

Leduc Center

2011/2012 SERVICE-LEARNING REPORT



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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 strategic plan. It also provides an assessment of the effectiveness of Service-Learning in increasing civic skills and attitudes, meeting learning objectives, student retention, and meeting community partner needs.

HIGHLIGHTS OF SL REPORT

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

1. We have gained a national reputation for our efforts in civic engagement and, more specifically, service-learning. This year, the President's Higher Education Honor Roll recognized UMass Dartmouth as being among the elite universities (top 10) in our country for our direct student engagement with the community (community service and service-learning).
2. The number of students exposed to SL has grown significantly each semester for the last four years. In the Spring 2012 semester, 2,604 students were exposed to this pedagogy and over 4,800 students were exposed in the 2011/12 academic year. Refer to Figure I for a graphic display of SL growth since 2008.
3. Sixty-two percent of the graduating class of 2012 graduated with at least one SL experience. This is a slight decline (from 65%) from the class of 2011. Table III provides specifics for each class and Figure III shows a graphic display of the same.
4. There were record numbers of faculty, classes, and class sections taught using service-learning. This year, 160 class sections taught by 118 different faculty members were identified as using SL pedagogy. Refer to Table I for specifics regarding faculty, classes, and class sections by college.
5. There have been 43 faculty involved in the Faculty SL Fellows program to date. Faculty members have come from all the Undergraduate Colleges, SEPPCE and, most recently, the law school. These faculty members serve as SL liaisons in their respective colleges.
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.
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. One hundred percent of community partners 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 (SouthCoast Serves, 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. In 2010, we received the award "with distinction." This year, we were recognized as being in the top 10 Colleges and Universities in the country for our efforts to engage our students in meaningful learning opportunities that benefit the community.

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 43 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, COE

CAS – Shannon Jenkins, Political Science, CAS

CVPA – Ziddi Msangi, Design, CVPA

CON – Sharon Sousa, Nursing, CON

CCB – Steve White, Management/Marketing, CCB

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 43 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, CAS

Lisa Knauer, Anthropology, CAS

Jennifer Mulnix, Philosophy, CAS

Elizabeth Richardson, Psychology, CAS

Glaucia Silva, Portuguese, CAS

Maria Grungo, Nursing, CON

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, Public Policy, SEPPCE

Deborah Carlson, Artisanry, CVPA
Richard Creighton, Fine Arts, CVPA
Memory Holloway, Art History, CVPA
Douglas Owens, Music, CVPA
Cathy Smilan, Art Education, CVPA

YEAR 4. FY2011/12 saw 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
CAS – Harvey Hou, Chemistry - left UMD
CAS – Robert Jones, Economics, CAS
CAS - Oksana Jackim, English, CAS
CAS- Paula Rioux, History, CAS
CCB - B.K. Rai, Decision Information Sciences, CCB
COE - Katja Holtta-Otto, Mechanical Engineering - left UMD

Fellows from 2008/09, 2009/10, 2010/11 now have “graduated” from the program. Fellows from 2011/12 will now become second-year Fellows. They will be joined by the faculty listed below.

YEAR 5. FY2012/13 incoming fellows include:

David Chapman, Design, CVPA
Justin Dunlap, LAW
Rebecca Hutchinson, CVPA
Kellyann Kowalski, Management, CCB
Kathryn Kavanaugh, Biology, CAS
Mark Paige, Ed leadership, SEPPCE
John Quinn, Leadership, SEPPCE

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 SL 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 160 class sections that used SL. The next section highlights a number of different involvement measures in both graphic and tabular forms.

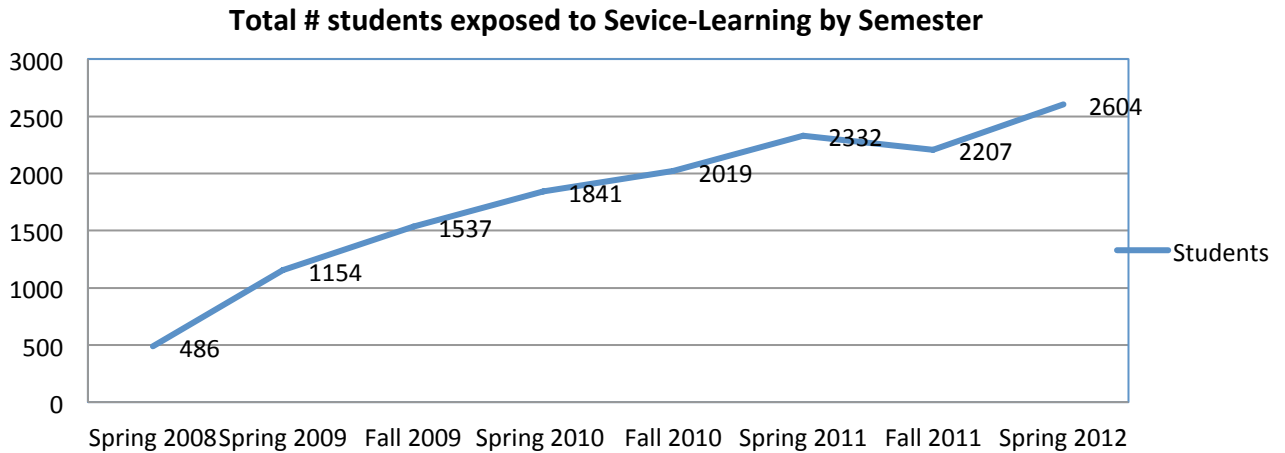


Figure I

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. Most recently, 2,604 students were exposed to service-learning pedagogy in the Spring of 2012.

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 FY2011/12 (Table I) and FY2010/11 (Table II). Figure II shows a graphic comparison of involvement between last year and this year. The data show increases in service-learning activities. For example, we see an increase in the number of faculty offering service-learning classes, number of different classes offered (from 98 to 122) and the number of class sections offered (from 146 to 160).

Table I - Summary of SL Involvement FY 11-12
 Service Learning Classes Spring 2012 and Fall 2011 by College

Spring 2012

	Faculty	Classes	Sections	Experience* Program
CAS	11	10	13	9
CCB	10	11	14	0
CVPA	12	13	14	8
COE	8	14	14	1
CON	4	4	14	3
SEPPCE	6	6	7	0
SMAST	0	0	0	0
LAW	10	9	13	0
TOTALS:	61	67	89	21

Fall 2011

	Faculty	Classes	Sections	Experience* Program
CAS	12	11	14	24
CCB	8	11	11	0
CVPA	7	11	13	4
COE	9	10	10	0
CON	10	2	11	4
SEPPCE	4	3	4	0
SMAST	0	0	0	0
LAW	7	7	8	0
TOTALS:	57	55	71	32

GRAND TOTAL:	118	122	160	53
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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 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.

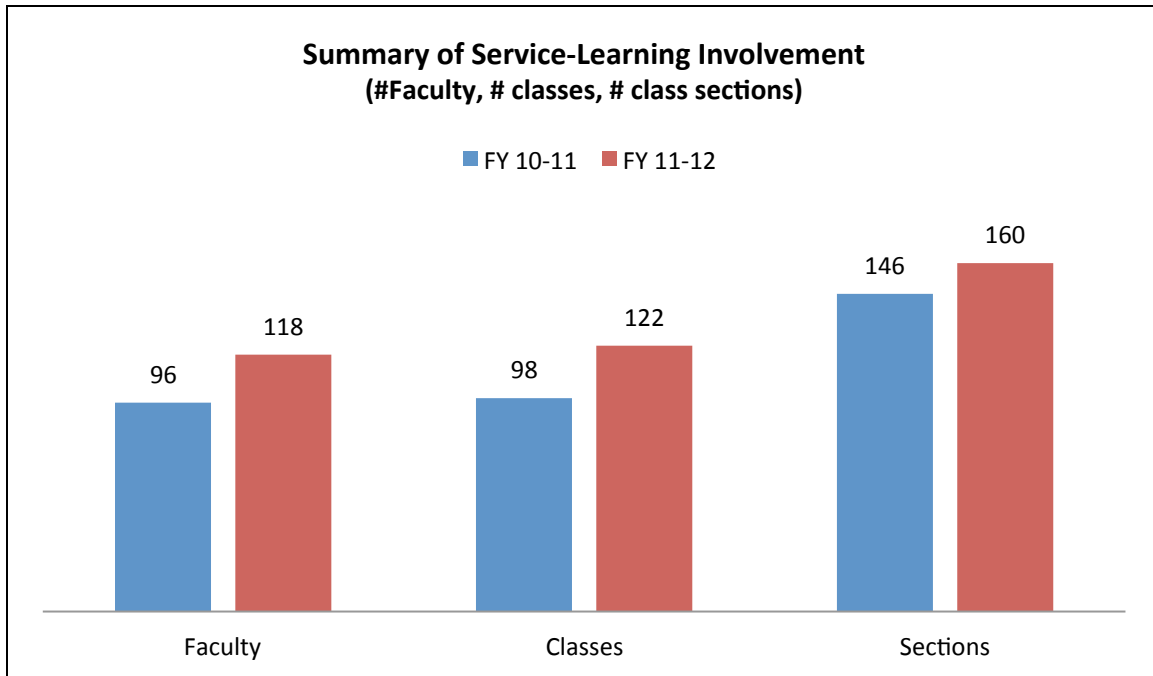


Figure II

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 SL 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 with the class of 2011 (66%). The class of 2012 has dipped to 62%.

