

REPORT ON SERVICE-LEARNING

University of Massachusetts Dartmouth

CENTER FOR CIVIC ENGAGEMENT

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Summer, 2011

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INTRODUCTION

The purpose of this report is to update the status of our progress toward meeting the Service-Learning (SL) objectives outlined in the University's most recent strategic plan. It also provides an assessment of the effectiveness of Service-Learning in increasing civic skills and attitudes and student retention as well as meeting community partner needs.

HIGHLIGHTS OF SL REPORT

The following are key findings or noted highlights from this report:

1. The number of students exposed to SL has grown significantly each semester for the last three years. In the Spring 2011 semester, 2,332 students were exposed to this pedagogy. Refer to Figure I for a graphic display of SL growth since 2008.
2. Two-thirds (66%) of the graduating class of 2011 graduated with at least one SL experience. This is an increase of 10% over the graduating class of 2010 (56%) and 39% greater than the class of 2009 (27%). Table III provides specifics for each class and Figure III shows a graphic display of the same.
3. There were 146 class sections taught by 96 different faculty members identified as using SL pedagogy in FY 2010/11. Refer to Table I for specifics regarding faculty, classes, and class sections by college.
4. There have been 34 faculty involved in the Faculty SL Fellows program to date. Faculty members have come from all the Undergraduate Colleges and SEPPCE. These faculty members serve as SL liaisons in their respective colleges.
5. Forty-three percent of all undergraduate majors offer at least 2 SL classes per year. Details by college and major appear in Appendix 3.
6. Service-Learning has positively (and significantly $p < .001$) impacted students' civic participation and skills. A complete assessment report and survey instrument can be found in Appendices 4 and 5.
7. Service-Learning has positively impacted students' sense of affiliation with and desire to graduate from UMD. As a result of their SL class: 74% plan on returning to UMD; 90% feel more involved with and connected to the UMD campus; 88% are choosing to graduate from UMD.
8. Service-Learning classes have helped the community address critical issues of educational attainment, environment, community development, youth development, health, economic development, and public safety. Almost all community partners (92%) reported that SL students increased their capacity to address community needs and desired to continue the partnership.

DEFINITION:

Service-Learning is defined at UMass Dartmouth as a pedagogical method used in credit-bearing courses that is designed with the dual mission of:

- a) Student attainment of discipline-specific knowledge through creatively designed, active-learning community-based projects and
- b) Community benefit through the thoughtful identification and completion of community-based service.

The methodology of Service-Learning requires:

- a) A clear link between academic objectives and service experience that is mutually beneficial to the goals of the course and community need.
- b) Student reflection as a means to gain a greater understanding of course content and a broader sense of civic responsibility.

STRATEGIC PLANNING GOALS LINKED TO SERVICE-LEARNING AND CIVIC ENGAGEMENT

Service-Learning (SL) and civic engagement are scattered throughout the University's strategic plan. However, the most important goals and objectives directly related to institutionalizing SL are as follows:

- a) *Goal - Distinguishing UMD Based on Service-learning and Civic Engagement*
- b) *Objective 1.2d-6 Implement a SL graduation requirement by 2012*
- c) *Objective 1.2d-7 Develop at least 2 SL classes within each major.*

UMass Dartmouth is recognized statewide and nationally as being on the cutting edge in these efforts. We have gained that reputation through special events (Civic Engagement Summits, Young Adult Forums, Governor's On-line Forum, etc.), key partnerships (Governor's Office of Grassroots Government, Be the Change, Harvard University Saguaro Group, Asset Based Community Development at Northwestern University, etc.) and the embedded nature of many of our activities (Centers, ATMC, etc.). We have also done this through recognition by the Carnegie Foundation and the President's Higher Education Honor Roll.

In 2008, we achieved Carnegie classification for both Community Engagement and Curricular Engagement. The latter being more difficult to achieve as it is based solely on service-learning efforts. UMass Dartmouth has also been named to the 2008 and 2009 President's Higher Education Honor Roll for our efforts in community service and service-learning. This year (2010), we not only were a member of the President's Honor Roll, but received the award "with distinction."

Building Internal Capacity to Meet Goals

We have always recognized the need to build internal capacity to offer SL classes via the development of a faculty knowledgeable in SL methods. The primary means to do that has been

through the Service-Learning Faculty Fellows Program.

Service-Learning Faculty Fellows Program

The Service-Learning Faculty Fellows Program was designed to create a community of practice and thereby build our capacity to offer expanded class offerings in every discipline. It is a mechanism used to expand our internal capacity to offer SL classes. The program has grown from 6 faculty members in FY2008/09 to a total of 34 faculty members involved today.

YEAR 1. The program started with 6 Dedicated Fellows in FY2008/09 and 3 Unit Development Grantees. The Dedicated Fellows came from different colleges and therefore serve as Service-Learning Liaisons for their colleges today. They are as follows:

COE – Ram Bala, CIS and Marguerite Zarillo, Physics

CAS – Shannon Jenkins, Political Science

CVPA – Ziddi Msangi, Design

CON – Sharon Sousa, Nursing

CCB – Steve White, Management/Marketing

The Unit Development Grants are designed for 3 or 4 faculty members to develop a mechanism to imbed SL into their curriculum. 2008/09 Unit Development Fellowships were given to the Honors Program, Political Science Department, and Sociology, Anthropology, Crime and Justice Studies Department. Three faculty involved in Unit Development Grants are counted in the 34 total SL Fellows as they remain active members of the SL faculty community.

YEAR 2. In FY 2009/10, the Dedicated Fellows were almost solely from CAS with one coming from CON. No faculty from other colleges applied for fellowships. Dedicated Fellows were:

Carlos Benavides, Spanish

Lisa Knauer, Anthropology

Jennifer Mulnix, Philosophy

Elizabeth Richardson, Psychology

Glaucia Silva, Portuguese

Maria Grungo, Nursing

YEAR 3. In FY2010/11, there were a total of 12 new Dedicated Fellows joining the 6 Fellows who became second-year Fellows. The new Fellows were:

Cristina Mehrrens, History, CAS

Morgan Peters, English, CAS

Robert Darst, Political Science, CAS

Jacqueline Satlow, Religious Studies, CAS

Tim Shea, MIS, CCB

Angappa Gunasekaran, POM, CCB

Chad McGuire, Policy Studies, SEPPCE

Deborah Carlson, Artisanry, CVPA

Richard Creighton, Fine Arts, CVPA

Memory Holloway, Art History, CVPA

Douglas Owens, Music, CVPA

Cathy Smilan, Art Education, CVPA

Fellows from 2008/09 and 2009/10 now have “graduated” from the program. Fellows from 2010/11 will now become second-year Fellows. They will be joined by the faculty listed below.

YEAR 4. FY2011/12 will see the addition of 7 new faculty members to the program. These faculty members primarily come from the colleges with the most need for service-learning classes - CAS and CCB. They are as follows:

CAS- Eileen Carreiro, Med Lab Science

CAS – Harvey Hou, Chemistry

CAS – Robert Jones, Economics

CAS - Oksana Jackim, English

CAS- Paula Rioux, History

CCB - B.K. Rai, Decision Information Sciences

COE - Katja Holtta-Otto, Mechanical Engineering

The Unit Development Grant has not taken off, which is unfortunate as it would be a great way to get larger majors to embed service-learning into their curriculum. It may be difficult to get 3 or 4 faculty members to commit to this activity.

Service-Learning fellows have also written grant applications, published journal articles, and presented on their experiences at conferences. For example, Professors Knauer (Anthropology) and White (Marketing) have written two grant applications to support service-learning class involvement in a micro-enterprise incubator in New Bedford. Professor Jenkins (Political Science) published two articles on her service-learning experience in *PS: Political Science and Politics* and the *Journal of Political Science Education*. Professors Mulnix (Philosophy) and Msangi (Graphic Design) presented service-learning papers at conferences in their discipline. Professor Zarrillo (Physics) and her students were successful in acquiring over \$21,000 in funding to allow 4 students summer internships to study transportation issues in our region.

In addition to the fellows program, a Service-learning Teaching Assistant program has been started which allows faculty using this pedagogy to be supported by a teaching assistant for 50 hours per semester.

Growth in SL Offerings

While not entirely because of the Fellows program, our service-learning offerings have grown significantly over the past few years. In 2005, Professor Jenkins surveyed faculty and identified 34 sections using SL that academic year. This year we had 146 class sections that used SL. The next section highlights a number of different involvement measures in both graphic and tabular forms.

