Longwood University Student Affairs
2015-16 CAS Executive Summary and Action Plan

I.   **THE SELF-ASSESSMENT PROCESS**

Member of the Service Learning CAS Review Committee: Jordan Bynum Howell (co-chair), Jonathan Page (co-chair), JoEllen Pederson, Sarah Loth, Trey Eggleston, Rachel Dodd, Shawn Lester

Process and timeline for study:

Committee members were asked to attend three or four meetings over the course of the spring 2016 semester during which they

- attended an hour-long orientation meeting in February where they became familiar with the relevant CAS standards for this functional area;

- individually, and on their own time, rated the criterion measures and provided comments as set forth in the *2015 CAS Civic Engagement and Service Learning Self-Assessment Guide (SAG)* on a four-point scale from "Not Met" to "Fully Met," based on the documentary evidence provided;

- attended a second and third meeting with your Review Team March and April to clarify issues and answer questions regarding items for which evidence was missing, interpretation was needed, or where severe disparity in ratings were noted; and finally,

- provided ideas and approval to the recommendations and action items incorporated into the *Executive Summary and Action Plan* authored by the Self-Study Co-Coordinators.

II.   **EXECUTIVE SUMMARY**

Part 1: Mission Overview Questions

A. The mission of Leadership and Service Learning is to provide meaningful leadership and service opportunities for individuals and groups of students on campus and in the surrounding community. The mission of CLSJE is to educating, empowering, and challenging students through educational programming, inclusive environments, and experiential learning opportunities in order to develop Citizen Leaders who champion the cause of social justice. Last revised August 2015.

B. The mission supports student learning, development and success through the alignment of goals it has with the Longwood University mission, which focuses heavily on citizen leadership being the desired goal, along with education, values, and service being very important components.

C. The mission statement of LSL and CLSJE complement the university mission statement in addressing some of the same issues that the University mission statement addresses including:

    a. Citizenship and Social Responsibility

      b. Leadership
      c. Intercultural Competency
D. The programs mission is made visible through the website and through the missions of individual programs facilitated and/overseen by the area.

Part 2: Program Overview Questions

A. The primary elements of the program consist of community partnership, learning being a pre-requisite to service, parallel goals and outcomes, and collaboration for service enhancement.
B. The most significant student learning and development outcomes stem from ongoing programs and are based around:
      a. Collaboration with Campus and Community
      b. Positively impacting student learning and development through exposure to diversity and inclusion
C. The evidence that exists to confirm that the program contributes to student learning, development and success can be found in the infusion of goals and outcomes to ongoing programs.

Part 3: Organization and Leadership Overview Questions

A. Personnel responsibilities, expectations, and standards for communication are clearly and actively shared through staff meetings and updates, through the use of technology support and strategic initiatives documentation.
B. Evidence found to support effective leadership practices within the program area include documentation of expectations, responsibilities, and standards, contracts, advertising within the campus and community, facilitation of workshop training sessions and collaborations, goal setting meetings, and meetings to review programs and processes.
C. Opportunities to fulfill the programs mission include working with Diversity and Inclusion to reach diverse groups of students, collaborating with various campus and community partners to provide service learning opportunities to students, faculty and staff, and more intentional review of programs to address learning outcomes, goals, strengths, and weaknesses. There is also opportunity to solicit greater perspectives from student organizations like Big Siblings and Alternative Breaks. The greatest limitation is the lack of sufficient staff to fulfill the mission of the office.

Part 4: Human Resources Overview Questions

A. The most pressing concern related to staffing the program is the more staff are needed to accomplish the mission due to the amount of programming the area is involved with and to help support and engage more students.
B. Supervision and evaluation of each staff member is provided through the established guidelines, policies, and procedures established by Longwood University through the Human Resources Department. Training and professional development are areas that need to be addressed. More opportunities for professional development and trainings should be provided especially off-campus ones like the ones provided by professional associations.

C. The current staffing structure allows for the completion of the basic mission of the area: communicating with faculty, staff, community partners, and students, as well as to oversee/facilitate student-led programs.

D. The service learning area makes use of the three federal work study student employees in Citizen Leadership and Social Justice Education to assist with programming, assessment, and marketing.

Part 5: Ethics Overview Questions

A. The program and its staff members are guided by the ethical principles, standards, and codes established by both ACPA and NASPA, the Student Affairs Division, and Longwood University.

B. The program's strategy for managing student and staff confidentiality and privacy issues is through contracts and agreements, and through the guidelines for privacy and confidentiality established by Longwood University.

C. No documentation was provided to address this specifically, but the area referred to the ACPA/NASPA guidelines and information.

Part 6: Law. Policy, and Governance Overview Questions

A. The program did not identify any specific legal issues faced by the program besides those faced by the entire institution. These are addressed according to the ACPA/NASPA guidelines and the policies, procedures, and regulations of the University. The area did undergo an internal audit of policies and procedures during the 2015-2016 academic year and recommendations were made to address potential legal issues.

B. Staff are provided with informational sessions and trainings through the Student Affairs division to keep abreast of changing laws, regulations, and policies where non-compliance can result in legal risks and liabilities, as well as through reviews like internal audit.