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>	<u>FY11/12</u>
Senior	27.45%	56.10%	65.74%	62.14%
Junior	17.82%	31.74%	33.33%	29.17%
Sophomore	15.95%	20.04%	10.14%	14.79%
Freshmen	0.13%	2.78%	4.10%	4.34%
Graduate	n/a	n/a	27.46%	46.53%

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

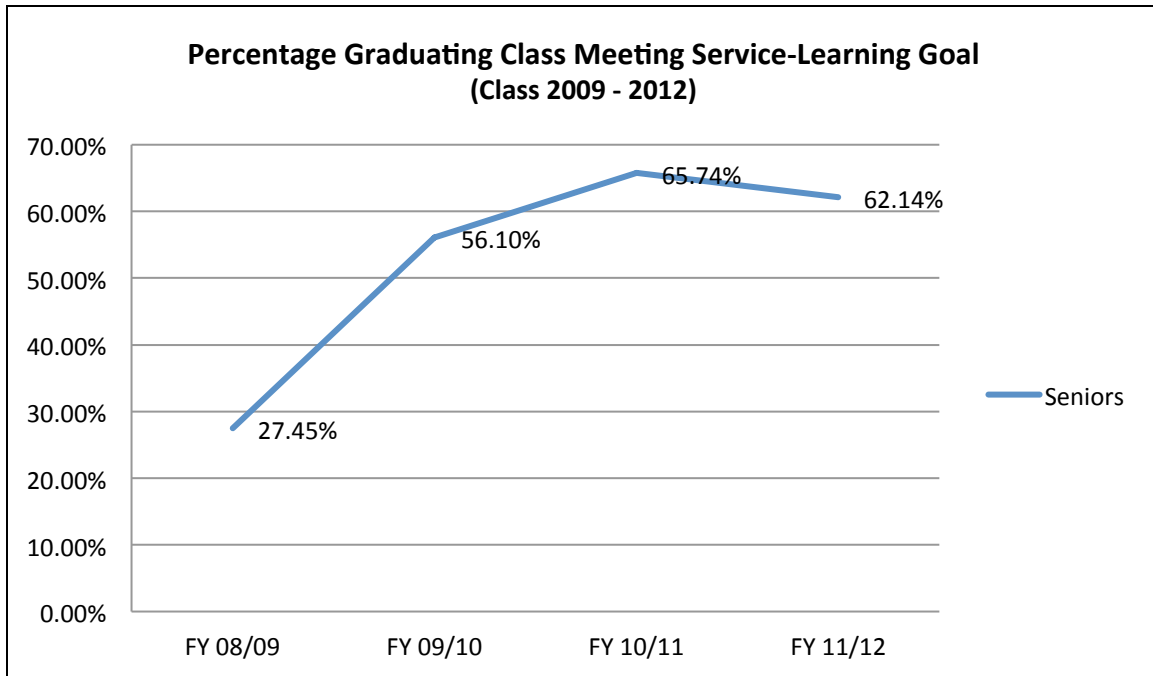


Figure III

The data shows that we have accomplished a great deal in terms of meeting the SL goals and objectives. Over 62% of the class of 2012 graduated with at least one service-learning class. 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. The CCB has one department (Accounting and Finance) that does not offer any service-learning classes. The CAS has many departments that do not offer any.

This is the first year that we've experienced a decline in the % of our graduating class having had a minimum of 1 SL class. While slight, (from 65 to 62%), it is cause for concern. Interestingly, the total number of students exposed to SL increased but the % of the graduating class declined. This tells us that we may need to be more focused in targeting senior level classes and/or required classes within each major. Also, large majors need to be targeted for immediate action. A complete list of classes designated as SL for the Spring 2012 and Fall 2011 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. Sixteen of forty (40%) undergraduate majors meet the objective. The remaining 24 (or 60%) 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 424 UMD students was surveyed over the course of the FY 2011/12 academic year. Students surveyed came from identified service-learning classes across the campus. The breakout of the sample by college is as follows:

CAS = 123 (29.0%)
CCB = 126 (29.7%)
COE = 41 (9.7%)
CVPA = 41 (9.7%)
SEPPCE = 2 (0.5%)
NUR = 79 (18.6%)
Undeclared = 12 (2.8%)

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 many projects address multiple issues.

Table IV
Community needs addressed through Service-Learning

	Frequency	Percent
Education	176	41.5
Community Development	146	34.4
Health	108	25.5
Youth Development	66	15.6
Environment	92	21.7
Economic Development	62	14.6
Public Safety	50	11.8
Disaster Recovery	23	5.4
Veterans Assistance	17	4.0

Increase in Civic Attitudes and Skills

A majority (74%) of all of the respondents agreed or strongly agreed that their service-learning experience had a 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. The impact of the service-learning experience on participants' civic attitudes and knowledge was greater for the respondents that indicated they were experienced service providers. Highest agreement regarding the impact of the program was on action and efficacy: being shown the impact that the respondent can have on solving social problems, and that action by groups can solve problems as well.

Table V

Civic skills	Pre- Mean Skill Score	Post-Mean Skill Score	Cohen's <i>d</i> Effect Size
Organize other students to take action on a community problem*	2.66	3.53	.69
Know who to contact about a community problem *	2.45	3.44	.79**
Persuade other students that a community problem *	2.62	3.47	.68
Create a plan to address the issue *	2.68	3.64	.76**
Get people to care about the problem *	2.75	3.59	.68
Organize and run a meeting *	2.79	3.66	.63
Make a public speech *	2.83	3.53	.5
Find and examine research related to the issue *	3.03	3.74	.55
Express my views in front of a group of people *	3.03	3.76	.55
Apply what I learned in my service-learning class*	2.70	3.84	.84**

* $p < .001$

**All effect sizes were in the medium range except for these three where the effect size is large

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 and the local community. 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 (85%) responded that their service-learning exercise helped them to meet class learning objectives.

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, nearly 62% of all respondents indicated that they are thinking about a career that helps their community.

Table VI - SL and Retention

Because of my service-learning class(es) here at UMASS...

Academic integration1	New: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Helped me meet the course learning objectives	174 (82.1)	164 (87.7)
I will be returning next year/semester due to this positive experience	88 (50.1)	87 (56.9)
I am more involved in campus activities	63 (32.2)	87 (49.7)
I have gotten friends involved in community activities	79 (39.9)	86 (49.1)
I feel a part of the UMASS campus community	105 (51.2)	108 (61.0)
I am choosing to graduate from UMASS	138 (42.1)	136 (80.0)
I feel part of the local community.	115 (57.2)	128 (71.9)

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 62% of our graduating class in 2012 was exposed to this pedagogy. Note, this is the first year that the percentage of our graduating class exposed to this pedagogy declined (from 65% in 2011).

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 - Students exposed to SL by major and class - SPRING 2012

College	Program	Plan	Class of	Students with SLC	All Students	Percentage
CAS	AS-U	ASU-BA	Freshman	6	205	2.9%
CAS	AS-U	ASU-BA	Sophomore	16	144	11.1%
CAS	AS-U	ASU-BA	Junior	2	27	7.4%
CAS	AS-U	ASU-BA	Senior	2	4	50.0%
		ASU-BA Total		26	380	6.8%
CAS	AS-U	BIO-BS	Freshman	6	95	6.3%
CAS	AS-U	BIO-BS	Sophomore	12	86	14.0%
CAS	AS-U	BIO-BS	Junior	14	65	21.5%
CAS	AS-U	BIO-BS	Senior	17	71	23.9%
		BIO-BS Total		49	317	15.5%
CAS	AS-U	CHM-BS	Freshman	3	28	10.7%
CAS	AS-U	CHM-BS	Sophomore	4	24	16.7%
CAS	AS-U	CHM-BS	Junior	0	13	0.0%
CAS	AS-U	CHM-BS	Senior	1	17	5.9%
		CHM-BS Total		8	82	9.8%
CAS	AS-U	CJS-BA	Freshman	7	76	9.2%
CAS	AS-U	CJS-BA	Sophomore	13	69	18.8%
CAS	AS-U	CJS-BA	Junior	26	71	36.6%
CAS	AS-U	CJS-BA	Senior	48	89	53.9%
		CJS-BA Total		94	305	30.8%
CAS	AS-U	COLNW	Freshman	1	26	3.8%
CAS	AS-U	COLNW	Sophomore	0	2	0.0%
		COLNW Total		1	28	3.6%
CAS	AS-U	ECO-BA	Freshman	0	11	0.0%
CAS	AS-U	ECO-BA	Sophomore	4	12	33.3%
CAS	AS-U	ECO-BA	Junior	4	12	33.3%
CAS	AS-U	ECO-BA	Senior	11	19	57.9%
		ECO-BA Total		19	54	35.2%
CAS	AS-U	ENL-BA	Freshman	1	39	2.6%
CAS	AS-U	ENL-BA	Sophomore	1	20	5.0%
CAS	AS-U	ENL-BA	Junior	3	16	18.8%
CAS	AS-U	ENL-BA	Senior	0	1	0.0%
		ENL-BA Total		5	76	6.6%
CAS	AS-U	ENLD-BA	Junior	0	1	0.0%
		ENLD-BA Total		0	1	0.0%
CAS	AS-U	ENLL-BA	Freshman	0	5	0.0%
CAS	AS-U	ENLL-BA	Sophomore	1	16	6.3%

CAS	AS-U	ENLL-BA	Junior	4	13	30.8%
CAS	AS-U	ENLL-BA	Senior	11	25	44.0%
		ENLL-BA Total		16	59	27.1%
CAS	AS-U	ENLW-BA	Freshman	2	9	22.2%
CAS	AS-U	ENLW-BA	Sophomore	3	18	16.7%
CAS	AS-U	ENLW-BA	Junior	12	38	31.6%
CAS	AS-U	ENLW-BA	Senior	32	58	55.2%
		ENLW-BA Total		49	123	39.8%
CAS	AS-U	FRN-BA	Freshman	0	4	0.0%
CAS	AS-U	FRN-BA	Sophomore	0	1	0.0%
CAS	AS-U	FRN-BA	Junior	2	3	66.7%
CAS	AS-U	FRN-BA	Senior	2	2	100.0%
		FRN-BA Total		4	10	40.0%
CAS	AS-U	HSS-BA	Sophomore	0	1	0.0%
CAS	AS-U	HSS-BA	Junior	0	4	0.0%
CAS	AS-U	HSS-BA	Senior	1	3	33.3%
		HSS-BA Total		1	8	12.5%
CAS	AS-U	HST-BA	Freshman	3	37	8.1%
CAS	AS-U	HST-BA	Sophomore	10	47	21.3%
CAS	AS-U	HST-BA	Junior	9	36	25.0%
CAS	AS-U	HST-BA	Senior	22	57	38.6%
		HST-BA Total		44	177	24.9%
CAS	AS-U	LAR-BA	Freshman	7	101	6.9%
CAS	AS-U	LAR-BA	Sophomore	10	92	10.9%
CAS	AS-U	LAR-BA	Junior	27	94	28.7%
CAS	AS-U	LAR-BA	Senior	32	102	31.4%
		LAR-BA Total		76	389	19.5%
CAS	AS-U	LAR-OLBA	Freshman	0	14	0.0%
CAS	AS-U	LAR-OLBA	Sophomore	0	4	0.0%
CAS	AS-U	LAR-OLBA	Junior	0	4	0.0%
CAS	AS-U	LAR-OLBA	Senior	0	1	0.0%
		LAR-OLBA Total		0	23	0.0%
CAS	AS-U	MDS-BA	Senior	0	1	0.0%
		MDS-BA Total		0	1	0.0%
CAS	AS-U	MDS-BS	Junior	0	1	0.0%
CAS	AS-U	MDS-BS	Senior	0	1	0.0%
		MDS-BS Total		0	2	0.0%
CAS	AS-U	MLS-BS	Freshman	0	33	0.0%
CAS	AS-U	MLS-BS	Sophomore	8	46	17.4%

