Service-Learning Programs
Longwood University Student Affairs
CAS Executive Summary and Action Plan 2010-11

I. **Self-Assessment Process:**

Self-Study Coordinator: Jen Rentschler, *Associate Director for Leadership and Civic Engagement*
Faculty Representative: Dr. Kristen Welch, *Assistant Professor of English*
Staff Representatives: Sarah Hobgood, *Assistant Director Academic and Career Advising Center*
                             Matthew Coats, *Residence Education Coordinator-Frazer Hall*
Community Representative: Patrice Carter, *Moton Museum*
Student Representatives: William Roy, *Student Educators for Active Leadership*
                             Samantha Chuchill, *MLK Challenge Planning Committee*

Review Schedule:

On June 9, 2010, the Associate Director for Leadership and Civic Engagement met with Onie McKenzie, Associate Dean of Students, to review the process for the 2010-2011 Service-Learning CAS review, to discuss which faculty, staff, students and community partners should serve as the review team, and to create a tentative timeline for the review process.

After compiling a review team representative of service-learning based programs, the review team met on September 21, 2010. This meeting provided the team with an introduction to CAS and a background on the Office of Leadership and Civic Engagement as well as information about the service-learning programs sponsored by the office. The review team then received materials along with the CAS review packets.

On October 8, 2010 the CAS review packets were collected from the review team and then sent to Onie McKenzie to compile the results. The final meeting with the review team took place on March 22, 2010 at which time the review team made suggestions to improve the Service-Learning programs in the Leadership and Civic Engagement Office.

II. **Executive Summary**

Part 1: Mission Overview:

A. The Office of Leadership and Civic Engagement strives to provide meaningful service and leadership opportunities for individuals and groups of students in the surrounding community and on campus.

B. By participating in these service and leadership opportunities students will develop an awareness of social issues, a sense of community and civic engagement, an appreciation for those who are different than themselves, skills and strategies that will prepare them to be catalyst for change and an understanding of citizen leadership that can inform the way they live and lead.

C. The mission of Longwood is the foundation for the Leadership and Civic Engagement office as we strive to promote student learning and personal growth toward citizen leadership, educate students, faculty and staff about the benefits of civic engagement and provide resources and opportunities to make it easier for all campus partners to engage in leadership and service activities.

Part 2: Program Overview:

A. The primary elements of the service-learning program at Longwood University include educational workshops for faculty and staff, information fairs for students to learn about volunteer opportunities within the Farmville community, class presentations and orientation sessions for students who have a class or organizational service requirement and service based programs such as Alternative Spring Break and the Joan of Arc Program.

B. The office provides students with many opportunities to learn and develop through their participation in community service and reflection. Annual program and student development goals are put into practice and assessed through program evaluations. These evaluations continue to show us that students are satisfied with the programs offered and are learning about themselves, their community, and the importance of being involved in their community.

C. During the 2010-2011academic year, all of our programs and workshops are well attended:

170 students participated in Movers and Shakers

133 students participated in the Hunger and Homeless Awareness Week

31 students participated across three Alternative Spring Break trips

55 students participated in the Big Siblings Program

85 students participated in the New Student Leadership Program

147 students, faculty and staff participated in the Mountain Lake Leadership Conference

109 students completed the requirements Emerging Leaders & Joan of Arc Leadership Programs

Many students return year after year and take on leadership roles within our various programs and organizations.

Part 3: Leadership Overview:

A. The program director is supported by a program coordinator, a student worker and several student program coordinators within the service organizations advised by the program director. The program director stays current on the latest service-learning practices through articles, conferences and professional organizations. The program director strives to meet annual performance expectations and monitors program and learning goals and uses campus and community resources to ensure that students have ample opportunities to learn and grow.

Part 4: Human Resources Overview:

A. The biggest concern in regard to staffing the program is the lack of a Director for the Office of Leadership and Civic Engagement. The office has been maintained under the supervision of the Director for the Student Union and Involvement but without a formal Director for almost two years.

B. All members of the staff attend annual staff retreats in which yearly goals are developed and strategies for successfully reaching those goals are mapped out. Professional development is offered in the form of on-campus opportunities as well as conferences and the opportunity to assist with our off-campus service trips. Each staff member is evaluated on an annual basis as required by Human Resources.

Part 5: Ethics Overview:

A. The program is guided by its mission and the mission of the university. The program also adheres to the policies, procedures and standards of conduct put in place by the university and the state.

B. The office manages student and staff confidentiality by following university mandated guidelines to keep data private and secure. Students with special needs are taken care of by the program director and confidential matters only involve those necessary to handle them.

Part 6: Legal Responsibilities Overview:
A. The crucial legal issues faced by the program include making all programs and events accessible to students with disabilities and ensuring students understand their rights when committing to volunteer at an off-campus site. The office does its best to educate students and maintain accurate records of liability waivers, permission forms, etc.