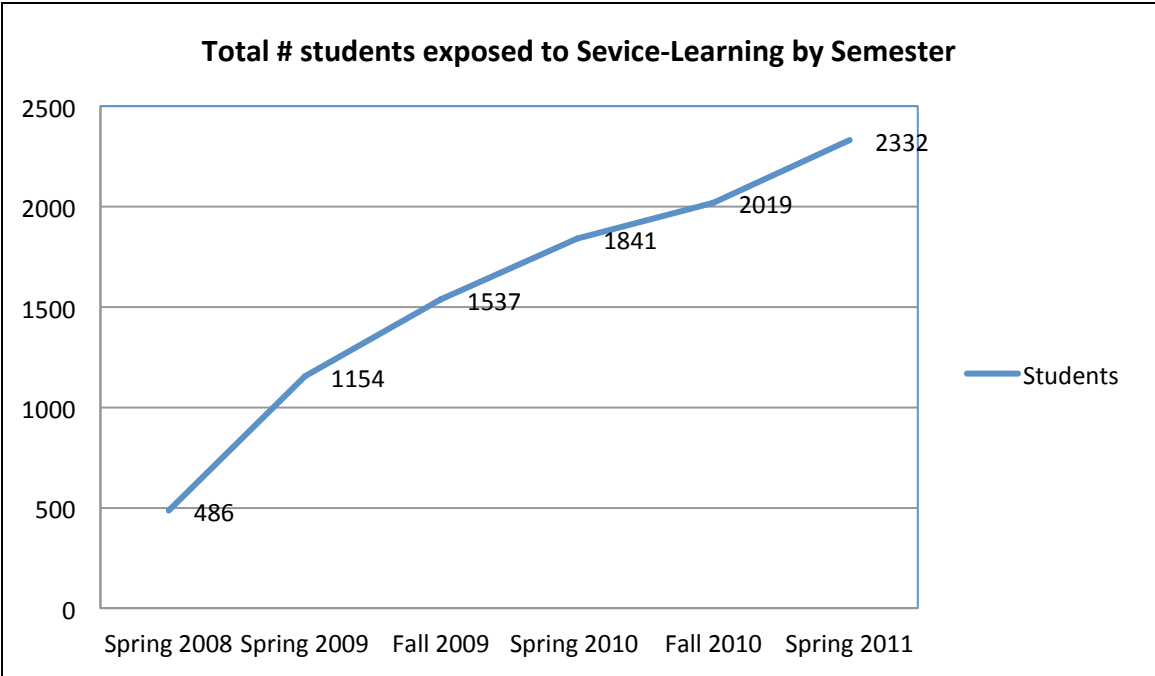


Figure I

Figure I shows the total number of students exposed to service-learning each semester. This is an aggregate of undergraduate and graduate students across all colleges. The figure shows consistent growth in the number of students exposed to service-learning each semester. Most recently, 2,332 students were exposed to service-learning pedagogy in the Spring of 2011. This is an increase of 15% from Fall 2010 and 27% from Spring 2010.

Growth in Internal Capacity

The next two tables (Tables I and II) and accompanying figure (Figure II) show the number of faculty, classes, and class sections involved with service-learning in FY2010/11 (Table I) and FY2009/10 (Table II). Figure II shows a graphic comparison of involvement between last year and this year. Most of the data show increases in service-learning activities. For example, we see an increase in the number of faculty offering service-learning classes from 83 last year to 96 this year. The data also shows an increase in the number of different classes offered from 84 to 98. The number of class sections declined (from 164 to 146), but this did not have an adverse impact on the number of students exposed to service-learning, which grew from FY2009/10 to FY2010/11.

Table I - Summary of SL Involvement FY 10-11
 Service Learning Classes Spring 2011 and Fall 2010 by College

Spring 2011

	Faculty	Classes	Sections	Experience* Program
CAS	10	11	13	34
CCB	8	8	12	0
CVPA	7	8	10	6
COE	5	5	5	0
CON	4	4	14	1
SEPPCE	5	6	8	0
SMAST	0	0	0	0
LAW	4	4	4	0
TOTALS:	43	46	66	41

Fall 2010

	Faculty	Classes	Sections	Experience* Program
CAS	13	15	19	22
CCB	7	8	9	0
CVPA	7	8	13	6
COE	8	12	14	6
CON	8	2	13	0
SEPPCE	6	4	8	0
SMAST	0	0	0	0
LAW	4	3	4	0
TOTALS:	53	52	80	34

GRAND TOTAL:	96	98	146	75
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*Experience program classes do not count toward goal 1.2d-7 (2 courses per major). They do assist a small number of students in meeting goal 1.2d-6 (2012 graduation goal). Only faculty teaching "regular sections" (not Experience Program) have been included in faculty involved with SL column.

Table II - Summary of SL Involvement FY 09-10
 Service Learning Classes Spring 2010 and Fall 2009 by College

Spring 2010

	Faculty	Classes	Sections	Experience* Program
CAS	9	17	35	30
CCB	6	8	11	0
CVPA	9	9	16	0
COE	14	7	15	0
CON	5	2	12	0
SEPPCE	9	7	11	0
TOTALS:	52	50	100	30

Fall 2009

	Faculty	Classes	Sections	Experience* Program
CAS	7	15	25	6
CCB	6	7	11	0
CVPA	5	3	5	0
COE	5	5	5	0
CON	6	2	14	0
SEPPCE	2	2	4	0
TOTALS:	31	34	64	6

GRAND TOTAL:	83	84	164	36
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*Experience program classes do not count toward goal 1.2d-7 (2 courses per major). They do assist a small number of students in meeting goal 1.2d-6 (2012 graduation goal). Only faculty teaching "regular sections" (not Experience Program) have been included in faculty involved with SL column.

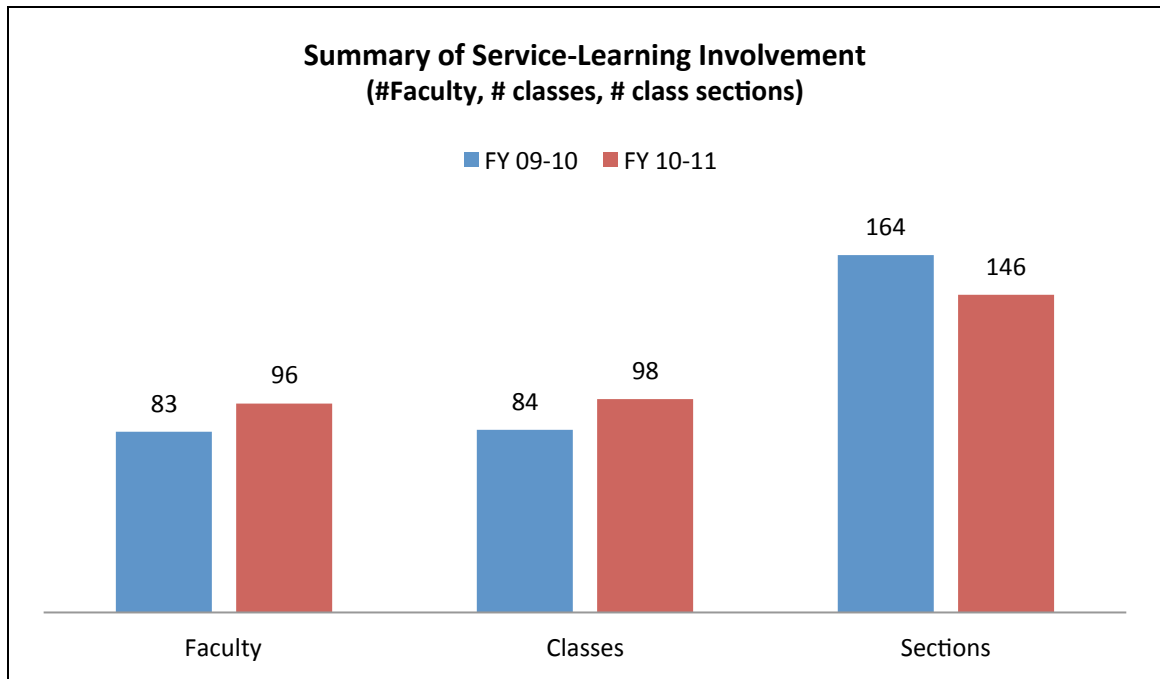


Figure II

Graduation Goal (*Objective 1.2d-6*)

The data gathered above is generally seen as a means to an end. In other words, we are building internal capacity in order to meet our ultimate goal that every student be exposed to a minimum of one service-learning class before graduation (*Objective 1.2d-6*). The following data speaks directly to the attainment of that objective. Table III provides a summary of the percentage of each class having had a minimum of 1 service-learning experience. The data shows a stark increase in goal attainment from the class of 2009 (27%) to the class of 2010 (56%). A more modest increase was obtained this year (class of 2011 - 66%).

Table III - Percentage of Students Meeting Service-Learning Goal* by Class

<u>Class</u>	<u>FY08/09</u>	<u>FY09/10</u>	<u>FY10/11</u>
Senior	27.45%	56.10%	65.74%
Junior	17.82%	31.74%	33.33%
Sophomore	15.95%	20.04%	10.14%
Freshmen	0.13%	2.78%	4.10%
Graduate	n/a	n/a	27.46%

*Goal 1.2d-6 - All students (100%) will graduate with a minimum of 1 service-learning experience by 2012.

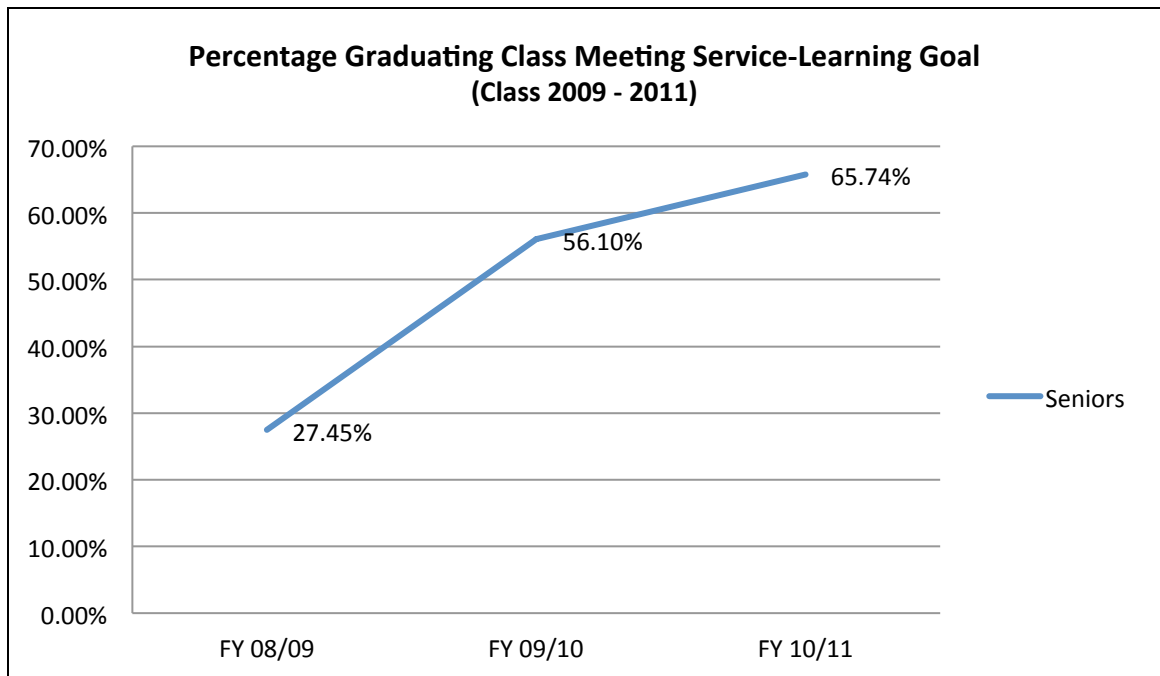


Figure III

Again, the data shows that we have accomplished a great deal in terms of meeting the SL goals and objectives. Two-thirds of the class of 2011 graduated with at least one service-learning experience. However, goal attainment varies widely by college. CAS and CCB are falling short of the goal while the other three undergraduate colleges (COE, CON, and CVPA) are on target to meet the goal. The complete report by college/major/year can be found in Appendix 1. It shows varying degrees of success by college.