CAS	AS-U	MLS-BS	Junior	4	29	13.8%
CAS	AS-U	MLS-BS	Senior	1	4	25.0%
		MLS-BS Total		13	112	11.6%
CAS	AS-U	MLSC-BS	Freshman	0	2	0.0%
CAS	AS-U	MLSC-BS	Junior	0	3	0.0%
		MLSC-BS Total		0	5	0.0%
CAS	AS-U	MLSH-BS	Freshman	0	2	0.0%
CAS	AS-U	MLSH-BS	Sophomore	0	3	0.0%
CAS	AS-U	MLSH-BS	Junior	0	1	0.0%
		MLSH-BS Total		0	6	0.0%
CAS	AS-U	MLSL-BS	Freshman	0	1	0.0%
CAS	AS-U	MLSL-BS	Sophomore	3	7	42.9%
CAS	AS-U	MLSL-BS	Junior	18	47	38.3%
CAS	AS-U	MLSL-BS	Senior	8	35	22.9%
		MLSL-BS Total		29	90	32.2%
CAS	AS-U	MTH-BA	Sophomore	0	1	0.0%
CAS	AS-U	MTH-BA	Junior	0	2	0.0%
CAS	AS-U	MTH-BA	Senior	1	5	20.0%
		MTH-BA Total		1	8	12.5%
CAS	AS-U	MTH-BS	Freshman	1	12	8.3%
CAS	AS-U	MTH-BS	Sophomore	2	17	11.8%
CAS	AS-U	MTH-BS	Junior	2	7	28.6%
CAS	AS-U	MTH-BS	Senior	2	9	22.2%
		MTH-BS Total		7	45	15.6%
CAS	AS-U	PHL-BA	Freshman	0	4	0.0%
CAS	AS-U	PHL-BA	Sophomore	4	9	44.4%
CAS	AS-U	PHL-BA	Junior	3	10	30.0%
CAS	AS-U	PHL-BA	Senior	7	15	46.7%
		PHL-BA Total		14	38	36.8%
CAS	AS-U	PMED-CRT	Freshman	0	2	0.0%
CAS	AS-U	PMED-CRT	Sophomore	0	1	0.0%
CAS	AS-U	PMED-CRT	Junior	1	2	50.0%
CAS	AS-U	PMED-CRT	Senior	0	2	0.0%
		PMED-CRT Total		1	7	14.3%
CAS	AS-U	POR-BA	Freshman	0	4	0.0%
CAS	AS-U	POR-BA	Sophomore	0	3	0.0%
CAS	AS-U	POR-BA	Junior	1	5	20.0%
CAS	AS-U	POR-BA	Senior	2	3	66.7%
		POR-BA Total		3	15	20.0%

CAS	AS-U	PSC-BA	Freshman	2	34	5.9%
CAS	AS-U	PSC-BA	Sophomore	14	40	35.0%
CAS	AS-U	PSC-BA	Junior	11	26	42.3%
CAS	AS-U	PSC-BA	Senior	29	39	74.4%
		PSC-BA Total		56	139	40.3%
CAS	AS-U	PSY-BA	Freshman	8	131	6.1%
CAS	AS-U	PSY-BA	Sophomore	19	119	16.0%
CAS	AS-U	PSY-BA	Junior	48	105	45.7%
CAS	AS-U	PSY-BA	Senior	76	111	68.5%
		PSY-BA Total		151	466	32.4%
CAS	AS-U	SOC-BA	Freshman	1	25	4.0%
CAS	AS-U	SOC-BA	Sophomore	10	37	27.0%
CAS	AS-U	SOC-BA	Junior	24	49	49.0%
CAS	AS-U	SOC-BA	Senior	41	58	70.7%
		SOC-BA Total		76	169	45.0%
CAS	AS-U	SPA-BA	Freshman	0	5	0.0%
CAS	AS-U	SPA-BA	Sophomore	2	3	66.7%
CAS	AS-U	SPA-BA	Junior	5	6	83.3%
CAS	AS-U	SPA-BA	Senior	10	10	100.0%
		SPA-BA Total		17	24	70.8%
CAS	AS-U	START	Freshman	1	16	6.3%
		START Total		1	16	6.3%
CAS	AS-U	WMS-BA	Sophomore	0	3	0.0%
CAS	AS-U	WMS-BA	Junior	3	6	50.0%
CAS	AS-U	WMS-BA	Senior	5	9	55.6%
		WMS-BA Total		8	18	44.4%
CAS	AS-U	WMS-OLBA	Freshman	0	7	0.0%
CAS	AS-U	WMS-OLBA	Sophomore	0	1	0.0%
CAS	AS-U	WMS-OLBA	Junior	0	2	0.0%
CAS	AS-U	WMS-OLBA	Senior	0	2	0.0%
		WMS-OLBA Total		0	12	0.0%
CAS	AS-U	WMS-OLCT	Freshman	0	3	0.0%
CAS	AS-U	WMS-OLCT	Senior	0	1	0.0%
		WMS-OLCT Total		0	4	0.0%
CAS	BIO-G	BIOM-MS	Graduate	12	17	70.6%
		BIOM-MS Total		12	17	70.6%
CAS	BIO-G	BIO-MS	Graduate	7	8	87.5%
		BIO-MS Total		7	8	87.5%

CAS	CHM-G	CHML-PHD	Graduate	13	13	100.0%
		CHML-PHD Total		13	13	100.0%
CAS	CHM-G	CHM-MS	Graduate	22	22	100.0%
		CHM-MS Total		22	22	100.0%
CAS	POR-G	POR-MA	Graduate	6	13	46.2%
		POR-MA Total		6	13	46.2%
CAS	POR-G	POR-PHD	Graduate	1	9	11.1%
		POR-PHD Total		1	9	11.1%
CAS	PRW-G	PRW-MA	Graduate	17	23	73.9%
		PRW-MA Total		17	23	73.9%
CAS	PRW-G	PRW-PBC	Graduate	4	5	80.0%
		PRW-PBC Total		4	5	80.0%
CAS	PSY-G	PSYA-MA	Graduate	4	21	19.0%
		PSYA-MA Total		4	21	19.0%
CAS	PSY-G	PSYA-PMC	Graduate	1	4	25.0%
		PSYA-PMC Total		1	4	25.0%
CAS	PSY-G	PSYC-MA	Graduate	18	37	48.6%
		PSYC-MA Total		18	37	48.6%
CAS	PSY-G	PSYG-MA	Graduate	3	3	100.0%
		PSYG-MA Total		3	3	100.0%
CAS	PSY-G	PSYR-MA	Graduate	5	9	55.6%
		PSYR-MA Total		5	9	55.6%
CCB	ACT-G	ACTG-PBC	Graduate	0	2	0.0%
		ACTG-PBC Total		0	2	0.0%
CCB	CB-U	ACT-BS	Freshman	5	66	7.6%
CCB	CB-U	ACT-BS	Sophomore	8	76	10.5%
CCB	CB-U	ACT-BS	Junior	11	101	10.9%
CCB	CB-U	ACT-BS	Senior	36	119	30.3%
		ACT-BS Total		60	362	16.6%
CCB	CB-U	ACT-CRT	Freshman	0	8	0.0%
CCB	CB-U	ACT-CRT	Sophomore	0	1	0.0%
CCB	CB-U	ACT-CRT	Senior	0	2	0.0%
		ACT-CRT Total		0	11	0.0%
CCB	CB-U	BSA-BS	Freshman	3	141	2.1%

CCB	CB-U	BSA-BS	Sophomore	6	86	7.0%
CCB	CB-U	BSA-BS	Junior	3	17	17.6%
CCB	CB-U	BSA-BS	Senior	1	4	25.0%
		BSA-BS Total		13	248	5.2%
CCB	CB-U	FIN-BS	Freshman	3	26	11.5%
CCB	CB-U	FIN-BS	Sophomore	3	35	8.6%
CCB	CB-U	FIN-BS	Junior	11	58	19.0%
CCB	CB-U	FIN-BS	Senior	39	79	49.4%
		FIN-BS Total		56	198	28.3%
CCB	CB-U	GBA-BS	Freshman	0	11	0.0%
CCB	CB-U	GBA-BS	Sophomore	1	20	5.0%
CCB	CB-U	GBA-BS	Junior	4	19	21.1%
CCB	CB-U	GBA-BS	Senior	4	14	28.6%
		GBA-BS Total		9	64	14.1%
CCB	CB-U	HRM-BS	Freshman	0	12	0.0%
CCB	CB-U	HRM-BS	Sophomore	2	14	14.3%
CCB	CB-U	HRM-BS	Junior	12	40	30.0%
CCB	CB-U	HRM-BS	Senior	42	47	89.4%
		HRM-BS Total		56	113	49.6%
CCB	CB-U	MIS-BS	Freshman	0	11	0.0%
CCB	CB-U	MIS-BS	Sophomore	2	23	8.7%
CCB	CB-U	MIS-BS	Junior	4	26	15.4%
CCB	CB-U	MIS-BS	Senior	25	29	86.2%
		MIS-BS Total		31	89	34.8%
CCB	CB-U	MKT-BS	Freshman	5	48	10.4%
CCB	CB-U	MKT-BS	Sophomore	16	59	27.1%
CCB	CB-U	MKT-BS	Junior	38	99	38.4%
CCB	CB-U	MKT-BS	Senior	120	134	89.6%
		MKT-BS Total		179	340	52.6%
CCB	CB-U	OPS-BS	Freshman	4	15	26.7%
CCB	CB-U	OPS-BS	Sophomore	5	23	21.7%
CCB	CB-U	OPS-BS	Junior	17	44	38.6%
CCB	CB-U	OPS-BS	Senior	63	64	98.4%
		OPS-BS Total		89	146	61.0%
CCB	MBA-G	BFOU-OGC	Graduate	4	11	36.4%
		BFOU-OGC Total		4	11	36.4%
CCB	MBA-G	FIN-PBC	Graduate	0	1	0.0%
		FIN-PBC Total		0	1	0.0%
CCB	MBA-G	IBU-OGC	Graduate	3	6	50.0%