Part 7: Equity and Access Overview:
A. The program strives to insure non-discriminatory, fair, and equitable treatment to all constituents by designing programs that are accessible and open to all students. While some of our programs do have a cost associated with participation, the office offers financial assistance and scholarships to those students who express a need.

B. There is no structure or policy in place to address imbalance in participation, however, the program director extends invitations, solicits nominations, and increases advertisement to under-represented groups of students whenever possible.

Part 8: Diversity Overview:
A. The program contributes to the nurturing of diversity on campus by offering students many different opportunities to explore social issues, which gives them the opportunity to learn from the people and organizations they encounter and to broaden their world view.

B. The program serves the needs of diverse populations by providing a variety of student led programs and events that draw a wide range of participants. Annual programs are modified based on assessment and evaluations from previous events. The program strives to include a diverse array of workshop topics, speakers, and service opportunities to ensure we can meet the needs of all students on campus.

Part 9: Organization and Management Overview:
A. Institutional organizational structures that define, enable or restrain the program include reporting structure within the program and the student organizations associated with it, policies and guidelines that relate to service-requirements for classes or student organizations, and policies relating to parking and access to reliable transportation.

B. Extensive communication and annual events such as workshops, luncheons, and information fair's are in place to ensure that the faculty, students, and community partners are informed of the programs missions and goals. Each constituent is given multiple opportunities to provide feedback and express needs and concerns to help the program grow and develop.

Part 10: Campus and External Relations Overview:
A. The program must maintain effective relationships with all students, faculty, staff and community partners in order to successfully reach its goals.

B. Annual program and event evaluations among students, faculty and community partners shows satisfaction among these constituents with the office and related programs and events.
    a. 94% of participants rated the Faces of Homelessness Panel overall as good to excellent.
    b. 100% of participants rated the Oxfam Hunger Banquet overall as good to excellent.
    c. 90% of participants rated the New Student Leadership Program overall as good to excellent.
    d. 97% of participants rated the Mountain Lake Leadership Program overall as good to excellent.

Part 11: Financial Resources Overview:
A. Immediate concerns related to funding include ensuring that all programs and events with an associated cost are kept affordable for students in need of financial aid. The cost of certain annual events continues to rise as the program budget continues to be cut. The program will not be able to maintain annual events such as The Mountain Lake Leadership Conference and the International Alternative Spring Break Program if the costs of these programs continue to rise and/or the office budget continues to decline.

B. The office strives to maintain a balanced budget and invests in resources that can be reused at future programs and events. Based on predetermined priorities, the office carefully selects resources, speakers and venues after comparing costs to ensure we are being as cost effective as possible.

Part 12: Technology Overview:
A. Currently the program has few concerns relating to technology with the exception of the need for a more advanced and efficient way of recording and cataloging student records of community service hours.

Part 13: Facilities and Equipment Overview:
A. Immediate concerns in regard to facilities and equipment reflect our space. Most of our programs and events are held off campus, including our MLK Challenge and The Mountain Lake Leadership Conference, due to the lack of adequate space for these programs.

B. Policies and protocols are in place to ensure the health, safety and security for all students who participate in programs sponsored by the office.

Part 14: Assessment and Evaluation Overview:
A. Expectations for program assessment include annual progress reports on the university's strategic plan, students' learning outcomes, and individual performance.

B. Annual reports that address student learning, program goals, and overall program satisfaction are posted to the website for public access.

C. At the conclusion of each program, workshop and/or event, participants have the opportunity to evaluate a variety of program components and offer feedback for improvement. Faculty, staff and community partners are also given the opportunity to evaluate the program and provide feedback at the end of each semester in regard to current service-learning collaborations. This feedback is used to make changes and improve future programs and events.

III. **Identify areas of Program Strength**

    A. The significant program areas of accomplishment include Mission, Ethics, Legal Responsibilities, Diversity, Organization and Management, and Assessment and Evaluation as each of these sections of the executive summary received a rating of 3.5 or higher with very few, if any discrepancies among the reviewers' scores. The reviewers agreed that each of these areas surpassed the standards laid out by CAS and that the program excelled in each.

