

The Quality Enhancement Plan of Carson-Newman College



LEARNING TO SERVE - SERVING TO LEARN

Table of Contents

Executive Summary	3
Process Used to Identify and Develop the QEP	5
Desired Student Learning Outcomes	9
Literature Review	11
Timeline of Actions to Be Implemented	18
Organizational Structure	24
Budget and Resources	25
Assessment	28
References	32
Appendices	36
A: Committee for Topic Initiation Phase	37
B: QEP Concept Paper Guidelines	38
C: White Paper Guidelines	39
D: QEP Committee	41
E: c-nvolved Logo	42
F: Director of QEP Job Description	43
G: Reflection Rubrics for Student Learning Outcomes	44

I. Executive Summary

Carson-Newman selected service-learning as its Quality Enhancement Plan from a number of proposals submitted by faculty, staff, students and alumni. In January 2011, a committee representing administration, faculty, staff and students began the process of developing the QEP in order to comply with the following SACSCOC standards:

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

The plan, now called “C-Nvolved,” is a campus-wide program designed to integrate undergraduate students’ service experiences into the academic setting. Service-Learning is a natural choice for our QEP in light of Carson-Newman’s mission: *to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment with a caring community* (Carson-Newman, 2011). Additionally, C-Nvolved will fulfill a goal stated in our 2009 Strategic Plan to “create a service-learning program that provides opportunities for service” (“Future of the Past,” C-N Strategic Plan 2009).

There are two goals for C-Nvolved, the first addresses impact on campus and the second addresses student learning. By the end of the five-year plan, our goal is that 70% of students who graduate from Carson-Newman with an undergraduate degree will have had a developmental service-learning experience within their academic discipline. Among the students participating in the standardized service-learning program, our goal is that 80% of those students will show improvement in identified student learning outcomes. We will assess two student learning outcomes in each service-learning course: students will connect knowledge from an academic discipline to their service-learning experience and students will identify the assumptions and attitudes they bring to Service-Learning. Professors will use common assessment tools and will use assessment data to adjust the service-learning activities. The C-Nvolved Committee will use the assessment data to determine progress toward the goals.

The institution will implement C-Nvolved gradually over the course of four years with LA101 course sections introduced in year one, 200-/300-level courses in years two, and three and 400-level courses in year four. Departments will volunteer majors through which to implement the program. The gradual implementation gives professors a chance to develop skills and improve course design through periodic faculty development. This gradual implementation provides students with a developmental service-learning experience, and the built-in assessment tools allow for the tracking of student improvement during the time span of the program. By the fifth



year of the plan, the ongoing assessment will have brought about a regular pattern of faculty development, student participation, and necessary adjustments.

Carson-Newman has a long history of service to the local community and to the world. The QEP relates that service to what students are learning in the classroom and assesses that learning by a standardized set of measures. Carson-Newman's QEP attempts to enhance the learning and cultural development of our students.



II. Process Used to Identify and Develop the QEP

Carson-Newman College began its Quality Enhancement planning process in August 2010 with an overview presentation, which Provost Kina Mallard gave at the Fall Faculty Workshop. During her presentation Dr. Mallard defined the QEP, presented a timeline, gave examples of major themes addressed by other institutions, and offered an overview of the topic identification process. In September 2010, Provost Mallard asked Dean of Library Services, Bruce Kocour, to lead the topic-identification phase of the planning process. Mr. Kocour asked the Dean of each school and the V.P. for Student Affairs to seek a volunteer to assist in this initial phase. A complete listing of the membership of this ad-hoc committee is given in Appendix A.

A major consideration of the Topic Identification Committee included broad-based involvement in the identification of the QEP topic. Throughout the fall semester, members of the committee presented information to faculty of each School, Student Affairs staff, and the Student Government Association through open meetings. These presentations incorporated Provost Mallard's material and also included a request for concept papers or topic ideas along with guidelines for submission of these ideas (see Appendix B). Throughout this orientation phase, the presentations stressed that the QEP process provided Carson-Newman faculty and staff an opportunity to increase our engagement by focusing our critical and creative energy. Although required by the reaffirmation process, the QEP also would provide opportunities to:

- Work together toward a common goal
- Collaborate with colleagues outside our discipline
- Be creative
- Focus our creative energy on a topic or issue related to student learning that we as a community see as important
- Equip our students to "reach their full potential as worldwide servant leaders" (Carson-Newman College, 2011).