Our current course of action will not allow us to meet the goal that every graduate have a service-learning experience by 2012. Given our current course of action, we project that somewhere between 70 and 75% of the class of 2012 will graduate with a minimum of one service-learning experience. The CCB has one department (Accounting and Finance) which does not offer any service-learning classes. The CAS has many departments that do not offer any. More importantly, large majors need to be targeted for immediate action. A complete list of classes designated as SL for the Spring 2011 and Fall 2010 can be found in Appendix 2.

Developing SL Capacity within Each Major (*Objective 1.2d-7*)

Each department has been charged with trying to develop significant offerings such that students majoring in their department will have ample opportunities to be exposed to SL. To that end, Objective 1.2d-7 states that at least 2 SL classes should be offered within each major. Seventeen

of forty (43%) undergraduate majors meet the objective. The remaining 23 (or 57%) do not offer at least two SL classes per academic year. Appendix 3 provides the details by college and major.

ASSESSMENT OF SERVICE-LEARNING

The effectiveness of service-learning in increasing students' civic skills and intention to remain at UMD was assessed using a survey instrument developed in collaboration with the Corporation for National and Community Service. A sample of 295 UMD students was surveyed over the course of the FY 2010/11 academic year. Students surveyed came from identified service-learning classes across the campus. The breakout of the sample by college is as follows:

CAS = 101 (34%)
 CCB = 147 (50%)
 COE = 21 (7%)
 CVPA = 17 (6%)
 SEPPCE = 9 (3%)

The overwhelming majority of these students are undergraduate (98%) and the remainder (7 students or 2%) are graduate students. There were no completed surveys from the CON, SMAST, or LAW. The results were not analyzed by college. The complete SL Assessment Report can be found in Appendix 4. Highlights are presented below.

Community Issues Addressed

There were a wide variety of community issues addressed through SL class experiences. A detailed list appears below. Note, the percentages add up to greater than 100% as some classes addressed multiple issues.

Table IV

Community needs addressed through Service-Learning included:

	Frequency	Percent
Education	132	44.7
Environment	79	26.8
Community Development	71	24.1
Youth Development	44	14.9
Health	43	14.6
Economic Development	42	14.2
Public Safety	21	7.1
Veterans Assistance	3	1.0
Disaster Recovery	3	1.0

Increase in Civic Attitudes and Skills

Sixty-three percent of respondents reported that their SL class experience had a moderate or strong positive impact on their attitudes regarding the importance of being involved in a program that works on community problems, being concerned about local community issues, and taking responsibility for finding solutions.

College participants reported increases in their civic skills following their participation in the service-learning classes. Skills include organizing other students, knowing who to contact, creating a plan, getting others to care, running a meeting, using research, making a speech and expressing one's views. The following table shows the difference in the civic skills of participants before and after program participation. The means below are based on a 5 point scale, with 1 being "I cannot do this at all" to 5 being "I can do this very well." Mean scores of skills before and after program participation were compared using a paired samples t-test. The t-test shows that there is a positive relationship between participation in the service-learning classes and reported gains in civic skills relating to addressing social problems.

Table V

Civic skills	Pre- Mean Skill Score	Post- Mean Skill Score
Organize other students to take action on a community problem*	2.83	3.65
Know who to contact about a community problem *	2.48	3.57
Persuade other students that a community problem *	2.71	3.53
Create a plan to address the issue *	2.79	3.75
Get people to care about the problem *	2.87	3.60
Organize and run a meeting *	3.02	3.84
Make a public speech *	3.08	3.75
Find and examine research related to the issue *	3.18	3.91
Express my views in front of a group of people *	3.24	3.96

* p<.001

Service-Learning Linked to Student Retention

Students were asked a series of questions about the impact of their service-learning class on their connection to UMD. In all instances the impact was greater for students who describe themselves as experienced volunteers. For nearly half of all the students, service-learning had a positive impact on their sense of affiliation with UMD. Perhaps more importantly, an overwhelming majority of students (69%) responded that their service-learning class is associated with their desire to graduate from UMD.

Table VI - SL and Retention

Student Retention “As a result of my service learning class here...”	Cum Totals: Agree & Strongly Agree N	% of total
I will be returning next semester or year	218	73.9
I am more involved in the campus community	264	89.5
I have gotten friends involved in service	271	91.9
I feel a part of the UMD campus	267	90.5
I am choosing to graduate from UMD	259	87.8

In addition to the aforementioned findings on retention, forty-two percent (n=118) of the respondents answered that they are “thinking about/preparing for a career that helps my community.” Clearly, SL classes are assisting the University in meeting its goals of educating our students to be active citizens beyond graduation.

DISCUSSION/CONCLUSIONS

The University of Massachusetts Dartmouth has made great strides toward achieving its Service-Learning strategic goals. We are recognized in our region and nationally as being at the forefront of engaged educational processes.

There has been significant growth in faculty involvement and co-jointly a considerable increase in the number of class offerings using this pedagogy. We have grown service-learning to a point where 65% of our graduating class in 2011 was exposed to this pedagogy. Three colleges (CON, COE, and CVPA) are situated to have 100% of their graduating class in 2012 graduate with at least one service-learning experience.

Service-learning classes have helped the community address critical issues of educational attainment, environment, community development, youth development, health, economic development, and public safety.

Perhaps most importantly an assessment of SL classes has shown its positive impact on student civic participation and skills, connection to UMD, intention to continue and graduate from UMD, and intent to embark upon a career that helps others. Clearly, SL classes are assisting the University in meeting its goals of educating our students to be active citizens beyond graduation.

**APPENDIX 1 - SL REPORT
SPRING 2011**

				Counts within
College	Class of	Total with SLC	Total Students	College and Class
CAS	2011	293	593	49.41%
	2012	262	798	32.83%
	2013	103	697	14.78%
	2014	53	942	5.63%
	Graduate	32	108	29.63%
College of Arts and Sciences		743		
CCB	2011	347	485	71.55%
	2012	161	468	34.40%
	2013	24	419	5.73%
	2014	10	289	3.46%
	Graduate	152	228	66.67%
Charlton College of Business		694		
PCE	2013	1	5	20.00%
	2014	2	256	0.78%
Professional and Continuing Education		3		
COE	2011	175	196	89.29%
	2012	46	269	17.10%
	2013	17	236	7.20%
	2014	9	288	3.13%
	Graduate	43	249	17.27%
College of Engineering		290		
LAW	JD	30	276	10.86%
UMass Law		30		
SMAST	Graduate	1	68	1.47%
School of Marine Science and Technology		1		
CON	2011	138	142	97.18%
	2012	73	136	53.68%
	2013	9	122	7.38%
	2014	5	114	4.39%
	Graduate	13	93	13.98%
College of Nursing		238		
SEPPCE	Graduate	74	325	22.77%
School of Education, Public Policy and Civic Engagement		74		
CVPA	2011	99	156	63.46%

	2012	92	181	50.83%
	2013	17	134	12.69%
	2014	5	119	4.20%
	Graduate	26	89	29.21%
College of Visual and Performing Arts		239		
				%
Class of	Total with SL	Total Students	University Class	
2011	1,067	1623	65.74%	
2012	637	1911	33.33%	
2013	174	1716	10.14%	
2014	83	2025	4.10%	
JD	30	276	10.87%	
Graduate	341	1242	27.46%	
Totals	2,332	8,793	26.52%	

Spring 2011 -Details by College & Major

Program	Plan	Class of	Total w/ SL	Total Students	% within Class and Major
ACT-G	ACT-PBC	Graduate	1	13	7.69%
	ACT-PBC		1		
ACT-G			1		
AS-U	ASU-BA	2012	7	26	26.92%
		2013	12	115	10.43%
		2014	8	165	4.85%
ASU-BA			27		
BIO-BS		2011	15	59	25.42%
		2012	15	78	19.23%
		2013	9	67	13.43%
		2014	4	119	3.36%
BIO-BS			43		
CHM-BS		2011	1	12	8.33%
		2014	5	32	15.63%
CHM-BS			6		
CJS-BA		2011	40	66	60.61%
		2012	39	91	42.86%
		2013	11	63	17.46%
		2014	5	83	6.02%
CJS-BA			95		
COLNW		2014	2	26	7.69%
COLNW			2		
ECO-BA		2011	11	19	57.89%