IV. **Identify areas of Program Weakness, Rating Discrepancy, and Insufficient Evidence**

    A. None of the program areas were rated as being "not done."

    B. Discrepancies among the reviewers occurred throughout the evaluation. Some of the areas with the greatest discrepancies were Program, Leadership, Human Resources, Equity and Access, Campus and External Relations, Technology, and Facilities and Equipment.

        a) **Program**- Discrepancies in this area were centered around the program's ability to provide evidence on the impact of student learning domains. The review team felt that this discrepancy occurred because there isn't a formal evaluation for students in service-learning courses.

        b) **Leadership**- Discrepancies in this were regarding interactions with stakeholders, the adaptation of sustainability practices and confusion in regard to how the office recognizes and prepares for environmental factors that may negatively influence the safety of staff and students.

        c) **Human Resources**- Discrepancies in this area were centered on how students and staff of the program are trained in emergency procedures and crisis prevention and response.

        d) **Equity and Access**- While there were few discrepancies in this area, there was some confusion among reviewers in regard to how the program remedied imbalances in student participation and how the program responds to student needs when establishing hours of program operation.

        e) **Campus and External Relations**- Discrepancies in this area were centered around the program's policies for responding to threats, disseminating information and communicating with the media.

        f) **Technology**- Discrepancies in this area arose in regard to the availability of policies for using technology in the program.

        g) **Facilities and Equipment**- Discrepancies in this area arose in regard to the adequacy of program facilities.

V. **Write Action Plan for areas of Program Weakness:**

    Program
    Action Plan: Create bi-annual opportunities for collaboration with faculty
    Resources: Department heads, information fairs, new faculty orientation sessions
    Deadline: ongoing
    Personnel Responsible: Associate Director for Leadership and Civic Engagement

Action Plan: Add information about alternative service opportunities for students with religious or moral conflicts
Resources: website, flyers, campus announcements
Deadline: December 2011 for the website, ongoing for all other forms of advertisement
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Action Plan: Create a more in-depth assessment strategy for assessing the impact of the program on both the Longwood and Farmville community
Resources: Annual surveys, website, community partner luncheons
Deadline: A new assessment tool will be created and distributed by May of 2012
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Leadership
Action Plan: Increase training in regard to emergency procedures for all professional and support staff
Resources: Established campus trainings, Office of Environmental Health and Safety
Deadline: These elements will be integrated into training by May 2012
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Human Resources
Action Plan: Offer input and assistance in recruitment and selection of vacant director position
Resources: Vice President of Student Affairs, Director of Student Union and Involvement
Deadline: January of 2012
Personnel Responsible: Vice President of student Affairs

Action Plan: Encourage staff to attend regular professional development opportunities offered by the division and professional associations.
Resources: On campus workshops, local conferences and national conferences
Deadline: ongoing
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Ethics (Not an area of weakness; this additional initiative is suggested to enhance program quality)
Action Plan: Create an Ethics Statement to be included on the website that will address the ethical needs of the organization and its members
Resources: University Code of Ethics, Director of Honor and Judicial Programs, Director of Student Union and Involvement, ACPA, NASPA
Deadline: December 2011
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Equity and Access
Action Plan: Evaluate the diversity of program participants and provide remedies for imbalance in student participation
Resources: program evaluations, attendance, and participant rosters
Deadline: ongoing
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Campus and External Resources
Action Plan: Post COOP and other relevant policies on the website and include these policies in staff training
Resources: website, training manuals
Deadline: December 2011
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Financial Resources
Action Plan: Analyze expenditures, external and internal resources and assess its impact on program mission.
Resources: Banner, student organization accounts
Deadline: ongoing
Personnel Responsible: Associate Director for Leadership and Civic Engagement and Program Coordinator for Leadership and Civic Engagement

Technology
Action Plan: Ensure that policies and procedures (i.e. MOAT training) related to the proper use of technology is available to professional, administrative and student staff
Resources: Information and Instructional Technology Services
Deadline: May 2012
Personnel Responsible: Associate Director for Leadership and Civic Engagement and Program Coordinator for Leadership and Civic Engagement

Facilities and Equipment
Action Plan: Evaluate layout and location of space to ensure sensitivity to the needs of persons with disabilities.
Resources: Disability Resources
Deadline: December 2011
Personnel Responsible: Associate Director for Leadership and Civic Engagement

Assessment and Evaluation (Not an area of weakness; this additional initiative is suggested to enhance program quality)
Action Plan: Increase recognition of professional, administrative and student staff
Resources: Staff meetings, end of semester banquets, newsletters, websites, etc.
Deadline: ongoing
Personnel Responsible: Associate Director for Leadership and Civic Engagement, Director of Student Union and Involvement

VI.   APPENDICES: Please attach a copy of the Collective Ratings as an appendix to this document.

Volunteer and Service Learning (2010-11)

Overall Averages for Each of the 14 CAS Component Areas

	Average*
Part 1. Mission	3.56
Part 2. Program	3.33
Part 3. Leadership	3.27
Part 4. Human Resources	3.17
Part 5. Ethics	3.56
Part 6. Legal Responsibilities	3.67
Part 7. Equity and Access	3.43
Part 8. Diversity	3.54
Part 9. Organization & Management	3.52
Part 10. Campus & External Relations	3.40
Part 11. Financial Resources	3.32
Part 12. Technology	3.58
Part 13. Facilities & Equipment	3.06
Part 14. Assessment & Evaluation	3.53

*based on a four-point scale