		IBU-OGC Total		3	6	50.0%
CCB	MBA-G	MBAACT-MBA	Graduate	1	3	33.3%
		MBAACT-MBA Total		1	3	33.3%
CCB	MBA-G	MBAC-MBA	Graduate	6	18	33.3%
		MBAC-MBA Total		6	18	33.3%
CCB	MBA-G	MBAFIN-MBA	Graduate	7	7	100.0%
		MBAFIN-MBA Total		7	7	100.0%
CCB	MBA-G	MBAIBU-MBA	Graduate	10	10	100.0%
		MBAIBU-MBA Total		10	10	100.0%
CCB	MBA-G	MBALEP-MBA	Graduate	11	14	78.6%
		MBALEP-MBA Total		11	14	78.6%
CCB	MBA-G	MBA-MBA	Graduate	43	52	82.7%
		MBA-MBA Total		43	52	82.7%
CCB	MBA-G	MBA-MBAJ	Graduate	2	2	100.0%
		MBA-MBAJ Total		2	2	100.0%
CCB	MBA-G	MBAMKT-MBA	Graduate	6	8	75.0%
		MBAMKT-MBA Total		6	8	75.0%
CCB	MBA-G	MBAO-MBA	Graduate	23	42	54.8%
		MBAO-MBA Total		23	42	54.8%
CCB	MBA-G	MBASCM-MBA	Graduate	4	4	100.0%
		MBASCM-MBA Total		4	4	100.0%
CCB	MBA-G	MBASUS-MBA	Graduate	1	1	100.0%
		MBASUS-MBA Total		1	1	100.0%
CCB	MBA-G	MGTC-PBC	Graduate	0	1	0.0%
		MGTC-PBC Total		0	1	0.0%
CCB	MBA-G	MGTO-PBC	Graduate	0	2	0.0%
		MGTO-PBC Total		0	2	0.0%
CCB	MBA-G	MKT-PBC	Graduate	1	2	50.0%
		MKT-PBC Total		1	2	50.0%

CCB	MBA-G	ORGLSP-OGC	Graduate	4	10	40.0%
		ORGLSP-OGC Total		4	10	40.0%
CCB	MBA-G	SCM-PBC	Graduate	2	3	66.7%
		SCM-PBC Total		2	3	66.7%
CEGR	EGR-U	BNG-BS	Freshman	0	23	0.0%
CEGR	EGR-U	BNG-BS	Sophomore	1	7	14.3%
CEGR	EGR-U	BNG-BS	Junior	1	4	25.0%
CEGR	EGR-U	BNG-BS	Senior	0	1	0.0%
		BNG-BS Total		2	35	5.7%
CEGR	EGR-U	CEN-BS	Freshman	0	37	0.0%
CEGR	EGR-U	CEN-BS	Sophomore	4	54	7.4%
CEGR	EGR-U	CEN-BS	Junior	6	39	15.4%
CEGR	EGR-U	CEN-BS	Senior	16	51	31.4%
		CEN-BS Total		26	181	14.4%
CEGR	EGR-U	CIS-BS	Freshman	4	48	8.3%
CEGR	EGR-U	CIS-BS	Sophomore	2	32	6.3%
CEGR	EGR-U	CIS-BS	Junior	10	31	32.3%
CEGR	EGR-U	CIS-BS	Senior	29	34	85.3%
		CIS-BS Total		45	145	31.0%
CEGR	EGR-U	CPE-BS	Freshman	0	21	0.0%
CEGR	EGR-U	CPE-BS	Sophomore	3	22	13.6%
CEGR	EGR-U	CPE-BS	Junior	6	31	19.4%
CEGR	EGR-U	CPE-BS	Senior	19	22	86.4%
		CPE-BS Total		28	96	29.2%
CEGR	EGR-U	EGR-BS	Freshman	1	39	2.6%
CEGR	EGR-U	EGR-BS	Sophomore	0	15	0.0%
CEGR	EGR-U	EGR-BS	Junior	2	13	15.4%
		EGR-BS Total		3	67	4.5%
CEGR	EGR-U	ELE-BS	Freshman	0	54	0.0%
CEGR	EGR-U	ELE-BS	Sophomore	2	43	4.7%
CEGR	EGR-U	ELE-BS	Junior	2	42	4.8%
CEGR	EGR-U	ELE-BS	Senior	41	48	85.4%
		ELE-BS Total		45	187	24.1%
CEGR	EGR-U	MNE-BS	Freshman	0	55	0.0%
CEGR	EGR-U	MNE-BS	Sophomore	1	66	1.5%
CEGR	EGR-U	MNE-BS	Junior	3	79	3.8%
CEGR	EGR-U	MNE-BS	Senior	55	69	79.7%
		MNE-BS Total		59	269	21.9%

CEGR	EGR-U	MTXB-BS	Senior	5	5	100.0%
		MTXB-BS Total		5	5	100.0%
CEGR	EGR-U	MTXT-BS	Senior	5	5	100.0%
		MTXT-BS Total		5	5	100.0%
CEGR	EGR-U	PHY-BS	Freshman	1	21	4.8%
CEGR	EGR-U	PHY-BS	Sophomore	1	13	7.7%
CEGR	EGR-U	PHY-BS	Junior	4	12	33.3%
CEGR	EGR-U	PHY-BS	Senior	0	10	0.0%
		PHY-BS Total		6	56	10.7%
CEGR	BMB-G	BMB-MS	Graduate	2	6	33.3%
		BMB-MS Total		2	6	33.3%
CEGR	BMB-G	BMB-PHD	Graduate	2	24	8.3%
		BMB-PHD Total		2	24	8.3%
CEGR	CEN-G	CEN-MS	Graduate	18	23	78.3%
		CEN-MS Total		18	23	78.3%
CEGR	CIS-G	CIS-MS	Graduate	31	51	60.8%
		CIS-MS Total		31	51	60.8%
CEGR	ECE-G	CPE-MS	Graduate	15	18	83.3%
		CPE-MS Total		15	18	83.3%
CEGR	EAS-G	EAS-PHD	Graduate	4	5	80.0%
		EAS-PHD Total		4	5	80.0%
CEGR	ECE-G	ELEC-PHD	Graduate	2	13	15.4%
		ELEC-PHD Total		2	13	15.4%
CEGR	ECE-G	ELEE-PHD	Graduate	2	16	12.5%
		ELEE-PHD Total		2	16	12.5%
CEGR	ECE-G	ELE-MS	Graduate	20	25	80.0%
		ELE-MS Total		20	25	80.0%
CEGR	MNE-G	MNE-MS	Graduate	24	28	85.7%
		MNE-MS Total		24	28	85.7%
CEGR	PHY-G	PHY-MS	Graduate	4	16	25.0%
		PHY-MS Total		4	16	25.0%
CEGR	SUS-G	SUSDVL-OGC	Graduate	6	12	50.0%
		SUSDVL-OGC Total		6	12	50.0%

CEGR	TES-G	TEC-MS	Graduate	3	4	75.0%
		TEC-MS Total		3	4	75.0%
CEGR	TES-G	TET-MS	Graduate	3	3	100.0%
		TET-MS Total		3	3	100.0%
PCE	DCE-U	ACT-CP	Freshman	0	2	0.0%
PCE	DCE-U	ACT-CP	Senior	0	1	0.0%
		ACT-CP Total		0	3	0.0%
PCE	DCE-U	ASU-CP	Freshman	0	2	0.0%
PCE	DCE-U	ASU-CP	Junior	0	1	0.0%
PCE	DCE-U	ASU-CP	Senior	0	1	0.0%
		ASU-CP Total		0	4	0.0%
PCE	DCE-U	ASUP-CP	Freshman	0	99	0.0%
PCE	DCE-U	ASUP-CP	Sophomore	0	1	0.0%
		ASUP-CP Total		0	100	0.0%
PCE	DCE-U	BSA-CP	Sophomore	0	1	0.0%
PCE	DCE-U	BSA-CP	Senior	0	1	0.0%
		BSA-CP Total		0	2	0.0%
PCE	DCE-U	BSP-CP	Freshman	0	33	0.0%
		BSP-CP Total		0	33	0.0%
PCE	DCE-U	CJS-CP	Junior	0	1	0.0%
		CJS-CP Total		0	1	0.0%
PCE	DCE-U	GBA-CP	Freshman	0	3	0.0%
PCE	DCE-U	GBA-CP	Sophomore	0	2	0.0%
PCE	DCE-U	GBA-CP	Junior	0	1	0.0%
		GBA-CP Total		0	6	0.0%
PCE	DCE-U	HSS-CP	Senior	0	1	0.0%
		HSS-CP Total		0	1	0.0%
PCE	DCE-U	LAR-CP	Freshman	0	6	0.0%
PCE	DCE-U	LAR-CP	Sophomore	0	2	0.0%
PCE	DCE-U	LAR-CP	Junior	0	1	0.0%
PCE	DCE-U	LAR-CP	Senior	0	2	0.0%
		LAR-CP Total		0	11	0.0%
PCE	DCE-U	LAR-CPO	Freshman	0	3	0.0%
		LAR-CPO Total		0	3	0.0%
PCE	DCE-U	NURN-CPO	Freshman	0	2	0.0%

PCE	DCE-U	NURN-CPO	Sophomore	0	3	0.0%
		NURN-CPO Total		0	5	0.0%
PCE	DCE-U	PSY-CP	Sophomore	0	1	0.0%
		PSY-CP Total		0	1	0.0%
CNUR	NUR-U	NUR-BS	Freshman	1	111	0.9%
CNUR	NUR-U	NUR-BS	Sophomore	14	99	14.1%
CNUR	NUR-U	NUR-BS	Junior	59	114	51.8%
CNUR	NUR-U	NUR-BS	Senior	111	114	97.4%
		NUR-BS Total		185	438	42.2%
CNUR	NUR-U	NURN-BS	Freshman	0	4	0.0%
CNUR	NUR-U	NURN-BS	Sophomore	0	9	0.0%
CNUR	NUR-U	NURN-BS	Junior	2	13	15.4%
CNUR	NUR-U	NURN-BS	Senior	4	10	40.0%
		NURN-BS Total		6	36	16.7%
CNUR	NUR-U	NURN-OLBS	Freshman	0	19	0.0%
CNUR	NUR-U	NURN-OLBS	Sophomore	0	1	0.0%
CNUR	NUR-U	NURN-OLBS	Junior	0	3	0.0%
CNUR	NUR-U	NURN-OLBS	Senior	0	1	0.0%
		NURN-OLBS Total		0	24	0.0%
CNUR	NUR-G	ANP-PMC	Graduate	1	2	50.0%
		ANP-PMC Total		1	2	50.0%
CNUR	NUR-G	NURAHNE-MS	Graduate	2	3	66.7%
		NURAHNE-MS Total		2	3	66.7%
CNUR	NUR-G	NURANP-DNP	Graduate	6	10	60.0%
		NURANP-DNP Total		6	10	60.0%
CNUR	NUR-G	NURAP-MS	Graduate	0	5	0.0%
		NURAP-MS Total		0	5	0.0%
CNUR	NUR-G	NURCHNE-MS	Graduate	0	1	0.0%
		NURCHNE-MS Total		0	1	0.0%
CNUR	NUR-G	NURCHNM-MS	Graduate	1	1	100.0%
		NURCHNM-MS Total		1	1	100.0%
CNUR	NUR-G	NURCN-MS	Graduate	0	3	0.0%
		NURCN-MS Total		0	3	0.0%