	2012	3	17	17.65%
	2013	3	8	37.50%
ECO-BA		17		
ENL-BA	2012	1	14	7.14%
	2013	4	15	26.67%
	2014	3	36	8.33%
ENL-BA		8		
ENLD-BA	2011	2	2	100.00%
	ENLD-BA		2	
ENLL-BA	2011	12	30	40.00%
	2012	9	21	42.86%
	2013	2	9	22.22%
	2014	2	9	22.22%
ENLL-BA		25		
ENLW-BA	2011	31	51	60.78%
	2012	29	58	50.00%
	2013	7	34	20.59%
ENLW-BA		67		
FRN-BA	2011	3	4	75.00%
	2012	4	4	100.00%
FRN-BA		7		
HSS-BA	2011	1	7	14.29%
	2013	1	3	33.33%
HSS-BA		2		
HST-BA	2011	19	45	42.22%
	2012	18	60	30.00%
	2013	1	31	3.23%
	2014	2	38	5.26%
HST-BA		40		
LAR-BA	2011	16	63	25.40%
	2012	19	107	17.76%
	2013	10	95	10.53%
	2014	4	132	3.03%
LAR-BA		49		
MDS-BA	2011	1	1	100.00%
	MDS-BA		1	
MLS-BS	2012	15	42	35.71%
	2014	4	41	9.76%
	2013	8	52	15.38%
MLS-BS		27		
MLSC-BS	2012	1	2	50.00%
	MLSC-BS		1	
MLSL-BS	2011	2	22	9.09%
	2012	7	32	21.88%
MLSL-BS		9		

MTH-BA	2011	2	3	66.67%	
MTH-BA		2			
MTH-BS	2011	3	9	33.33%	
	2012	3	14	21.43%	
	2013	1	5	20.00%	
	2014	1	16	6.25%	
MTH-BS		8			
PHL-BA	2011	5	13	38.46%	
	2012	3	11	27.27%	
	2013	2	8	25.00%	
	2014	2	6	33.33%	
PHL-BA		12			
PMED-CRT	2012	1	3	33.33%	
PMED-CRT		1			
POR-BA	2011	2	2	100.00%	
	2012	3	8	37.50%	
	2013	1	2	50.00%	
POR-BA		6			
PSC-BA	2011	25	30	83.33%	
	2012	16	32	50.00%	
	2013	8	20	40.00%	
	2014	4	38	10.53%	
PSC-BA		53			
PSY-BA	2011	78	114	68.42%	
	2012	47	104	45.19%	
	2013	20	115	17.39%	
	2014	6	126	4.76%	
PSY-BA		151			
SOC-BA	2011	31	49	63.27%	
	2012	20	47	42.55%	
	2013	4	24	16.67%	
	2014	1	27	3.70%	
SOC-BA		56			
SPA-BA	2011	7	7	100.00%	
	2012	9	9	100.00%	
	2013	5	8	62.50%	
	2014	1	3	33.33%	
SPA-BA		22			
WMS-BA	2011	5	6	83.33%	
	2012	6	10	60.00%	
WMS-BA		11			
AS-U		761			
BMB-G	BMB-PHD	Graduate	1	26	3.85%
	BMB-PHD		1		
BMB-G		1			

CB-U	ACT-BS	2011	44	111	39.64%	
		2012	27	111	24.32%	
		2013	4	89	4.49%	
		2014	2	63	3.17%	
	ACT-BS			77		
	BSA-BS	2012	6	16	37.50%	
		2013	2	118	1.69%	
		2014	2	128	1.56%	
	BSA-BS			10		
	FIN-BS	2011	41	81	50.62%	
		2012	24	74	32.43%	
		2013	5	53	9.43%	
	FIN-BS			70		
	GBA-BS	2011	2	8	25.00%	
		2012	2	11	18.18%	
		2013	2	20	10.00%	
		2014	1	11	9.09%	
	GBA-BS			7		
	HRM-BS	2011	67	72	93.06%	
		2012	10	30	33.33%	
		2013	2	22	9.09%	
		2014	2	10	20.00%	
	HRM-BS			81		
	MIS-BS	2011	26	31	83.87%	
		2012	10	29	34.48%	
		2013	2	27	7.41%	
		2014	1	15	6.67%	
	MIS-BS			39		
	MKT-BS	2011	126	140	90.00%	
		2012	54	137	39.42%	
2013		5	64	7.81%		
2014		2	32	6.25%		
MKT-BS			187			
OPS-BS	2011	50	54	92.59%		
	2012	30	67	44.78%		
	2013	2	27	7.41%		
OPS-BS			82			
CB-U			553			
CEN-G	CEN-MS	Graduate	9	18	50.00%	
	CEN-MS		9			
CEN-G			9			
CIS-G	CIS-MS	Graduate	7	55	12.73%	
	CIS-MS		7			
CIS-G			7			
DCE-U	ACT-CP	2013	1	2	50.00%	
	ACT-CP		1			
	ASUP-CP	2014	1	150	0.67%	

	ASUP-CP		1		
	SUS-OLCT	2014	1	3	33.33%
	SUS-OLCT		1		
DCE-U			3		
ECE-G	CPE-MS	Graduate	4	26	15.38%
	CPE-MS		4		
	ELE-MS	Graduate	7	29	24.14%
	ELE-MS		7		
	ELEC-PHD	Graduate	1	9	11.11%
	ELEC-PHD		1		
ECE-G			12		
EDU-G	EDE-PBC	Graduate	1	9	11.11%
	EDE-PBC		1		
	EDM-PBC	Graduate	2	29	6.90%
	EDM-PBC		2		
	EDS-PBC	Graduate	2	24	8.33%
	EDS-PBC		2		
EDU-G			5		
EGR-U	CEN-BS	2011	40	44	90.91%
		2012	5	56	8.93%
		2013	3	38	7.89%
		2014	1	54	1.85%
	CEN-BS		49		
	CIS-BS	2011	26	30	86.67%
		2012	9	42	21.43%
		2013	3	26	11.54%
		2014	3	37	8.11%
	CIS-BS		41		
	CPE-BS	2011	21	22	95.45%
		2012	5	24	20.83%
		2013	4	32	12.50%
		2014	2	27	7.41%
	CPE-BS		32		
	EGR-BS	2013	1	20	5.00%
	EGR-BS		1		
	ELE-BS	2011	37	41	90.24%
		2012	11	45	24.44%
		2013	1	37	2.70%
		2014	1	50	2.00%
	ELE-BS		50		
	MNE-BS	2011	53	55	96.36%
		2012	13	86	15.12%
		2013	3	78	3.85%
		2014	2	79	2.53%

	MNE-BS		71				
	MTXB-BS	2012	3	4	75.00%		
		2011	1	1	100.00%		
	MTXB-BS		4				
	MTXT-BS	2011	2				
		MTXT-BS		2	3	66.67%	
	PHY-BS	2012	1	9	11.11%		
		2013	3	11	27.27%		
	PHY-BS		4				
EGR-U			254				
LAW-L	LAW-JD	Juris Doctorate	24	173	13.87%		
			LAW-JD			24	
	LAW-PTD	Juris Doctorate	2			33	6.06%
			LAW-PTD				
	LAW-PTW	Juris Doctorate	4			30	13.33%
			LAW-PTW				
LAW-L			30				
MAE-G	AED-MAE	Graduate	23	31	74.19%		
			AED-MAE			23	
MAE-G			23				
MAR-G	MARD-MS	Graduate	1	20	5.00%		
			MARD-MS			1	
MAR-G			1				
MAT-G	MAT-MA	Graduate	2	8	25.00%		
			MAT-MA			2	
	MATI-MAT	Graduate	45			130	34.62%
			MATI-MAT				
	MATP-MAT	Graduate	7			71	9.86%
			MATP-MAT				
MAT-G			54				
MBA-G	BFOU-OGC	Graduate	1	7	14.29%		
			BFOU-OGC			1	
	MBA-MBA	Graduate	95			107	88.79%
			MBA-MBA				
	MBA-MBAJ	Graduate	2			3	66.67%
			MBA-MBAJ				
	MBAC-MBA	Graduate	14			29	48.28%
MBAC-MBA			14				

	MBAC-MBA		14		
	MBAO-MBA	Graduate	38	55	69.09%
	MBAO-MBA		38		
	MGTC-PBC	Graduate	1	6	16.67%
	MGTC-PBC		1		
MBA-G			151		
MFA-G	FIAP-PBC	Graduate	1	1	100.00%
	FIAP-PBC		1		
	FIAS-PBC	Graduate	1	7	14.29%
	FIAS-PBC		1		
	WID-PBC	Graduate	1	6	16.67%
	WID-PBC		1		
MFA-G			3		
MNE-G	MNE-MS	Graduate	11	34	32.35%
	MNE-MS		11		
MNE-G			11		
NUR-G	NURCN-MS	Graduate	1	7	14.29%
	NURCN-MS		1		
	NURNP-MS	Graduate	12	62	19.35%
	NURNP-MS		12		
NUR-G			13		
NUR-U	NUR-BS	2011	116	119	97.48%
		2012	69	126	54.76%
		2013	5	109	4.59%
		2014	5	103	4.85%
	NUR-BS		195		
	NURN-BS	2011	22	23	95.65%
		2012	4	10	40.00%
		2013	4	13	30.77%
	NURN-BS		30		
NUR-U			226		
PHY-G	PHY-MS	Graduate	2	20	10.00%
	PHY-MS		2		
PHY-G			2		
PRW-G	PRW-MA	Graduate	1	21	4.76%
	PRW-MA		1		
	PRW-PBC	Graduate	1	6	16.67%
	PRW-PBC		1		
PRW-G			2		
PST-G	PST-	Graduate	15	26	57.69%