Part 7: Diversity, Equity and Access Overview Questions

A. The program ensures non-discriminatory, fair, and equitable treatment of all constituents through its mission, expectations, and policies. The area has a partnership with the Office of Disability Resources to ensure that individuals with disabilities have equal access and opportunities to participate in programming, engagement in self-assessment of programs and activities, and through collaboration with Diversity and Inclusion.

B. The program does its best to address any imbalances through the design of each program, through goals and outcomes of programming, activities, and initiatives, as well as through direct feedback and communication.

C. The multicultural competencies of the student and professional staff are developed through ACPA guidelines and learning tools, workshops and trainings, professional development conferences, and collaboration with Diversity and Inclusion.

Part 8: Internal and External Relations Overview Questions
A. It is critical for this program to keep ongoing relationships with frequent community partners like FACES, The Woodlands, Habitat for Humanity, Piedmont Geriatric and others because they are some of the more frequented service sites for out students. We also have other critical partnerships that include, but are not limited to, the Student Engagement Unit at Longwood University, our Hampden Sydney counter parts, students groups and organizations like Big Siblings, Alternative Breaks, SGA, BSA, APO, NSSLA, and others. We keep ongoing relationships with other areas as well at Longwood like Career Services, and RCL.
B. Evidence that shows an effective relationship with these partners can be seen through documentation of those partners in lists/charts and the information that we have on them. It is also seen through service agreements.
C. We are able to engage in collaboration with Campus/Community partners through intentional meetings with these partners and in also making sure that we keeping them up to date with what we are doing through conversation and intentional dialogue i.e. Teaching and Learning Institute, Service Learning Workshop, and Agency Reception.

Part 9: Financial Resources Overview Questions
A. It appears that funds have been used efficiently and effectively; they set accurate allocations for each project/task and never broke the budget. More funding is necessary as the goal is to grow this area in terms of programming and resources.
B. There were no other outside sources of funding aside from some collaborations with campus partners like CAFÉ and Diversity and Inclusion.
C. The Internal Audit results indicated fiscal responsibility, responsible stewardship, and cost effectiveness. Also, there have been no budgetary overruns and budgets have been balanced.

Part 10: Technology Overview Questions
A. There is a need to document how technology is used in this area and to create some policies regarding student use of technology and technology access.
B. There are no issues or concerns related to information confidentiality and security.
C. Technology is used to promote programming through flyers, email, social media, website enhancements, etc. It is also used for electronic document storage and reporting, as well as for presentations and online programming.

Part 11: Facilities and Equipment Overview Questions
A. One concern regards security and the keeping of student records confidential in a locked office or locked space within the office.
B. The area is located along the side hallway of the Lankford Student Union that is centralized and accessible to all students and staff members. It would be better if the area/office of CLSJE were all in the same space (suite) as opposed to down the length of a hallway will internal connecting doors.

Part 12: Assessment Overview Questions

A. Currently, every individual program is assessed through reflection and verbal feedback. Also, we are keep track of the number of students that are participating as well as the demographics of these students.

B. Every program that we have for students has both learning objectives and learning outcomes that line up with mission statement, and goals of CLSJE. That is how we ensure that programming is staying in line with the overall picture for our area.

C. We are currently working to enhance the assessment of the programs that we do as well as the resources that we provide. We have been reaching out to other colleges and universities to see what they are doing as well as researching best practices for Civic Engagement and Service Learning in higher education. We are also taking student feedback as it comes and making sure that we are making necessary changes to programs along the way.

III. <u>**Identify areas of Program Strength**</u>

Part 7: Diversity, Equity and Access
Overall Rating: 2.6

The guidelines and policies that we follow in terms of diversity, equity and access are the policies of Longwood University. We also partner with different areas across the institution to ensure the diversity, equity and access for all faculty/staff and students.

Part 10: Technology Overview Questions
Overall Rating: 2.6

We follow the set guidelines for Longwood University in Data protection and Upgrades. We are up to date on our website and have some of the most up-to-date contact information for all of our community partners. We are able to also give utilize flyers, emails, social media, website enhancement, etc. to reach our students.

IV. <u>**Note items with ratings of Does Not Apply (DNA), Insufficient Evidence/Unable to Rate (IE), and Significant Discrepancy**</u>

A. There were no significant ratings of DNA in the evaluation

B. In section 5--Ethics, there were IE ratings in the areas of Statement of Ethical Standards, Ethical Obligations, and Responsibility to Communities. We follow the ethical standards established by the University and the Student Affairs division which follow the provisions and guidelines of both ACPA and NASPA. However, CLSJE is working to create a statement of ethics and ethical responsibility to address some of the concerns raised by the review committee.
In Section 6—Law, Policy, and Governance, there were IE ratings in Legal Obligations and Responsibilities, Copyright Compliance, and Governance. This is also an area where the University laws, policies, and procedures are

followed, however, CLSJE is working to create guidelines to adhere to copyright compliance at the suggestion of the review committee. Lastly, in section 10—Technology, there were IE ratings with regard to policy for student use of technology. The only students who have access to technology in this area are the student workers who are governed by the policies of the University as employees of the University.