CNUR	NUR-G	NURNP-MS	Graduate	10	53	18.9%
		NURNP-MS Total		10	53	18.9%
CNUR	NUR-G	NUR-PHD	Graduate	1	17	5.9%
		NUR-PHD Total		1	17	5.9%
CVPA	VPA-U	AED-BFA	Freshman	0	3	0.0%
CVPA	VPA-U	AED-BFA	Sophomore	6	6	100.0%
CVPA	VPA-U	AED-BFA	Junior	9	10	90.0%
CVPA	VPA-U	AED-BFA	Senior	22	22	100.0%
		AED-BFA Total		37	41	90.2%
CVPA	VPA-U	ARH-BA	Freshman	0	5	0.0%
CVPA	VPA-U	ARH-BA	Sophomore	2	6	33.3%
CVPA	VPA-U	ARH-BA	Junior	1	2	50.0%
CVPA	VPA-U	ARH-BA	Senior	6	7	85.7%
		ARH-BA Total		9	20	45.0%
CVPA	VPA-U	ATRC-BFA	Freshman	0	3	0.0%
CVPA	VPA-U	ATRC-BFA	Sophomore	2	4	50.0%
CVPA	VPA-U	ATRC-BFA	Junior	0	4	0.0%
CVPA	VPA-U	ATRC-BFA	Senior	1	4	25.0%
		ATRC-BFA Total		3	15	20.0%
CVPA	VPA-U	ATR-CRT	Sophomore	1	1	100.0%
CVPA	VPA-U	ATR-CRT	Senior	0	1	0.0%
		ATR-CRT Total		1	2	50.0%
CVPA	VPA-U	ATRF-BFA	Freshman	0	2	0.0%
CVPA	VPA-U	ATRF-BFA	Sophomore	0	4	0.0%
CVPA	VPA-U	ATRF-BFA	Junior	2	5	40.0%
CVPA	VPA-U	ATRF-BFA	Senior	2	7	28.6%
		ATRF-BFA Total		4	18	22.2%
CVPA	VPA-U	ATRM-BFA	Freshman	0	1	0.0%
CVPA	VPA-U	ATRM-BFA	Sophomore	2	4	50.0%
CVPA	VPA-U	ATRM-BFA	Junior	1	5	20.0%
CVPA	VPA-U	ATRM-BFA	Senior	1	4	25.0%
		ATRM-BFA Total		4	14	28.6%
CVPA	VPA-U	FIA-CRT	Senior	1	1	100.0%
		FIA-CRT Total		1	1	100.0%
CVPA	VPA-U	FOU-BFA	Freshman	0	7	0.0%
CVPA	VPA-U	FOU-BFA	Sophomore	0	5	0.0%
CVPA	VPA-U	FOU-BFA	Junior	0	2	0.0%
CVPA	VPA-U	FOU-BFA	Senior	1	1	100.0%

		FOU-BFA Total		1	15	6.7%
CVPA	VPA-U	MUS-BA	Freshman	1	18	5.6%
CVPA	VPA-U	MUS-BA	Sophomore	2	15	13.3%
CVPA	VPA-U	MUS-BA	Junior	4	15	26.7%
CVPA	VPA-U	MUS-BA	Senior	12	23	52.2%
		MUS-BA Total		19	71	26.8%
CVPA	VPA-U	PAN-BFA	Freshman	0	5	0.0%
CVPA	VPA-U	PAN-BFA	Sophomore	1	2	50.0%
CVPA	VPA-U	PAN-BFA	Junior	3	11	27.3%
CVPA	VPA-U	PAN-BFA	Senior	15	17	88.2%
		PAN-BFA Total		19	35	54.3%
CVPA	VPA-U	SCL-BFA	Freshman	0	1	0.0%
CVPA	VPA-U	SCL-BFA	Sophomore	2	3	66.7%
CVPA	VPA-U	SCL-BFA	Junior	1	3	33.3%
CVPA	VPA-U	SCL-BFA	Senior	10	11	90.9%
		SCL-BFA Total		13	18	72.2%
CVPA	VPA-U	VIDE-BFA	Freshman	0	14	0.0%
CVPA	VPA-U	VIDE-BFA	Sophomore	4	23	17.4%
CVPA	VPA-U	VIDE-BFA	Junior	3	21	14.3%
CVPA	VPA-U	VIDE-BFA	Senior	21	28	75.0%
		VIDE-BFA Total		28	86	32.6%
CVPA	VPA-U	VIDG-BFA	Freshman	3	52	5.8%
CVPA	VPA-U	VIDG-BFA	Sophomore	9	37	24.3%
CVPA	VPA-U	VIDG-BFA	Junior	13	39	33.3%
CVPA	VPA-U	VIDG-BFA	Senior	49	64	76.6%
		VIDG-BFA Total		74	192	38.5%
CVPA	VPA-U	VIDI-BFA	Freshman	0	21	0.0%
CVPA	VPA-U	VIDI-BFA	Sophomore	6	19	31.6%
CVPA	VPA-U	VIDI-BFA	Junior	13	22	59.1%
CVPA	VPA-U	VIDI-BFA	Senior	19	24	79.2%
		VIDI-BFA Total		38	86	44.2%
CVPA	VPA-U	VIDP-BFA	Freshman	1	17	5.9%
CVPA	VPA-U	VIDP-BFA	Sophomore	4	14	28.6%
CVPA	VPA-U	VIDP-BFA	Junior	11	17	64.7%
CVPA	VPA-U	VIDP-BFA	Senior	18	21	85.7%
		VIDP-BFA Total		34	69	49.3%
CVPA	MAE-G	AED-MAE	Graduate	25	30	83.3%
		AED-MAE Total		25	30	83.3%
CVPA	MFA-G	ATRC-MFA	Graduate	7	10	70.0%

		ATRC-MFA Total		7	10	70.0%
CVPA	MFA-G	ATRC-PBC	Graduate	0	6	0.0%
		ATRC-PBC Total		0	6	0.0%
CVPA	MFA-G	ATRF-MFA	Graduate	3	7	42.9%
		ATRF-MFA Total		3	7	42.9%
CVPA	MFA-G	ATRF-PBC	Graduate	0	1	0.0%
		ATRF-PBC Total		0	1	0.0%
CVPA	MFA-G	ATRJ-MFA	Graduate	4	7	57.1%
		ATRJ-MFA Total		4	7	57.1%
CVPA	MFA-G	ATR-MFA	Graduate	1	1	100.0%
		ATR-MFA Total		1	1	100.0%
CVPA	MFA-G	ATRW-MFA	Graduate	2	2	100.0%
		ATRW-MFA Total		2	2	100.0%
CVPA	MFA-G	FIAD-MFA	Graduate	1	1	100.0%
		FIAD-MFA Total		1	1	100.0%
CVPA	MFA-G	FIAP-MFA	Graduate	3	9	33.3%
		FIAP-MFA Total		3	9	33.3%
CVPA	MFA-G	FIAP-PBC	Graduate	1	1	100.0%
		FIAP-PBC Total		1	1	100.0%
CVPA	MFA-G	FIAR-MFA	Graduate	1	2	50.0%
		FIAR-MFA Total		1	2	50.0%
CVPA	MFA-G	FIAS-MFA	Graduate	7	7	100.0%
		FIAS-MFA Total		7	7	100.0%
CVPA	MFA-G	VIDG-MFA	Graduate	0	4	0.0%
		VIDG-MFA Total		0	4	0.0%
CVPA	MFA-G	VIDP-MFA	Graduate	2	2	100.0%
		VIDP-MFA Total		2	2	100.0%
CVPA	MFA-G	VIDU-MFA	Graduate	2	3	66.7%
		VIDU-MFA Total		2	3	66.7%
CVPA	MFA-G	WID-PBC	Graduate	3	12	25.0%
		WID-PBC Total		3	12	25.0%
LAW	LAW-L	LAW-JD	Juris Doctorate	59	190	31.1%

		LAW-JD Total		59	190	31.1%
LAW	LAW-L	LAW-PTD	Juris Doctorate	10	42	23.8%
		LAW-PTD Total		10	42	23.8%
LAW	LAW-L	LAW-PTW	Juris Doctorate	16	74	21.6%
		LAW-PTW Total		16	74	21.6%
SMAST	MAR-G	MARC-MS	Graduate	2	2	100.0%
		MARC-MS Total		2	2	100.0%
SMAST	MAR-G	MARC-PHD	Graduate	0	1	0.0%
		MARC-PHD Total		0	1	0.0%
SMAST	MAR-G	MARD-MS	Graduate	13	16	81.3%
		MARD-MS Total		13	16	81.3%
SMAST	MAR-G	MARD-PHD	Graduate	2	30	6.7%
		MARD-PHD Total		2	30	6.7%
SMAST	MAR-G	MARE-PHD	Graduate	0	1	0.0%
		MARE-PHD Total		0	1	0.0%
SMAST	MAR-G	MARO-PHD	Graduate	0	1	0.0%
		MARO-PHD Total		0	1	0.0%
SMAST	MAR-G	MARR-MS	Graduate	2	3	66.7%
		MARR-MS Total		2	3	66.7%
SMAST	MAR-G	MARR-PHD	Graduate	0	7	0.0%
		MARR-PHD Total		0	7	0.0%
SMAST	MAR-G	MARU-PHD	Graduate	0	1	0.0%
		MARU-PHD Total		0	1	0.0%
SEPPCE	EDU-G	EDE-PBC	Graduate	0	8	0.0%
		EDE-PBC Total		0	8	0.0%
SEPPCE	EDU-G	EDLPST-PHD	Graduate	2	9	22.2%
		EDLPST-PHD Total		2	9	22.2%
SEPPCE	EDU-G	EDM-PBC	Graduate	1	14	7.1%
		EDM-PBC Total		1	14	7.1%
SEPPCE	EDU-G	EDS-PBC	Graduate	1	18	5.6%
		EDS-PBC Total		1	18	5.6%