	MPP						
	PST-MPP					15	
PST-G						15	
PSY-G	PSYA-MA	Graduate	2	21	9.52%		
	PSYA-MA			2			
	PSYA-PMC	Graduate	1	7	14.29%		
	PSYA-PMC			1			
	PSYC-MA	Graduate	25	37	67.57%		
PSYC-MA			25				
PSYG-MA	Graduate	2	16	12.50%			
PSYG-MA			2				
PSY-G						30	
TES-G	TEC-MS	Graduate	1	5	20.00%		
TEC-MS			1				
TES-G						1	
VPA-U	AED-BFA	2011	11	11	100.00%		
		2012	19	20	95.00%		
		2013	9	11	81.82%		
	AED-BFA			39			
	ARH-BA	2011	2	7	28.57%		
		2012	2	6	33.33%		
		2013	1	4	25.00%		
	ARH-BA			5			
	ATRC-BFA	2012	1	5	20.00%		
	ATRC-BFA			1			
	ATRF-BFA	2011	8	8	100.00%		
		2012	1	6	16.67%		
	ATRF-BFA			9			
	ATRM-BFA	2011	1	9	11.11%		
		2012	1	3	33.33%		
		2013	1	5	20.00%		
	ATRM-BFA			3			
	FIA-CRT	2012	1	1	100.00%		
	FIA-CRT			1			
	FOU-BFA	2012	1	1	100.00%		
FOU-BFA			1				
MUS-BA	2011	5	21	23.81%			
	2012	8	19	42.11%			
	2013	1	11	9.09%			
MUS-BA			14				
PAN-BFA	2011	9	11	81.82%			
	2012	3	10	30.00%			

PAN-BFA		12		
SCL-BFA	2011	10	11	90.91%
	2012	3	7	42.86%
	2013	1	4	25.00%
SCL-BFA		14		
VIDE-BFA	2011	22	25	88.00%
	2012	10	28	35.71%
VIDE-BFA		32		
VIDG-BFA	2011	35	40	87.50%
	2012	25	62	40.32%
	2013	3	33	9.09%
	2014	5	38	13.16%
VIDG-BFA		68		
VIDI-BFA	2011	2	12	16.67%
	2012	14	20	70.00%
	2013	3	26	11.54%
VIDI-BFA		19		
VIDP-BFA	2011	4	14	28.57%
	2012	15	17	88.24%
VIDP-BFA		19		
VPA-U		241		
Summary		2,409		

**Appendix 2 - List of SL Classes
Spring 2011 and Fall 2010**

SERVICE-LEARNING CLASS LIST
Spring 2011

CCB

Major	Cat #	Sect #	Title	Instructor
MGT	431	01	Dev & Manage Work Teams	Kowalski, Kellyann
MGT	443	01	Human Resource Development	Kowalski, Kellyann
MKT	390	01	Sports Marketing	Castonguay, Nicole
MGT	600	01	Corp Soc Respon & Bus Law	Sulkowski, Adam J
MGT	600	8101	Corp Soc Respon & Bus Law	Sulkowski, Adam J
MIS	462	01	Advanced Info Systems	Shea, Timothy P
MKT	441	01	Marketing Management	Chopoorian, Jack
MKT	441	02	Marketing Management	Fahri, Karakaya
MKT	650	01	Marketing Strategy	Chopoorian, Jack
MKT	650	8101	Marketing Strategy	Chopoorian, Jack
POM	425	01	Materials Management	Hughes, Peter
POM	425	01	Materials Management	Bharatendra, Rai

COE

Major	Cat #	Sect #	Title	Instructor
CEN	491	01	Civil Engineer Project	Gioiosa, Steven D
CIS	499	01	Senior Software Eng Project II	Bergandy, Jan W
ECE	458	01W1	Design Project II	
MNE	498	01	Mech Eng Des Proj II	Holta-Otto, Katja
MTX	463	01	Senior Project	Langley, Kenneth D

CON

Major	Cat #	Sect #	Title	Instructor
NUR	330	01	Community Nursing	Vazquez, Maria V
NUR	331	01 thru 05	Exp Lear: Com Health Nursing	Peterson, Sonja
NUR	331	06	Exp Lear: Com Health Nursing	Vazquez, Maria V
NUR	340	01	Psych Mental Health Nursing	Griffin, Ruth A
NUR	341	01 thru 06	Exp Lear: Psy Mental- Health Nursing	Peterson, Sonja

CAS

Major	Cat #	Sect #	Title	Instructor
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SPA	306	01	Medical Spanish	Benavides, Carlos
PSC	207	01	Education Politics and Policy	Jenkins, Shannon
PSC	305	01	PSC Internship	Berggren, Heidi
PSC	305	02	PSC Internship	Berggren, Heidi
ENL	200	01	Black Theater	Peters, Morgan
ENL	269	01	Intro to Playwriting	Peters, Morgan
ENL	495	01	Advanced Appl. of Dramatic Theory	Peters, Morgan
POR	204	01	Portuguese Heritage Learn II	Silva, Glauca
PSY	591	02	Internship in Psychology	Conboy, John
PHP	101	01	Pre-Health Professions Seminar	Carreiro, Eileen
PSY	480	01	Fieldwork Counseling PSY	Corriveau, Don
PSY	480	02	Fieldwork Counseling PSY	Donnelly, Paul
SOC/ANT	450	01	Internship in Sociology and Anthropology	DeSa, Maria

CVPA

Major	Cat #	Sect #	Title	Instructor
AED	410	01	Curriculum Design	Marland, Cynthia
AED	410	02	Curriculum Design	Marland, Cynthia
DES	382	01	Photography IV	Malakoff, Sarah
DES	300	02	Designing for Community	Chapman, David
DES	484	01	Digital Media VI	Aherns, Scott
DES	484	01	Digital Media VI	Aherns, Scott
FIA	442	01	Painting VI	Miraglia, Anthony J
FIA	492	01	Sculpture VI	Savage, Stacy Latt
MUS	470	01	Music	Hartigan, Royal
MUS	471	01	Music	Hartigan, Royal

SMAST

Major	Cat #	Sect #	Title	Instructor
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****NO SERVICE LEARNING CLASSES- IDENTIFIED****

SEPPCE

Major	Cat #	Sect #	Title	Instructor
PST	530	01	Policy Analysis	Goodman, Michael
PST	599	02	Public Policy Internship	McGuire, Chad
EDU	500	01	Fundamentals of Teaching and Learning	Rosa, Joao
EDU	500	02	Fundamentals of Teaching and Learning	staff
EDU	500	8101	Fundamentals of Teaching and Learning	Nelson, Terry
EDU	514	8101	Practicum - Elementary	Nelson, Terry

EDU	515	8101	Practicum-Middle/Secondary	Nelson, Terry
LCE	400	01	Leadership and Civic Eng Practicum	Roy, Matthew

Law School

Major	Cat #	Sect #	Title	Instructor
LAW	626	01	Immigration Clinic	Scharf, Irene
LAW	628	03	Legal Service Clinic	Ross
LAW	640	01	Community Development Clinic	Jaikes, Eric
LAW	699	03	Topic: Tribal Court	Yox, Raymond A

Experience Program- CVPA

Major	Cat #	Sect #	Title	Instructor
ART	298	01	Pilgrim Hall Internship	Taylor, Michael D.
ATR	298	01	Moontide Dyers Internship	Hamlin, Charlotte
DES	298	01	6-C: Internship NB Whaling Museum	Bowers, Michelle
DES	298	01	Graphic Designer	Tavares, Karen
DES	298	03	Design Intern	Franz, Laura
DES	298	04	Photography Internship- Herald News	Malakoff, Sarah

Experience Program Nursing

Major	Cat #	Sect #	Title	Instructor
NUR	298	02	Compeer 1	Sousa, Sharon

Experience Program -CAS

Major	Cat #	Sect #	Title	Instructor
ANT	298	01	Writing Tutor	Klimt, Andrea
BIO	298	01	WRC Tutor	Paz-y-mino
DES	298	05	Intern Sales Associate	Hamlin, Charlotte
ECE	298	01	Computer Engineering Internship	Viall, Philip H
ECO	298	01	Financial Planning Aid	Lynch, Devon
ECO	298	02	Teaching Assistant	Hall, Randall
ECO	298	tba	Teaching Assistant	Cebi, Merve
ENL	298	01	News Editor, UMD Torch	Miller, Kara
ENL	298	03	Applied Journalism	Miller, Kara
ENL	298	04	Teaching Assistant	Evans, Shari
ENL	298	05	Editorial & Marketing Assistant	Evans, Shari
ENL	298	06	Torch, Editor & Chief	Miller, Kara
ENL	298	07	Publisher Aide	Riley, Jen

ENL	298	08	Writing Tutor	Scott, Robert
ENL	298	tba	Personnel Office Intern	Arora, Anupama
HST	298	01	Ocean Explorium	Williams, Brian
HST	298	02	Paul Revere House Intern	Travers, Len
MLS	298	01	MASSPIRG	Scarvano, Frank
PHL	298	01	Research Skills	Eckert, Maureen
PHL	298	02	Philosophy Tutor	Donahue, Charlie
PSY	298	01	Behavior Counselor/ Technician	Riley, James
PSY	298	02	Therapeutic Training And Support	Corriveau, Donald P
PSY	298	03	Compeer 1	Conboy, John
PSY	298	04	Compeer 2	Conboy, John
PSY	298	05	Compeer 3	Conboy, John
PSY	298	07	Compeer 3	Conboy, John
PSY	298	06	Counselor Aide	Donnelly, Paul
PSY	298	tba	Early Childhood Behavioral Modification	Conboy, John
PSY	298	tba	Compeer 1	Antoine, Fabiola
SOC	298	01	Sociology Tutor	Robinson, Robin A
SOC	298	02	Writing Tutor	Klimt, Andrea
SOC	298	03	Compeer 1	Klimt, Andrea
WMS	298	01	Programming Assistant	Parker, Juli L
DES	298	06	Women's Studies Spring 2011 News Letter	Ahrens, Scott B

