reward best practices?

4. **Record Keeping:** How will you record and document?
1. What is your definition of service-learning? Of civic engagement? Have you developed a mission for your program or office?

2. How are you developing reciprocity? How are you working with faculty and community partners to ensure mutual benefit? How can a culture of reciprocity support the growth of a SL or CE program?

3. How can you recognize and reward your students, faculty, staff, and community partners? What strategies have worked on your campus?
The Creation of a Center and Full Institutionalization

Our Story – Now and in the Future:
1. Center for Service-Learning and Civic Engagement – Vision and Mission; Inclusion of CE
2. 2015 Carnegie Classification for Community Engagement
3. Strategic Plan and Middle States
4. Service-Learning Mini Grants & Civic Engagement Grants
5. CE Award and Ceremony
The Creation of a Center and Full Institutionalization

1. SL Assistant and SL Project Leader student leadership positions
2. Engaged Scholarship – Statues revision
3. Notation of SL in transcripts and co-curricular transcripts
4. Systematic and direct assessment
Promotion Across the Campus

- Center for Service-Learning and Civic Engagement Website, Video, and Showcase Website
  
  http://www.sjfc.edu/academics/servicelearning/

- Admissions Viewbook:
  
  https://www.sjfc.edu/dotAsset/830668.pdf

- Community-Based Service-Learning Tab on Major home pages:
  
  http://www.sjfc.edu/academics/arts-science/departments/cj/

- College News sample article:
  
  http://www.sjfc.edu/academics/servicelearning/news-detail.dot?id=baafdf366-33ed-432d-9a63-af7b905fd1e5
Communication Skills: I was able to communicate effectively with clients and supervisors. (93.5%)

Cooperation: SL strengthened my collaborative skills as a team member and taught me how to work well with supervisors and clients/customers. (92.1%)

Added Meaning: I gained knowledge, skills, or awareness that has added value and meaning to this course. (91.7%) and Civic Awareness: Service-learning helped me to become more aware of the needs in the community (91.7%)

Applied Learning: SL helped me understand how course concepts can be applied to everyday learning. (90.8%) and Social Awareness: Working in community settings developed cross-cultural awareness and understanding of others who are different than me. (90.8%)

77.7% of the students would be interested in doing SL as part of future courses 80% plan on doing further CS. (from 45% who had volunteered previously)
Fall 2013 Faculty Impact Assessment Results (9 results)

Course Goals: SL helped accomplish the course goals. (100%); Added Meaning: Students gained knowledge, skills, or awareness that added value and meaning. (89%)

Added Understanding: The service experience helped students better understand the material from class sessions and readings. (78%); Applied Learning: SL helped students understand how concepts can be applied to everyday life. (100%)

Social Awareness: Students developed cross-cultural awareness and understanding. (75%)
Civic Awareness: SL helped students to become more aware of the needs in Rochester. (88%)

Expertise: SL enhances my ability to share my expertise. (67%)
Service: SL contributes to my service to the campus or the community. (100%)
Community Partnerships: SL resulted in enhanced collaborations. (100%)
Research: SL contributes to my research agenda. (44%)
Mission: SL helps fulfill this college’s mission. (100%)
Fall 2013 Community Impact Assessment Results (out of 17 responses)

CB=Capacity-Building Product; CS=Client Support

Needs: Client support and capacity-building products met the needs of our clients. (CB: 79%; CS: 82%)

Essential: Students provided contributions and services that we would not otherwise have completed at this time. (CB: 79%; CS: 82%)

Usefulness: CB products will be used within our organization (79%)

Quality and Professionalism: Students produced professional and high quality work (86%)

Information & Skill Development: Students provided information and/or supported skill development through client support (80%)

Relationship-Building: Students built relationships with clients that were meaningful (64%)
OBTAINED ADDITIONAL FUNDING:
Applied for and received a Learn and Serve Grant from the CNCS
Implemented first of three-year SL program
(2009-2010)

IMPLEMENTED A SL PROGRAM:
Year 1: #SL course sections
Year 2:
Year 3:
Assessed results; presented findings at Faculty Dev. Days, increased community partners
(2010-2012)

GOT THE WORD OUT:
Collaborated with Community Service Office, Office of Multicultural Affairs and Diversity Programs, & Student Life.
Received assistance from Development Office (grants), Communication Office (website), Institutional Research Office (Qualtrics survey).
(2013-2013)

OBTAINED INITIAL SUPPORT AND FUNDING:
Increasing experiential learning and SL added to Strategic Plan, wrote and received funding to increase PT to FT position, to support office under “Strategic Planning Initiatives”, to change name to CSLCE.
(Spring, Summer, and Fall 2008)

PUT THE PLAN INTO ACTION
Created student-developed video, student-developed CP brochure, used professional services for SL brochure, refined Action Plans.
(Summer and Fall 2008)
1. **Partner with faculty, staff, students, and community partners** who can serve as advocates and participants. Form an advisory group.

2. **Seek support of staff** who can provide assistance (grants, institutional research, communication, student life).

3. **Create a plan informed by research** (literature and surveys) that can demonstrate benefit. Link research to primary goals of the institution.

4. **Locate funding** that can support personnel and other program needs. Report to academic administrator.

5. **Start slow with a pilot program** to build support, create successes, and demonstrate benefit.
6. **Assess results** from perspective of students, faculty, and CP from the beginning. Communicate results.

7. **Keep detailed records** to record progress and showcase results.

8. **Increase awareness and integration** into campus culture. Garner or enhance administrative support.

9. **Integrate into strategic planning process** or academic master plans.

10. **Commit to reciprocity** through sustainable partnerships and meaningful learning.
What are your next steps?

1.

2.

3.

4.