SEPPCE	EDU-G	LLL-PBC	Graduate	1	17	5.9%
		LLL-PBC Total		1	17	5.9%
SEPPCE	MAT-G	MATI-MAT	Graduate	40	100	40.0%
		MATI-MAT Total		40	100	40.0%
SEPPCE	MAT-G	MAT-MA	Graduate	1	4	25.0%
		MAT-MA Total		1	4	25.0%
SEPPCE	MAT-G	MATP-MAT	Graduate	3	66	4.5%
		MATP-MAT Total		3	66	4.5%
SEPPCE	MTE-G	MTE-PHD	Graduate	1	14	7.1%
		MTE-PHD Total		1	14	7.1%
SEPPCE	PST-G	EDUP-OGC	Graduate	0	5	0.0%
		EDUP-OGC Total		0	5	0.0%
SEPPCE	PST-G	ENVP-OGC	Graduate	10	14	71.4%
		ENVP-OGC Total		10	14	71.4%
SEPPCE	PST-G	MPP-MPPJ	Graduate	1	2	50.0%
		MPP-MPPJ Total		1	2	50.0%
SEPPCE	PST-G	MPP-OGP	Graduate	6	22	27.3%
		MPP-OGP Total		6	22	27.3%
SEPPCE	PST-G	PST-MPP	Graduate	11	15	73.3%
		PST-MPP Total		11	15	73.3%
Grand Total				2,604	8,680	30.0%

College	Class	Total with SL	All students	Percentage
CAS	Freshman	49	931	5.3%
CAS	Sophomore	136	826	16.5%
CAS	Junior	223	698	31.9%
CAS	Senior	361	754	47.9%
CAS	Graduate	113	184	61.4%
CAS Total		882	3393	26.0%

College	Class	Total with SL	All students	Percentage
CCB	Freshman	20	338	5.9%
CCB	Sophomore	43	337	12.8%
CCB	Junior	100	404	24.8%
CCB	Senior	330	492	67.1%
CCB	Graduate	128	199	64.3%
CCB Total		621	1770	35.1%

College	Class	Total with SL	All students	Percentage
CEGR	Freshman	6	298	2.0%
CEGR	Sophomore	14	252	5.6%
CEGR	Junior	34	251	13.5%
CEGR	Senior	170	245	69.4%
CEGR	Graduate	136	244	55.7%
CEGR Total		360	1290	27.9%

College	Class	Total with SL	All students	Percentage
CNUR	Freshman	1	134	0.7%
CNUR	Sophomore	14	109	12.8%
CNUR	Junior	61	130	46.9%
CNUR	Senior	115	125	92.0%
CNUR	Graduate	21	95	22.1%
CNUR Total		212	593	35.8%

College	Class	Total with SL	All students	Percentage
CVPA	Freshman	5	149	3.4%
CVPA	Sophomore	41	143	28.7%
CVPA	Junior	61	156	39.1%
CVPA	Senior	178	235	75.7%
CVPA	Graduate	62	105	59.0%
CVPA Total		347	788	44.0%

College	Class	Total with SL	All students	Percentage
PCE	Freshman	0	150	0.0%
PCE	Sophomore	0	10	0.0%
PCE	Junior	0	4	0.0%
PCE	Senior	0	6	0.0%
PCE	Graduate	0	0	0.0%
PCE Total		0	170	0.0%

College	Class	Total with SL	All students	Percentage
SEPPCE Total	Graduate	78	308	25.3%
SEPPCE Total		78	308	25.3%

College	Class	Total with SL	All students	Percentage
LAW Total	Juris Doctorate	85	306	27.8%
LAW Total		85	306	27.8%

College	Class	Total with SL	All students	Percentage
SMAST Total	Graduate	19	62	30.6%
SMAST Total		19	62	30.6%
Grand Total		2604	8680	30.0%

Class	Total w/ SL	All students	Percentage
Freshman Total	81	2,001	4.0%

Soph Total	248	1,677	14.8%
Junior Total	479	1,642	29.2%
Senior Total	1,154	1,857	62.1%
JD Total	85	306	27.8%
Graduate Total	557	1,197	46.5%
Grand Total	2,604	8,680	30.0%

**Appendix 2 - List of SL Classes
Spring 2012 and Fall 2011**

**SERVICE-LEARNING CLASS LIST
Spring 2012**

CCB

Major	Cat #	Sect #	Title	Instructor
MGT	431	1	Developing and Managing Work Teams	Kellyann Kowlaski
MGT	600	1	Business Law	Sulkowski, Adam
MGT	690	7101	Business Law	Sulkowski, Adam
MIS	462	1	Advanced Information Systems	Shea, Tim
MKT	390	1	Sports Marketing	Castonquay, Nicole
MKT	390	2	Sports Marketing	Castonquay, Nicole
MKT	441	1	Marketing Management	Karakaya, Fahri
MKT	441	1	Marketing Management	Chopoorian, John
MKT	650	01/81	Marketing Strategy	Chopoorian, John
MKT	650	1	Marketing Strategy	White, D. Steven
POM	345	04	Operations Management	Gunasekaran, A.
POM	415	1	Applied Decision Models	Hughes, Peter
POM	425	1	Materials Management	Hughes, Peter
POM	446	1	Process Management	Rai, BK

COE

Major	Cat #	Sect #	Title	Instructor
CEN	419	1	Advanced Traffic Engineering	Zarrillo, Marguerite
CEN	519	1	Advanced Traffic Engineering	Zarrillo, Marguerite
CIS	499	1	Senior Software Engineering Project II	Bergandy, Jan
ECE	458	01W1	Design Project II	Michel, Howard
MNE	498	1	Mech Eng Des Proj II	Holtta-Otto, Katja
MTX	463	1	Senior Project	Langley, Kenneth D
PHY	419	1	Advanced Traffic Engineering	Zarrillo, Marguerite
PHY	519	1	Advanced Traffic Engineering	Zarrillo, Marguerite
SUS	201	1	Principles of Sustainability	Clayton, Garry
SUS	202	1	Topics in Sustainability	Clayton, Garry
SUS	450	1	Advanced Seminar in Sustainability Studies	Rajaniemi, Tara
SUS	495	1	Independent Study - Sustainably Retrofitting Homes	Clayton, Garry
SUS	500	1	Sustainable Development Theory and Practice	Clayton, Garry
SUS	590	1	Sustainability Internship - Pred of Climate Chng Tech Dev	Clayton, Garry

CON

Major	Cat #	Sect #	Title	Instructor
NUR	330	1	Community Health Nursing	Vazquez, Maria
NUR	331	1	Exp.Learn:Community Health Nursing	Peterson, Sonja
NUR	331	2	Exp.Learn:Community Health Nursing	Peterson, Sonja
NUR	331	3	Exp.Learn:Community Health Nursing	Peterson, Sonja
NUR	331	4	Exp.Learn:Community Health Nursing	Peterson, Sonja
NUR	331	5	Exp.Learn:Community Health Nursing	Peterson, Sonja
NUR	331	6	Exp.Learn:Community Health Nursing	Vazquez, Maria
NUR	340	1	Psych Mental Health Nursing	Griffin, Ruth
NUR	341	1	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	2	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	3	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	4	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	5	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	6	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja

CAS

Major	Cat #	Sect #	Title	Instructor
ECO	461	1	Urban Economics	Cosgrove, Sarah
HST	392	1	Public History	Mohanty, Gail
HST	392	1	Public History	Mohanty, Gail
PSC	305	1	Internship	Berggren, Heidi
PSC	305	2	Internship	Berggren, Heidi
PSY	480	1	Fieldwork	Corriveau, Donald
PSY	480	2	Fieldwork	Donnelly, Paul
PSY	490	3	Special Topics: Young Adult Behavioral Risks (option)	Richardson, Elizabeth
PSY	592	1	Internship II	Conboy, Jack
REL	300	1	Topics in Religious Studies (option)	Satlow, Jacqueline
SOC/ANT	316	2	Research Methods	Caldera, Kathryn
SOC/ANT	350	3	Readings in Sociological & Anthropological Literature	Klimt, Andrea
SOC/ANT	450	1	Internship	Bery, Sadhana

CVPA

Major	Cat #	Sect #	Title	Instructor
AED	410	1	Curriculum Design	Mollo, Arlene
AED	410	3	Curriculum Design	Mollo, Arlene
ARH	355	1	American Painting	Holloway, Memory

ART	582	1	Graduate Studio II: Photography	Malakoff, Sarah
DES	300	3	Designing for Environment	Chapman, David
DES	322	1	Illustration IV	Edward, James
DES	382	1	Photo Imaging IV	Malakoff, Sarah
DES	484	2	Digital Media VI	Ahrens, Scott
FIA	292	1	Mix Media Sculpture	Latt-Savage, Staci
FIA	442	1	Painting VI	McFarlane, Bryan
FIA	492	1	Sculpture VI	Creighton, Richard
FIA	498	1	Special Topics: Installation & Site Sculpture	Lintala, Eric
MUS	470	1	Music	Hartigan, Royal
MUS	471	1	Music	Hartigan, Royal

SMAST

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

SEPPCE

Major	Cat #	Sect #	Title	Instructor
EDU	500	1	Fundamentals of Teaching and Learning	Hall, Maureen
EDU	500	8101	Fundamentals of Teaching and Learning	Clarke, Marylou
LCE	200	1	Intro to Leadership & Civic Engagement	Quinn, John
LCE	400	1	Leadership & Civic Engagement Practicum	Roy, Matthew
POL	530	1	Policy Analysis	Goodman, Michael
POL	562	1	Environmental Policy	McGuire, Chad
POL	599	1	Internship	McGuire, Chad

Law School

Major	Cat #	Sect #	Title	Instructor
LAW	626	1	Immigration Law Clinic II	Scharf, Irene
LAW	628	1	Legal Services Clinic	Ross, Anthony
LAW	630	1	Moot Court	Rudko, Frances
LAW	631	1	Probate and Juvenile Court Practice	Conward, Cynthia
LAW	639	1	Field Placement Program	Dunlap, Justine
LAW	639	2	Field Placement Program	Quinn, John
LAW	639	3	Field Placement Program	Dunlap, Justine
LAW	639	4	Field Placement Program	Quinn, John
LAW	640	1	Community Develop. Clinic (non-profit)	Jaikes, Eric
LAW	640	2	Community Develop. Clinic (small business)	Davis, Wendy
LAW	667	1	Adv. Immigration Clinic	Scharf, Irene

LAW	692	1	Advanced Community Development Clinic	Scharf, Irene
LAW	699	1	Tribal Court Clinic	Yox, Raymond

Experience Program

Major	Cat #	Sect #	Title	Instructor
BIO	298	1	Experience Program	Bromage, Erin
BIO	298	2	Experience Program	Ventetuolo, Alan
DES	298	1	Experience Program	Fairbairn, Janet
DES	298	2	Experience Program	Msangi, Ziddi
DES	298	3	Experience Program	Fairbairn, Janet
DES	298	4	Experience Program	Ahrens, Scott
DES	298	5	Experience Program	Bowers, Michelle
DES	298	6	Experience Program	Ladd, Thomas
DES	298	7	Experience Program	Lee, Yoon
DES	298	8	Experience Program	Ladd, Thomas
ECE	298	1	Computer Engineering Internship	Viall, Philip H
HST	298	4	Experience Program	Mohanty, Gail
HST	298	8101	Experience Program	Mohanty, Gail
NUR	298	1	Experience Program	Sousa, Sharon
NUR	298	3	Experience Program	Sousa, Sharon
NUR	298	4	Experience Program	Sousa, Sharon
PSY	298	4	Experience Program	Conboy, Jack
PSY	298	5	Experience Program	Conboy, Jack
PSY	298	6	Experience Program	Conboy, Jack
PSY	298	7	Experience Program	Conboy, Jack
PSY	298	8	Experience Program	Conboy, Jack