**SERVICE LEARNING CLASS LIST
Fall 2010**

CAS - College of Arts & Sciences

Major	Cat #	Sect #	Title	Instructor
PSC	305	01	Internships in Political Science	Berggren, Heidi
PSC	305	02	Internships in Political Science	Berggren, Heidi
PSC	312	01	Massachusetts Politics	Jenkins, Shannon
PSY	390	02	Research Methods	Richardson, E.
PSY	407	01	Counseling II	Donnelly, Paul
PSY	407	02	Counseling II	Corriveau, Donald
PSY	591	01	Internship in Psychology	Conboy, John
SOC	101	08H	Intro to Sociology	DeSa, Maria
SOC	316	01	Research Methods	Caldera, Kathryn
SOC	316	02	Research Methods	Caldera, Kathryn
ANT	316	01	Research Methods	Caldera, Kathryn
ANT	316	02	Research Methods	Caldera, Kathryn
SPA	314	01	Culture & Civilization in Latin America	Benavides, Carlos
AAS	339	02	Racism, Crime, Justice	Saleh-Hanna
CJS	339	02	Racism, Crime, Justice	Saleh-Hanna
SOC	339	02	Racism, Crime, Justice	Saleh-Hanna
SOC	450	01	Internship	Knauer, Lisa
ANT	450	01	Internship	Knauer, Lisa
ANT	376	01	Culture, Power, and Inequality	Knauer, Lisa
SOC	376	01	Culture, Power, and Inequality	Knauer, Lisa
WMS	376	01	Culture, Power, and Inequality	Knauer, Lisa
ANT	376	02	Culture, Power, and Inequality	Knauer, Lisa
SOC	376	02	Culture, Power, and Inequality	Knauer, Lisa
WMS	376	02	Culture, Power, and Inequality	Knauer, Lisa
PHL	200	05H	Topics in Philosophy	Mulnix, Jennifer
ENL	269	01	Intro to Creative writing: Drama	Peters, Morgan
ENL	376	01	Digital Filmmaking	Peters, Morgan
ENL	396		Directed study	Peters, Morgan
ENL	495		Directed study	Peters, Morgan
HON	101	01H	Scholarship of Community	Mulnix, Jennifer

CCB - Charlton College of Business

Major	Cat #	Sect #	Title	Instructor
<i>Management & Marketing</i>				
MKT	421	01	Advertising	White, D. Steven
MKT	442	02	Marketing Research	White, D. Steven
MKT	650	01/81	Marketing Strategy	Chopoorian, John
MGT	431	01	Leading And Managing Teams	Kowalski, K.
MGT	431	02	Leading And Managing Teams	Kowalski, K.

MGT	600	01	Business Law & Corp social resp	Sulkowski, Adam
MGT	600	7101	Business Law & Corp social resp	Sulkowski, Adam
POM	345	06	Operations Management	Gunasekaran, A.
POM	425	01	Material Management	Hughes, Peter
MIS	462	01	Advanced Info Systems	Shea, Timothy

COE - College of Engineering

Major	Cat #	Sect #	Title	Instructor
CEN	491	01	Civil Engineer Project	Gioiosa, Steven D
CIS	498	01	Senior Software Engr Project	Bergandy, Jan
ECE	457	01	Design Project I	Michel, Howard E
MNE	497	01	Mech Eng Des Proj I	Holtta-Otto, Katja
MTX	463	01	Senior Project	Ugbolue, Samuel
CIS	431	01	Human-Computer Interaction	Balasubramanian,
SUS	202	01	Topics in Sustainability	White, D. Steven
SUS	211	7101	Principles of Sustainability	Clayton, Garry J
SUS	450	01	Advanced Sem. Sustainability Studies	White, D. Steven
SUS	296	01	Directed Study	Clayton, Garry J
SUS	296	02	Directed Study	Clayton, Garry J
SUS	296	03	Directed Study	Clayton, Garry J
SUS	496	01	Directed Study	White, D. Steven
SUS	495	01	Independent Study	White, D. Steven

CON - College of Nursing

Major	Cat #	Sect #	Title	Instructor
NUR	341	01	Exp. Learn: Psy. Mental Health Nursing	Griffin, Ruth
NUR	341	02	Exp. Learn: Psy. Mental Health Nursing	Chmiel, Katherine
NUR	341	03	Exp. Learn: Psy. Mental Health Nursing	Hawkins, Debbie
NUR	341	04	Exp. Learn: Psy. Mental Health Nursing	Favreau, Elizabeth
NUR	341	05	Exp. Learn: Psy. Mental Health Nursing	Amaral, Donna
NUR	341	06	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja S.
NUR	331	01	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	02	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	03	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	04	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	05	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	06	Exp.Learn: Community Health Nursing	Grungo, Maria V.
NUR	331	7501	Exp.Learn: Community Health Nursing	Pittsley, Mary K.

CVPA - College of Visual and Performing Arts

Major	Cat #	Sect #	Title	Instructor
AED	200	01	Methods and Materials	Lewis, Jane
AED	200	02	Methods and Materials	Lewis, Jane
AED	500	01	Methods and Materials	Lewis, Jane
AED	500	02	Methods and Materials	Lewis, Jane
AED	410	01	Curriculum Design	Mello, Arlene
AED	410	02	Curriculum Design	Mello, Arlene
AED	510	01	Curriculum Design	Mello, Arlene
AED	510	02	Curriculum Design	Mello, Arlene
AED	618	02	Partnership	Smilan, Cathy
DES	321	01	Illustration III	Allaux
DES	451	01	Graphic Design	Msangi, Ziddi
DES	451	02	Graphic Design	Chapman, David
MUS	471	01	African Dance and Song	Hartigan, Royal J

**SEPPCE - School of Education, Public Policy and
Civic Engagement**

Major	Cat #	Sect #	Title	Instructor
EDU	500	01	Fund of Teaching and Learning	Rosa,
EDU	500	02	Fund of Teaching and Learning	Desmarais,
EDU	500	8101	Fund of Teaching and Learning	Nelson,
EDU	547	01	Teaching/Managing Incl. Class	Kruger,
EDU	547	8101	Teaching/Managing Incl. Class	Kruger,
PST	599	01	Internships	Vigeant, Paul
PST	599	02	Internships	Vigeant, Paul
LCE	200	01	Intro of Leadership & Civic Engagement	Milstone, David

SMAST - School of Marine Science and Technology

Major	Cat #	Sect #	Title	Instructor
			No SL Classes Identified	

Law School

Major	Cat #	Sect #	Title	Instructor
LAW	640	01	Community Development Clinic	Jaikes, Eric
LAW	640	02	Community Development Clinic	Davis, Wendy
LAW	625	01	Immigration Law Clinic I	Scharf, Irene
LAW	628	01	Legal Services Clinic	Ross, Jim

Experience Program- CVPA

Major	Cat #	Sect #	Title	Instructor
ARH	298	01	Registrar Intern	Taylor, Michael
DES	298	01	Graphic Designer II	Franz, Laura
DES	298	02	Graphic Design Internship: Print & Web	Fairbairn, John
DES	298	03	OHRL Wikispaces Project	Towne, Shawn
DES	298	04	Rotary Event Photography Intern	Malakoff, Sarah
DES	298	05	Design Women's studies newsletter	Franz, Laura

Experience Program- CAS

Major	Cat #	Sect #	Title	Instructor
BIO	298	01	Writing tutor	Paz-y, Mino
BIO	298	02	Life Sciences Internship	O'Connor, Nancy
ECO	298	01	Teaching Assistant	Hall, Randall
ECO	298	02	Teaching Assistant	Cebi, Merve
ENL	298	01	Writing tutor	Larschan, R.
ENL	298	02	Torch, Editor in Chief	Miller, Kara
ENL	298	03	News Editor, Torch	O'Neil, Catilin
ENL	298	04	Writing tutor	Scott, Robert
ENL	298	05	Webcasting Project	Nee, James
MLS	298	01	Peer Health Educator Intern	Scarano, Frank J
PHL	298	01	Philosophy Research Skills	Eckert, Maureen
PHL	298	02	Philosophy Tutor	Donahue, C.
PSY	298	01	Behavior Counselor/Technician	Riley, James
PSY	298	02	Peer Health Educator Intern	Sims-Knight, J.
PSY	298	03	Teaching Assistant	Revell, Andrew
PSY	298	04	Compeer 2	Conboy, John K.
PSY	298	05	Compeer 1	Conboy, John K.
SOC	298	01	Peer Health Educator Intern	Avedikian, C.
SOC	298	02	Mass Pirg Internship	Singleton, D.
WMS	298	01	Womens Resource CTR Blog & Press	Parker, Juli
WMS	298	02	Peer Health Educator Intern	Parker, Juli
ECO	298	01	Teaching Assistant ECO 232	Hall, Randall
ECE	298	01	Computer Engineering Internship	Cory, Lester W.

Appendix 3 - Departments Meeting Objective 1.2d-7 - 2SL per Major

Number of Undergrad SL Classes 2010/2011 Academic Year Per Major

College	Major	Fall	Spring	Meets Goal
CAS	ASU/HSS	1	0	No
	ANT	3*	1	Yes

	BIO	0	0	No
	CHM	0	0	No
	CJS	1	0	No
	ECO	0	0	No
	ENL	2*	3	Yes
	FRN	0	0	No
	HST	0	0	No
	LAR	0	0	No
	MLS	0	0	No
	MTH	0	0	No
	PHL	1	0	No
	PHP	0	1	No
	POR	0	1	No
	PSC	2*	2	Yes
	PSY	2	1	Yes
	SOC	2*	1	Yes
	SPA	1	1	Yes
	WMS	1	0	No
	HON	1	0	No
CCB	ACT	0	0	No
	FIN	0	0	No
	HRM	1*	2	Yes
	MIS	1*	1	No
	MKT	2*	2	Yes
	OPS	2*	1	Yes
COE	CEN	1*	1	No
	CIS	2	1	Yes
	ECE	1	1	Yes
	MNE	1	1	Yes
	MTX	1*	1	No
	PHY	0	0	No
CON	NUR	2*	4	Yes
CVPA	AED	2*	1	Yes
	ARH	0	0	No
	ATR	0	1	No
	MUS	1*	2	Yes
	FIA	0	2	Yes
	DES	2	3	Yes

*Same course offered both semesters. Table numbers do not include Experience Program or graduate classes.