C. There were no major items where there was a significant discrepancy among raters.

V. **Write an Action Plan for areas needing Development:**

Part 1: Mission
Overall Rating: 1.85

Action Plan: Annual Review of Mission statement for CLSJE
Resources: Department head, meeting space
Deadline: ongoing
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Action Plan: Create a Primary Objective for Civic Engagement and Service Learning
Resources: Department head, meeting space
Deadline: Fall 2016
Personnel Responsible: Associate Director of Community Learning and Engagement

Action Plan: Share the Mission statement and Primary Objective of CLSJE and Civic Engagement and Service Learning more broadly
Resources: printing services, website, flyers, campus announcements
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education, Associate Director of Community Learning and Engagement

Part 2: Program
Rating: 1.54

Action Plan: Create more formalized partnerships that establish mutually beneficial relationships through creating a process to becoming a special community partner that has access to certain resources and is dealt with on a more consistent basis.
Resources: community partner information, other colleges/universities, surveys, website, flyers, community partner luncheons/receptions, campus partners
Deadline: Spring 2017
Personnel Responsible: Associate Director of Community Learning and Engagement

Action Plan: Create a database of Service-Learning classes
Resources: department heads, CAFÉ, campus announcements, weekly email, survey
Deadline: Spring 2017
Personnel Responsible: Associate Director of Community Learning and Engagement

Action Plan: Create program manuals for every event that addresses student learning.
Will include students learning objectives, learning outcomes and assessment.
Resources: assessment tools, area director head
Deadline: Spring 2017
Personnel Responsible: Associate Director of Community Learning and Engagement

Action Plan: Create a more ongoing, in-depth and regular assessment of programs and
services
Resources: Annual surveys, website, community partner lunch and receptions, Big
Siblings, Alternative Breaks, Student Engagement Unit
Deadline: Spring 2017
Personnel Responsible: Associate Director of Community Learning and Engagement

Part 3: Organization and Leadership Overview Questions
Overall Rating: 1.83

Action Plan: Revise and update the mission, vision, and goals of the area to address
and reflect the organizational structure and changes of the office and to incorporate
the learning goals and outcomes of the Student Engagement Unit.
changes
Resources: WEAVE assessment tool, Student Engagement Learning Outcomes and
Goals
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Action Plan: Implement the recommendations of the Internal Audit to address
sustainability practices and take action to address potential risks.
Resources: Internal audit report, University policies/procedures
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 4: Human Resources
Overall Rating: 1.82

Action Plan: Identify, establish, and provide professional development processes and
opportunities
Resources: Community engagement and service learning websites and professional
organizations
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Action Plan: Create a section of policies and procedures manual to address personnel training
Resources: Associate Dean of Student Engagement, University policies and procedures
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 5: Ethics
Overall Rating: 1.65

Action Plan: Create a statement of ethical standards for CLSJE that establishes
 personnel ethical obligations and office responsibility to communities
Resources: ACPA/NASPA websites, ethics statement research
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 6: Law. Policy, and Governance
Overall Rating: 1.62

Action Plan: Post and/or provide links to University policies, procedures, and regulations regarding law, policy, and governance responsibilities on CLSJE website.
Resources: University law, governance, and policy procedures and regulations
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Action Plan: Establish guidelines and procedures for copyright compliance and provide appropriate citations on materials and instruments
Resources: Copyright Clearance Center, guides to copyright compliance
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 8: Internal and External Relations
Rating: 1.85

Action Plan: Create a log of when internal and external partners are contacted and utilized
Resources: community and campus partners
Deadline: ongoing
Personnel Responsible: Associate Director of Community Engagement

Part 9: Financial Resources
Overall Rating: 1.62

Action Plan: Conduct comprehensive assessments and analyses of financial expenditures to eliminate unnecessary spending and identify unmet needs and

opportunities for external funding and collaboration
Resources: CLSJE personnel, assessment tools
Deadline: Spring 2017
Personnel Responsible: Assistant Director of Community Learning and Engagement and the Director of Citizen Leadership and Social Justice Education

Action Plan: Implement the recommendation of the 2015-2016 Internal Audit
Resources: internal audit report and recommendations
Deadline: Spring 2017
Personnel Responsible: Assistant Director of Community Learning and Engagement and the Director of Citizen Leadership and Social Justice Education

Part 11: Facilities and Equipment
Overall Rating: 1.70

Action Plan: Create a section of the policies and procedures manual to address the University practices for use of facilities and purchase of equipment and compliance with codes, laws, as well as to establish a cycle of evaluation of equipment.
Resources: University policies, procedures, practices, codes, and laws
Deadline: Spring 2017
Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 12: Assessment
Rating: 1.45

Action Plan: Create an assessment plan for ongoing assessment
Resources: Assessment team, Student Engagement Unit
Deadline: Fall 2016
Personnel Responsible: Associate Director of Community Learning and Engagement

Action Plan: Create more comprehensive documentation of assessment
Resources: assessment tools, area director head, student engagement assessment
Deadline: Spring 2017
Personnel Responsible: Associate Director of Community Engagement