*All Masters level students with a thesis or project should be included

SERVICE LEARNING CLASS LIST
Fall 2011

CCB

Major	Cat #	Sect #	Title	Instructor
MGT	431	1	Developing and Managing Work Teams	Kowalski, Kellyann
MGT	443	1	Human Resource Management	Kowalski, Kellyann
MGT	492	01H	Business Law & Corp Social Responsibility	Sulkowski, Adam
MGT	600	01/22/71	Business Law & Corp Social Responsibility	Sulkowski, Adam
MIS	462	1	Advanced Business Information Systems Projects	Shea, Tim
MKT	390	1	Sports Marketing	Castonquay, Nicole
MKT	441	1	Marketing Management	Chopoorian, John
MKT	650	01/81	Marketing Strategy	Chopoorian, John
POM	677	1	Logistics Strategy & Management	Gunasekaran, A
POM	415	01/81	Applied Decision Models	Hughes, Peter
POM	446	1	Process Management	Rai, BK

COE

Major	Cat #	Sect #	Title	Instructor
CEN	491	1	Civil Engineer Project	Gioiosa, Steven D
CIS	431	1	Human-Computer Interaction	Balasubramanian, Ramprasad
CIS	498	1	Senior Software Engr Project	Bergandy, Jan
ECE	457	1	Design Project I	Michel, Howard E
MNE	497	1	Mech Eng Des Proj I	Holtta-Otto, Katja
MTX	463	1	Senior Project	Ugbolue, Samuel
SUS	201	7101	Principles of Sustainability	Sulkowski, Adam
SUS	202	1	Topics in Sustainability	Fortier, Ronald
SUS	500	1	Sustainable Dev Theory & Pract	Clayton, Garry
SUS	562	1	Survey of Renewables	Wilson, David

CON

Major	Cat #	Sect #	Title	Instructor
NUR	331	1	Exp.Learn:Community Health Nursing	Flanagan, Kathleen
NUR	331	2	Exp.Learn:Community Health Nursing	Mills, Claudia
NUR	331	3	Exp.Learn:Community Health Nursing	DeLeo-Wade, Janet
NUR	331	4	Exp.Learn:Community Health Nursing	Vasquez, Maria
NUR	331	5	Exp.Learn:Community Health Nursing	Geggatt-Midurski, Pat
NUR	341	1	Exp. Learn: Psy. Mental Health Nursing	Pehrson, Karen

NUR	341	2	Exp. Learn: Psy. Mental Health Nursing	Chmiel, Katherine A.
NUR	341	3	Exp. Learn: Psy. Mental Health Nursing	Olivier, Claire
NUR	341	4	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja
NUR	341	5	Exp. Learn: Psy. Mental Health Nursing	Amaral, Donna
NUR	341	6	Exp. Learn: Psy. Mental Health Nursing	Peterson, Sonja S.

CAS

Major	Cat #	Sect #	Title	Instructor
ENL	200	8	Topics in Lit: The Art of Storytelling	Peters, Morgan
ENL	253	1	Intro to Drama: The Art of Directing	Peters, Morgan
HST	201	1	Critical Skills for the History Major	Mehrtens, Cristina
PSC	207	1	Problems of Public Policy: Sustainability on Campus	Darst, Robert
PSC	305	1	Internship: Program & Seminar	Berggren, Heidi
PSC	305	2	Internship: Program & Seminar	Berggren, Heidi
PSY	390	1	Research Methods	Richardson, Elizabeth
PSY	407	1	Counseling II	Donnelly, Paul
PSY	407	2	Counseling II	Corriveau, Donald
PSY	591	1	Internship I	Conboy, John
SOC	316	1	Research Methods	Caldera, Kathryn
SPA	305	1	Business Spanish	Benavides, Carlos
HON	101	01H	Scholarship in Community	Mulnix, Jennifer
HON	101	02H	Scholarship in Community	Mohanty, Gail

CVPA

Major	Cat #	Sect #	Title	Instructor
AED	200	1	Methods & Materials	Mollo, Arlene
AED	200	2	Methods & Materials	Mollo, Arlene
AED	410	1	Curriculum Design	Smilan, Cathy
AED	500	1	Methods & Materials	Mollo, Arlene
AED	500	2	Methods & Materials	Mollo, Arlene
AED	510	1	Curriculum Design	Smilan, Cathy
AED	618	1	Community Partnership	Smilan, Cathy
DES	321	1	Illustration III	Edward, James
DES	451	1	Graphic Design V	Msangi, Ziddi
FIA	442	1	Senior Painting	McFarlane, Bryan
FIA	492	1	Senior Sculpture	Creighton, Richard
MUS	470	1	International Music & Song of Africa	Hartigan, Royal
MUS	471	1	African Dance & Song	Hartigan, Royal

SMAST

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

SEPPCE

Major	Cat #	Sect #	Title	Instructor
EDU	500	1	Fundamentals of Teaching and Learning	Desmarais, Armand
EDU	500	2	Fundamentals of Teaching and Learning	Hall, Maureen
LCE	200	1	Intro to Leadership and Civic Engagement	Milestone, David
POL	599	1	Internship	McGuire, Chad

Law School

Major	Cat #	Sect #	Title	Instructor
LAW	599	1	Supplemental Field Placement	Rudko, Frances
LAW	625	1	Immigration Law Clinic I	Scharf, Irene
LAW	628	1	Legal Services Clinic	Ross
LAW	640	1	Community Develop. Clinic	Jaikes, Eric
LAW	640	2	Community Develop. Clinic	Davis
LAW	667	1	Adv. Immigration Clinic	Scharf, Irene
LAW	699	1	Tribal Court Clinic	Yox, Raymond
LAW	653	1	Domestic Violence	Dunlap, Justine

Experience Program

Major	Cat #	Sect #	Title	Instructor
AED	298	1	Experience Program	Miraglia, Kathy A
ARH	298	1	Experience Program	Holloway, Memory A
ATR	298	1	Experience Program	Lawton, James B
CJS	298	1	Experience Program	Donovan, Heather Patrica
CJS	298	2	Experience Program	Robinson, Robin A
DES	298	1	Experience Program	Fairbairn, Janet A
ECO	298	1	Experience Program	Cosgrove, Sarah B
ENL	298	1	Experience Program	Nee, James M
ENL	298	2	Experience Program	Pietruszka, John
ENL	298	3	Experience Program	Larschan, Richard J
ENL	298	4	Experience Program	Riley, Jeannette
ENL	298	5	Experience Program	Hagan, Susan E
ENL	298	6	Experience Program	Smith, Shelagh

ENL	298	7	Experience Program	Arora, Anupama
ENL	298	8	Experience Program	Benson, Nancy Mackenzie
HST	298	1	Experience Program	Santow, Mark E
HST	298	2	Experience Program	Pontbriand, Robert E
HST	298	3	Experience Program	Mehrtens, Cristina M
MLS	298	1	Experience Program	Leclair, Susan J
NUR	298	1	Experience Program	Sousa, Sharon A
NUR	298	2	Experience Program	Sousa, Sharon A
NUR	298	3	Experience Program	Reynolds, Teresa E
NUR	298	4	Experience Program	Sousa, Sharon A
PSY	298	1	Experience Program	Conboy, John
PSY	298	2	Experience Program	Corriveau, Donald P
PSY	298	3	Experience Program	Conboy, John
PSY	298	4	Experience Program	Conboy, John
PSY	298	5	Experience Program	Conboy, John
PSY	298	6	Experience Program	Boone, Richard Thomas
PSY	298	7	Experience Program	Conboy, John
SOC	298	1	Experience Program	Klimt, Andrea C
SPA	298	1	Experience Program	DeAbreu, Jorge Manuel

*All Masters level students with a thesis or project should be included

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

Number of Undergrad SL Classes 2011/2012 Academic Year Per Major

College	Major	Fall	Spring	Meets Goal
CAS	ASU/HSS	0	0	No
	ANT	0	1	No
	BIO	0	0	No
	CHM	0	0	No
	CJS	0	0	No
	ECO	0	0	No
	ENL	2	0	Yes
	FRN	0	0	No
	HST	1	1	Yes
	LAR	0	0	No
	MLS	0	0	No
	MTH	0	0	No
	PHL	0	0	No
	PHP	0	0	No
	POR	0	0	No
	PSC	2*	1	Yes
	PSY	2	2	Yes
	SOC	1*	3	Yes
	SPA	1	0	No
	WMS	0	0	No
CCB	HON	1	0	No
	REL	0	1	No
	ACT	0	0	No
	FIN	0	0	No
	MGT	3*	1	Yes
	MIS	1*	1	No
	MKT	2*	2	Yes
	OPS	2*	4	Yes
COE	CEN	1*	1	No
	CIS	2	1	Yes
	ECE	1	1	Yes
	MNE	1	1	Yes
	MTX	1*	1	No
	PHY	0	1	No
CON	NUR	2*	3	Yes
CVPA	AED	2*	1	Yes
	ARH	0	1	No
	ATR	0	0	No
	MUS	2*	2	Yes
	FIA	2*	4	Yes
	DES	2	4	Yes

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

Appendix 4 - Assessment of Service-Learning

A post-only survey was administered to college students from UMass Dartmouth that participated in service-learning classes. The survey evaluated the extent to which these service-learning experiences were associated with increases in college students' civic skills, behaviors and attitudes, and the extent to which the program was associated with academic success and student retention. The survey was administered at the end of the Fall and Spring semesters in the 2011-12 academic year.

Demographics:

Nearly two-thirds of the 424 survey respondents were juniors and seniors, and 57% were female. Survey respondents were fairly evenly distributed across a wide variety of majors in the Health Sciences, Social Sciences, Business and Humanities, with approximately 20% specifying that their major was nursing. Twenty-eight (6.6%) respondents indicated they were carrying second majors.

The majority (n=241, 57.4%) of the respondents were female, 42.4 % (n=178) were male, and 1 (.2%) identified as transgender. Slightly more than half (57.1%) of the students were 23 years of age or younger, with ages ranging from 19 to 49.