Appendix 4 - Assessment of Service-Learning

UMASS DARTMOUTH 2010-11 SL Student Survey Results

A post-only survey was administered to college students from the University of Massachusetts Dartmouth who participated in service-learning classes. The survey evaluated the extent to which these service-learning classes were associated with increases in college students' civic skills and attitudes. The survey was administered at the end of the Fall and Spring semesters in the 2010-11 academic year. This brief reports the findings from 295 UMass Dartmouth students who completed surveys.

This report follows the structure of the survey, beginning with demographics.

Demographics:

Nearly three-quarters (71.1%) of the survey respondents were seniors and graduate students, and slightly over half were male. The majority of survey respondents were from computer related majors, Human Resources, and Marketing, followed by a wide variety of majors in the Social Sciences, Sciences, Business and Humanities. Nine percent of the students had double majors.

A slight majority of student respondents (n=150, 51 %) were male and 49 % (n=144) were female. Over three-quarters (75.3%) of the students were 24 years of age or older, with ages ranging from 19 to 50.

Of 295 respondents, 9.5% (n=28) were freshman, followed by sophomores (n=21, 7.2%), juniors (n=35, 11.9%), seniors (n=200, 68.7%), and graduate students (n=7, 2.4%).

The majority of students self identified as white (n=263, 89.2%), non Hispanic (n=197, 95.6%), followed by Black/African American (n=16, 5.4%) and Asian (n=7, 2.4%)

Community Need

Student respondents' LSA service-learning activities addressed a wide array of community needs. Forty-five percent of the activities addressed issues having to do with education (n=132, 44.7%), followed by the environment (n=79, 26.8%) and community development (n=71 , 24.1%).

Community needs addressed through service-Learning included:

	Frequency	Percent
Education	132	44.7
Environment	79	26.8
Community Development	71	24.1

	Frequency	Percent
Youth Development	44	14.9
Health	43	14.6
Economic Development	42	14.2
Public Safety	21	7.1
Veterans Assistance	3	1.0
Disaster Recovery	3	1.0

Prior experience with service-learning and community service

Overall, the majority (56.3%) of the survey respondents indicated they were fairly new to both service and volunteering, and 47.5% indicated that they had no prior experience with service learning. Roughly one-quarter said they had service-learning in high school, and one third had service-learning in college.

Fifty-six percent (n=162) of the survey respondents described themselves as first time or relatively infrequent volunteers or community service providers, while 126 (43.8%) described themselves as experienced. Among all participants, only about one-quarter (n=76, 25.8 %) indicated they had service-learning in high school and a third had prior service-learning experience in college (n=101, 34.2%).

A large majority (76.4%) of survey respondents indicated that they had no other service-learning experiences during the semester in which they took the survey.

Program’s impact on participants’ civic attitudes and knowledge:

A majority (63.3%) of all of the respondents reported that their LSA funded service-learning experience had a moderate or strong positive impact on their attitudes regarding the importance of being involved in a program that works on community problems, being concerned about local community issues, and taking responsibility for finding solutions. Although the differences are slight, there was some differential impact based upon whether or not students described themselves as new to volunteering/community service. The strongest impact for those new to volunteering and community service as compared to those who described themselves as experienced volunteers was in the area of civic attitudes.

The following tables show the service-learning program’s impact on participant’s attitudes towards civic engagement and on their civic knowledge.

Civic attitudes	New: Strong & Moderate	Experienced: Strong & Moderate
------------------------	---	---

	Positive Impact N (%)	Positive Impact N (%)
I learned that I can have an impact on solving problems that face my local community	128 (79.0)	98 (78.4)
I became concerned about community issues.	105 (64.9)	91 (73.4)
I learned it is important to me personally to influence the political process.	77 (48.2)	55 (43.7)
I learned that contributing to the solutions of social problems is my responsibility.	90 (55.5)	80 (63.5)

Civic knowledge	New: Strong & Moderate Positive Impact N (%)	Experienced: Strong & Moderate Positive Impact N (%)
I want to invest time in learning about social issues and problems	79 (48.7)	83 (65.9)
I learned that action by groups can solve social problems	119 (73.4)	98 (77.8)

Program’s impact on participant’s civic skills:

College participants reported increases in their civic skills following their participation in the LSA funded service-learning experiences. Skills include organizing other students, knowing who to contact, creating a plan, getting others to care, running a meeting, using research, making a speech and expressing one’s views. Positive gains were statistically significant.

Questions on civic skills were included in the scaled questions about the impact of the LSA-funded service learning class.

Civic skills	New: Strong & Moderate Impact N (%)	Experienced: Strong & Moderate Impact N (%)
I became aware that I am uncomfortable working with people who	115 (70.9)	94 (74.6)

are different from me in such things as race, wealth, and life experiences.		
I am able to see a situation from someone else's point of view.	118 (72.8)	100 (79.3)

The following table shows the difference in the civic skills of participants before and after program participation. The means below are based on a 5 point scale, with 1 being "I cannot do this at all" to 5 being "I can do this very well." Mean scores of skills before and after program participation were compared using a paired samples t-test. The t-test shows that there is a significant difference between pre and post-program skills scores (effect sizes were also calculated and none were in the small range). *Thus there is a positive relationship between participation in the LSA funded service-learning activities and reported gains in civic skills relating to addressing social problems.*

Civic skills	Pre- Mean Skill Score	Post- Mean Skill Score
Organize other students to take action on a community problem*	2.83	3.65
Know who to contact about a community problem *	2.48	3.57
Persuade other students that a community problem *	2.71	3.53
Create a plan to address the issue *	2.79	3.75
Get people to care about the problem *	2.87	3.60
Organize and run a meeting *	3.02	3.84
Make a public speech *	3.08	3.75
Find and examine research related to the issue *	3.18	3.91
Express my views in front of a group of people *	3.24	3.96

* p<.001

Impact on retention

Students were asked a series of questions about the impact of their service-learning class on their connection to UMD. In all instances the impact was greater for students who describe themselves as experienced volunteers. For nearly half of all the students, service learning had a positive impact on their sense of affiliation with UMD. Perhaps more importantly, a majority of students responded that their service-learning experience is associated with their desire to graduate from UMD.

Student Retention	New: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
"As a result of my service learning class here..."		

I will be returning next semester or year1	127 (16.5)	91 (27.5)
I am more involved in the campus community.	147 (17.7)	117 (34.2)
I have gotten friends involved in service	151 (32.5)	120 (40.0)
I feel a part of the UMD campus	149 (43.0)	118 (45.8)
I am choosing to graduate from UMD	146 (68.5)	113 (70.0)

Impact on future actions

The majority of respondents agreed or strongly agreed with statements relating to planning to improve their community in the near future, though the impact was higher for the “experienced” respondents. Additionally, 42% of all respondents indicated that they are thinking about a career that helps their community.

The following table describes the extent to which program participants indicated the agreed with statements about the lessons learned through their service-learning program experiences.

Civic Action	New: Strong & Moderate Impact N (%)	Experienced: Strong & Moderate Impact N (%)
I plan to improve my community by volunteering in the near future.	81 (50.0)	85 (67.4)

Forty-two percent (n=118) of the respondents answered that they are “thinking about/preparing for a career that helps my community.”

I am thinking about/preparing for a career that helps my community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	166	56.3	58.5	58.5
	Yes	118	40.0	41.5	100.0
	Total	284	96.3	100.0	
Missing	0	11	3.7		
Total		295	100.0		

A wide array of career choices were given by respondents, including working for non-profits like Boys and Girls Clubs, working in education, health related fields, becoming an artist, law

1 This question included a “not applicable” option for those who were graduating.

enforcement and the armed services, interpreter, public interest law , and veterinarian. The following are a sampling of students' comments:

“I am a business major and will be looking for a company after I graduate that encourages community service.”

“I am dedicated to helping the youth in my community to be higher educated.”

“Improving the lives of people through technological advancement.”

“Leadership role in a corporation will make civic responsibility a priority.”

“Local politics.”

“Not sure, but definitely want to help others.”

“Work as a recruiter for a company who's very involved in community partnerships.”

Appendix 5 - Service-Learning Survey

University of Massachusetts Service-Learning Student Survey

Course name: _____ Course Number: _____

Your responses to this survey are an important part of a research project on service-learning at each of the University of Massachusetts campuses. You may elect not to answer any question you choose. All responses will remain confidential and anonymity in any reported results are assured. The instructor of this course will not view the individual questionnaire responses. Filling out this questionnaire is completely voluntary, and you will not be penalized in any manner if you decide not to participate.

This survey has questions about service-learning. *"Service-learning" is a structured learning experience that combines community service with course content. Students in classes with service-learning provide community service in response to community-identified concerns while learning about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals."*

SECTION I. Student Profile

1. Write the name of your UMass campus in the space below: _____
2. Your gender: Male Female Transgender
3. What year were you born? _____
4. Which comes closest to describing your current academic status?:
 Freshman Senior
 Sophomore Graduate
 Junior Don't know
5. What is your major(s)? _____
6. Please indicate your primary service-learning activity this semester. (*Check all that apply*).
 Student leadership WEP
 Alternative break VITA
 Mentoring Tutoring/after school programs
 Other (Please explain) _____
7. What is your race?
(*check all that apply*)
8. What is your ethnicity?
 American Indian or Alaska Native Hispanic/Latino
 Asian Non-Hispanic/Latino
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
8. Have you ever been involved in service-learning activities before this course?
(*Check all that apply*)
 No
 Yes, during high school
 Yes, during college
9. How many other service-learning courses have you taken this semester in addition to this one?