Academic status varied among the 419 respondents, with nearly 71% being juniors or seniors. Among respondents 7.4% (n=31) were freshman, 11%, sophomores (n=46), 21.7% juniors (n=91), 49.4% seniors (n=207), and 10% graduate students (n=42). The majority of students self identified as white (n=321, 75.7%), non Hispanic (n=196, 87.5%), followed by Black/African American (n=57, 13.4%).

Community Need

Service-learning activities addressed a wide array of community needs. Approximately 40% the activities addressed issues having to do with education (n=176, 41.5%), followed by community development (n=146, 34.4%), health (n=108, 25.5%) and youth development (n=66, 15.6%).

Community needs addressed through service-learning included:

	Frequency	Valid Percent
Education	176	41.5
Community Development	146	34.4
Health	108	25.5
Youth Development	66	15.6
Environment	92	21.7
Economic Development	62	14.6
Public Safety	50	11.8
Disaster Recovery	23	5.4
Veterans Assistance	17	4.0

Prior experience with service-learning and community service

Slightly more than half of the survey respondents indicated that they were new to volunteering and service, and roughly 40% said they had no prior experience with service-learning in either high school or in college.

Fifty-three percent of the survey respondents described themselves as first time or relative infrequent volunteers or community service providers, while 189 (46.7%) described themselves as experienced. Among all participants, only about a third (n=148, 34.9 %) indicated they had service-learning in high school and a third had prior service-learning experience in college (n=145, 34.2%).

A large majority (75.2%) of survey respondents indicated that they had no other service-learning experiences during the semester in which they took the survey, although 81 students indicated they were taking one other service-learning class, and 22 said they had two other service-learning classes in the same semester.

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

A majority (74%) of all of the respondents agreed or strongly agreed that their service-learning experience had a 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. The impact of the service-learning experience on

participants' civic attitudes and knowledge was greater for the respondents that indicated they were experienced service providers. Highest agreement regarding the impact of the program was on action and efficacy: being shown the impact that the respondent can have on solving social problems, and that action by groups can solve problems as well.

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: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Showed me the impact I can have on solving problems that face my local community	154 (72.0)	153 (80.9)
Deepened my concern about community issues.	135 (47.8)	140 (74.0)
Showed me that it is important personally to influence the political process.	99 (46.2)	102 (54.8)
Showed me that contributing to the solutions of social problems is my responsibility.	118 (55.4)	136 (72.7)

Civic knowledge	New: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Made me want to invest time in learning about social issues and problems	129 (60.6)	133 (71.5)
Showed me that action by groups can solve social problems	163 (76.9)	152 (80.9)

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 service learning class.

Civic skills	New: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Made me aware that I am uncomfortable working with people who are different from me in such things as race, wealth, and life experiences.	43 (20.1)	29 (15.4)
I am able to see a situation from someone else's point of view.	161 (76.0)	161 (85.2)

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 can not 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. *Thus there is a positive relationship between participation in service-learning activities and reported gains in civic skills relating to addressing social problems. The effect size was calculated and was large for “know who to contact about a community problem,” “create a plan to address the issue,” and “apply what I learned in my service-learning class.”*

Civic skills	Pre- Mean Skill Score	Post- Mean Skill Score	Cohen's <i>d</i> Effect Size
Organize other students to take action on a community problem*	2.66	3.53	.69
Know who to contact about a community problem *	2.45	3.44	.79**
Persuade other students that a community problem is important*	2.62	3.47	.68
Create a plan to address the issue *	2.68	3.64	.76**
Get people to care about the problem *	2.75	3.59	.68
Organize and run a meeting *	2.79	3.66	.63
Make a public speech *	2.83	3.53	.5
Find and examine research related to the issue *	3.03	3.74	.55
Express my views in front of a group of people *	3.03	3.76	.55
Apply what I learned in my service-learning class*	2.70	3.84	.84**

* p<.001

**All effect sizes were in the medium range except for these three where the effect size is large

Program's impact on academic integration

Students were asked about the impact of their service-learning class(es) on areas related to academic success, retention and integration. Service-learning for the majority of the experienced

volunteer respondents was associated with retention and integration. This was true for the new-to-volunteering group with the exception of increased involvement in campus activities, getting friends involved in community activities, and choosing to graduate from UMASS, where less than half of the new-to-volunteering students agreed or strongly agreed with the statements. Here as with civic skills, knowledge and attitudes questions above, the gains are greater for students who are experienced volunteers.

Because of my service-learning class(es) here at UMASS...

Academic integration²	New: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Helped me meet the course learning objectives	174 (82.1)	164 (87.7)
I will be returning next year/semester due to this positive experience	88 (50.1)	87 (56.9)
I am more involved in campus activities	63 (32.2)	87 (49.7)
I have gotten friends involved in community activities	79 (39.9)	86 (49.1)
I feel a part of the UMASS campus community	105 (51.2)	108 (61.0)
I am choosing to graduate from UMASS	138 (42.1)	136 (80.0)
I feel part of the local community.	115 (57.2)	128 (71.9)

Program 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, nearly 62% 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: Agree & Strongly Agree N (%)	Experienced: Agree & Strongly Agree N (%)
Made me plan to improve my community by volunteering in the near future.	118(56.2)	141 (75.4)

Sixty-nine percent (n=377) 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	144	34.0	38.2	38.2
	Yes	233	55.0	61.8	100.0
	Total	377	88.9	100.0	
Missing	0	47	11.1		
Total		424	100.0		

A wide array of career choices were given by respondents, including accounting, being an activist or community organizer, adolescent psychiatry, a variety of health professions, joining AmeriCorps, working for non-profits, education, law enforcement and the armed services.

**Appendix 5 - 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?
 None One 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):

- 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 6 organizations. The results are overwhelmingly positive. They are reported for the entire UMass system and not UMD only. These results can be found in Appendix 6.

Appendix 6 – Community Partner Survey (n=6)

Community partners were asked to complete a survey at the end of the 2011-12 academic year. The following are the survey responses.

Six partners completed the survey: two each from UMASS Dartmouth, Boston and Worcester Medical.

The number of student service learners varied from 4 to 6, to two sites reporting that they had 30 and 70 students respectively. Generally the service was part of a class.

Choice	Count	Percentage of Sample Answering
For a college class	4	66.7%
Not for a class	2	33.3%
Not sure	0	0.0%

Finding #1: Overall, students increased the capacity of community partners to meet community needs.

In general, these college students increased the capacity of your organization to serve our community's needs as a result of the economic downturn.

Choice	Count	Percentage of Sample Answering
Strongly agree	4	66.7%
Somewhat agree	1	16.7%
Somewhat disagree	1	16.7%
Strongly disagree	0	0.0%

If the college students did increase your capacity to meet community needs, please describe how they did so.

- Our organization is run primarily through volunteers. The students from UMass have provided us an amazing support crew to ensure that our organization can operate at full capacity. Without the help of these individuals, we would not be able to run efficiently.
- Reaching out for the multicultural community, translating documents into the families language; teaching English as a Second Language; creating flyers in different languages; tutoring parents in Math; attending the parents' meetings, facilitating the communication between parents and school staff, etc.
- We were able to provide more services for our youth, Cooking, reading program, civic engagement and much more.
- We have many student volunteers from the UMass Medical School. They are responsible for many organizational aspects of the clinic, especially interviewing patients before they see a doctor and making sure that patients receive the necessary medications, immunizations, and physician consultations or procedures prior to leaving the clinic.
- Students helped to keep development projects going for wave renewable energy during a period when over funding is tight.

If the college students did not increase your capacity to meet community needs, please describe why not.

- Worked on improving manufacturing condition

Finding #2: College students provide valuable services to community constituents.

In general, the college students provided valuable services to your constituents, clients, or youth.

Choice	Count	Percentage of Sample Answering
Strongly agree	4	66.7%
Somewhat agree	2	33.3%
Somewhat disagree	0	0.0%
Strongly disagree	0	0.0%

If the college students did provide valuable services, please describe how they did so.

- They were always on time, efficient, and coming up with new and innovative ideas.
- College students were tutoring our students, working hand on hand with the teachers in the classroom, and encouraging the youth and their families to enhance their skills.
- The students help with maintaining the programs that were offered so that we could assist more youth.
- Students improve their medical interviewing skills by interacting with patients in the clinic and do so in a very professional and respectful manner. This system allows students to improve their skills while providing a valuable service to the patients-constituents.
- The engineering design students did not directly interact with clients, etc., but provided valuable design input.
- Help exploring possibilities otherwise would not have explored

Finding #3: College students partner with a variety of agency types, with varying levels of involvement, meeting a variety of community needs.

Each college student typically served at your organization since September 2011:

Choice	Count	Percentage of Sample Answering
Once	1	20.0%
Two to three times	1	20.0%
Four to 10 times	0	0.0%
More than 10 times	3	60.0%

Your organization can be best described as:

Choice	Count	Percentage of Sample Answering
A government program or agency	0	0.0%
A K-12 school or college	1	16.7%
A nonprofit organization without a faith-based affiliation	1	16.7%
A nonprofit organization with a faith-based affiliation	1	16.7%
Other	3	50.0%

Specified_5 Your organization can be best described as: - Other

- K-8 Public School
- Boys and girls club
- Manufacturing

Your organization size is:

Choice	Count	Percentage of Sample Answering
Small (annual budget under \$50,000)	3	50.0%
Medium (annual budget between \$50,000 and \$250,000)	0	0.0%
Large (annual budget between \$250,000 and \$1 million)	1	16.7%
Very large (annual budget greater than \$1 million)	2	33.3%

Number of clients served

- 20,000
- 1,235
- 200- 300 Annually
- 2,000-3,000
- N/A
- 4

Which issues do college students who serve/volunteer at your organization address? (please check all that apply)

Choice	Count	Percent of Sample Asked
Addiction;	1	14.3%
Cultural Awareness;	2	28.6%
Disabilities;	2	28.6%
Domestic Violence;	1	14.3%
Education/Literacy;	1	14.3%
Family Asset Building;	1	14.3%
Food/Nutrition/Hunger;	2	28.6%
Healthcare;	2	28.6%
HIV/AIDS;	1	14.3%
Homelessness;	1	14.3%
Immigrant/Refugee;	1	14.3%
Incarcerated Youth/Adults;	0	0.0%
Low-Income Assistance;	1	14.3%
Mental Health;	1	14.3%
Seniors/Elders;	1	14.3%
Youth Asset Building	2	28.6%

Finding #4: Community partners value the partnership with their higher education institution and plan to continue their involvement.

Is your organization interested in continuing to partner with this college/university?

Choice	Count	Percentage of Sample Answering
Yes	6	100.0%
No	0	0.0%

Additional comments are welcome.

- As a Family Community Outreach Coordinator I am very grateful for the support that my families and I received from your students. They were always ready to help and our partnership and friendship will continue after the school year is over.
- The student that served at our organization this year were Amazing!

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