O None O One O Two

10. One outcome of service-learning is for students to learn about the connection between their service and their academic coursework, and their roles as citizens and professionals. Please check the appropriate option below based on your prior community service and service-learning experience(s):

O I am a first time, or relatively infrequent volunteer or community service provider
(go to Section II and skip III)

O I am an experienced, relatively frequent volunteer or community service provider
(go to Section III and skip II)

SECTION II. Questions About Your Service-Learning Class (for those new to community service/volunteering)

Please indicate your level of agreement with the following statements.

Because of this service-learning class...

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

1. I learned I can have an impact on solving problems that face my local community.
2. I became concerned about community issues.
3. I learned it is important to me personally to influence the political process.
4. I learned that contributing to the solutions of social problems is my responsibility.
5. I became aware that I am uncomfortable working with people who are different from me in such things as race, wealth, and life experiences.
6. I am able to see a situation from someone else's point of view.
7. I want to invest time in learning about social issues and problems (for example, check the web, read the paper or magazines, and attend community meetings).
8. I learned that action by groups can solve social problems.
9. I plan to improve my community by volunteering in the near future.

SECTION III. Questions About Your Service-Learning Class (for experienced community service providers/volunteers)

Please indicate your level of agreement with the following statements.

Because of this service-learning class...

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

1. I learned more about the impact I can have on solving problems that face my local community.
2. I became more concerned about community issues.
3. It is more important to me personally to influence the political process.
4. I am more aware that contributing to the solutions of social problems is my responsibility.
5. I became more aware that I am uncomfortable working with people who are different from me in such things as race, wealth, and life experiences.
6. I am better able to see a situation from someone else's point of view.
7. I want to invest more time in learning about social issues and problems (for example, check the web, read the paper or magazines, and attend community meetings).
8. I am more aware that action by groups can solve social problems.

9. I plan to improve my community by volunteering again in the near future.

SECTION IV *

Please rate how well **you can do** each of the following at each point in time. Fill in the circle that best describes your response

(1=I cannot do this at all, 3=I can do this moderately well, 5=I can do this very well)

At the beginning of the semester How well could you do each of the following?

- 10. Organize other students to take action on a community problem.
- 11. Know who to contact about a community problem.
- 12. Persuade other students that a community problem needs to be solved.

Suppose you found out about a problem in your community that you wanted to do something about. Please rate how well you could do each. Fill in the circle that best describes your response

(1=I cannot do this at all, 3=I can do this moderately well, 5=I can do this very well)

At the beginning of the semester How well could you do each of the following?

- 13. Create a plan to address the issue.
- 14. Get people to care about the problem.
- 15. Organize and run a meeting.
- 16. Make a public speech.
- 17. Find and examine research related to the issue.
- 18. Express my views in front of a group of people.
- 19. I am thinking about/preparing for a career that helps my community.
 - No
 - Yes Specify _____

* Questions 10-18 were on 5 point Likert w additional question being "Now, How well can you...."

In addition, to the student SL survey, a Community Partner survey was completed by 13 organizations. The results are overwhelming positive. They are reported for the entire UMass system and not UMD only. These results can be found in Appendix 6 below.

Appendix 6 - COMMUNITY PARTNER SURVEY (Compiled at UMass System Level)

COMMUNITY PARTNER SURVEY 2010-2011

Community Partners

Community agencies partnering in LSA supported service-learning activities were asked to complete a survey at the end of the academic year. A total of thirteen partners responded, associated with the following campuses:

Amherst	3
Boston	1
Dartmouth	6
Lowell	2
Medical	1

Five (38.5%) of the partners reported that the service occurred as part of a class, three (23.1%) indicated that the service was not for a class, and five (38.5%) said they were not sure of the context.

The majority of the partners (8, 61.5%) said that students served 10 or more times over the course of the year.

Partner organizations described themselves as a:

Government program or agency (2, 15.4%)

K-12 school or college (2, 15.4%)

Nonprofit organization without a faith-based affiliation (4, 30.8%)

Other (5, 38.5%) included a collaborative of community based organizations, a women's and rape crisis center housed at a university serving the university and surrounding county, senior housing and the Boys and Girls Club of Lawrence, MA.

Partner agencies ranged in size:

Small (annual budget under \$50,000) (2, 15.4%)

Medium (annual budget between \$50,000 and \$250,000) (5, 38.5%)

Large (annual budget between \$250,000 and \$1 million) (2, 15.4%)

Very large (annual budget greater than \$1 million) (4, 30.8%)

Partner organizations reported that students increased agency capacity.

Almost all of the partners (92%) reported that the service learning students increased their capacity to address community needs resulting from the economic downturn. Some of the ways students did this were as follows:

- Provided individual tutoring services to elementary students in the community.
- By providing afterschool programming which focused on literacy, nutrition, physical exercise and combating childhood obesity.
- Enabled community members save money on tax preparation fees (ave \$200) and to gain tax credits and benefits they might miss out on
- Students provided technical assistance that we wouldn't have had access to - for example website and database consultation and assistance.
- We rely heavily on college students to maintain our core services including staffing a 24/7 rape crisis hotline, provide education and outreach, and staff our information and support services/front desk. This

year, student volunteers allowed us to return to providing sexual violence prevention programming to area high schools, something that had dropped off as a result of fewer staff.

- A student took over the resource portion of our program. He marketed and branded the Resource Assistance Center, provided hundreds of resource bags for citizens and agencies, kept The Resource Assistance Center (The RAC) up and running. Sought out and engaged new agencies for resources and provided navigation help for individuals needing resources. He will be sorely missed.
- Students initiated Project Serve Fall River, a community wide volunteer initiative. This cross collaboration has allowed us to expand upon existing efforts and meet community needs.
- As the number of people who needed our services increased, we depended more and more on our volunteers to deliver the services. For example, in our Emergency Food Pantry we started needing 2-3 volunteers each shift as opposed to just 1-2.
- They provided the tutor staff needed to reach and teach more individuals.
- The students served as teaching assistants. They helped us to provide individual instruction or small group instruction to adults learners most of need of extra help. They allow the teachers to deal more effectively with multi-level classes.
- Showed personal concern for each one.

All (100%) community partners reported that college students provided valuable services to your constituents, clients, or youth.

Students provided service in the following ways:

- Services included individual student mentoring as well as organizing parental involvement in the school.
- Provided education on nutrition and healthy eating. Provided an organized exercise program. Provided 1:1 tutoring for those students with the most need.
- Free tax preparation
- By improving our technical capacity we are able to reach more people via social networking etc. Also, by improving our technical skills we are operating more efficiently
- College students staff our rape crisis hotline, provide direct advocacy, staff our main information and services line, our front desk and our community education office. Additionally, college students provide workshops and plan events for several of our core programs.
- We were able to do so much more in this area by having a student as a staff member. He connected people and providers to our agency and increased our base of partner agencies.
- The students ran this entire initiative. The Mayor's Office provided oversight and whatever resources or tools were required.
- Their energy, enthusiasm, language ability, organizational ability and motivation were incredible! Some of them helped organize our turkey give-away and others helped increase the number of food drives we have each year. Others were instrumental in working on our gift drive for the holidays.
- They provided individualized attention when needed to help adult learners practice and learn.
- Students led math group lessons, taught grammar lessons, facilitated family literacy workshops, assisted in the computer lab, and helped the students in our program and the teachers in many ways. They did this enthusiastically and in a way that was respectful of the many different cultures our student body represents.

Partners reported that students addressed a wide array of issues:

<i>Issue</i>	<i>Count</i>	<i>Percent</i>
Addiction;	2	15.4%
Animals;	1	7.7%
Crisis Response/Assistance;	3	23.1%
Cultural Awareness;	4	30.8%
Disabilities;	4	30.8%
Domestic Violence;	4	30.8%
Education/Literacy;	10	76.9%
Environmental;	2	15.4%
Family Asset Building;	3	23.1%

Food/Nutrition/Hunger;	7	53.8%
Healthcare;	3	23.1%
HIV/AIDS;	2	15.4%
Homelessness;	4	30.8%
Housing;	2	15.4%
Immigrant/Refugee;	4	30.8%
Incarcerated Youth/Adults;	1	7.7%
Low-Income Assistance;	6	46.2%
Mental Health;	3	23.1%
Music/Performing Arts;	1	7.7%
Parks & Gardens;	2	15.4%
Recreation/Sports/Fitness;	2	15.4%
Seniors/Elders;	3	23.1%
Unemployment;	2	15.4%
Urban Planning;	1	7.7%
Visual Arts;	2	15.4%
Vulnerable Youth;	3	23.1%
Workforce Development;	3	23.1%
Youth Asset Building	3	23.1%

Almost all partners (10, 90.9%) said they are interested in continuing to partner with the university.

Partners provided the following additional comments:

- Thank you to the medical students who participated this year in the Healthy Kids Center
- The real winners from this partnership were the people of Fall River - Bravo!
- Both [student] and [student] accomplished a great amount of work in a short amount of time. I am looking forward to taking what has been created and furthering this initiative. I am hopeful that through UMASS Dartmouth, the City of Fall River may be able to attract another internship opportunity.
- Many of our UMass students initially come in through a class - but a large majority of them stay beyond their semester long commitment. Often for years. Over 30% of our 120 weekly volunteers are UMass students. And it's incredible to us how consistent, dependable and wonderful they are. We've had to implement a system to negotiate the 6 months/year that they aren't here - but it's worth it.
- We greatly appreciate the partnership with the wonderful staff and volunteers from the UMass Amherst Community Education Program.
- We hope this partnership continues. We have come to rely on our college student volunteers!
- Organization addresses health and wellness through exercise. These students were great - far beyond expectations - great concern about each one of us. We started out with 8 people and ended up with 16. We had other groups started out with 8 ended up with 2. These students are a credit to the university and their teacher. Dr. Murphy, School of Health and Environment. They were a delight to all of us at Frances Gate House. (From President of Tenant Council)
- Thank you!!!!!!