A total of 107 faculty, ten Student Affairs staff and 19 representatives of the Student Government Association attended these information sessions. Additionally, a two-question electronic survey, which was made available to all students, asked what the College should focus on as a way to improve student learning and how the College might implement those improvements. As a result of these requests for input, faculty and staff submitted over twenty concept papers or topic ideas, and more than fifty students responded to the survey. Valerie Stephens, Chief Information Officer, created a folder on the Carson-Newman intranet, Eaglenet, to serve as a repository for QEP-related items (<https://eaglenet.cn.edu/academic/qep/default.aspx>).

On January 28, 2011, 58 faculty members met to learn about and discuss possible topics for Carson-Newman's QEP. The primary purpose of the workshop (originally planned for the Winter Faculty Workshop, which was cancelled due to inclement weather) was to identify promising themes for the subject of our QEP. Faculty and staff submitted summaries for 22 topic ideas, and through a brief survey, students submitted a list of 25 ideas. The committee considered all ideas.



“Diversify teaching methods to enhance undergraduate education” appeared as the most frequently mentioned theme from the student responses, and the most frequently mentioned themes from the faculty/staff list included ethics, service-learning, and research-based learning. Since any of the three faculty-identified themes would result in diversified teaching methods, the topic selection committee decided to seek white papers (see Appendix C) and rankings from various constituencies (students, faculty, staff, trustees, and school advisory boards) on ethics across the curriculum, service-learning, and research-based learning.

Mr. Kocour sent three white papers, along with the ranking survey results, to the Provost in May 2011. The College’s Executive Council (the President; the Provost; the Vice-Presidents for Finance, Advancement, Student Affairs, and Communications; the Director of Human Resources; and the Athletic Director) narrowed the selection to two—Service-Learning and Ethics Across the Curriculum. Over the summer, the Provost met with the authors of these two white papers, Dr. Nicole Saylor, Director of Carson-Newman’s Bonner Center for Service Learning and Civic Engagement, and Dr. Ross Brummett, Professor of Religion. Together they decided that the best course of action was to build on Carson-Newman’s strong legacy of service and to make service-learning the primary focus of our QEP. They further decided that ethics would integrate well with service-learning, particularly as a reflection component. As further evidence that service-learning with an ethical component would be a strong choice for Carson-Newman’s QEP, data from the National Survey of Student Engagement (NSSE) administered in the spring of 2011 indicated that while most of our seniors had participated in community service or volunteer work (82%), a much smaller percentage of seniors had participated in community-based projects (e.g. service-learning) as part of a regular course (38%). Furthermore, the NSSE results indicated that 76% of seniors felt their experiences at Carson-Newman contributed to their developing a personal code of values and ethics.

Additionally, in November 2011, the Bonner Center for Service Learning and Civic Engagement, conducted a campus wide assessment via the National Assessment for Service and Community Engagement (NASCE). The QEP committee members created a plan that considers the results of the NASCE (available at <http://www.cn.edu/undergraduate/programs/c-nvolved-a-service-learning-program>) summarized below:

1. Students at Carson-Newman College perform service at a moderate rate. Overall, 75% are engaged in community service of some kind while 25% do no community service of any kind. About 10% of Carson-Newman College’s service contribution is performed by 36% of Carson-Newman College’s student body.
2. Only 12% of students who participated in service did so through their academic courses.
3. Carson-Newman College students are most engaged in the youth, religious, and homelessness areas.
4. Student groups, service organizations, and courses generate the highest rate of community participation.
5. Students cite studying demands, other activities and jobs as the most significant obstacles to engaging in more service.



6. Among those that do perform service, most say they serve because they believe they can help those in need and it is the right thing to do.
7. Most agree that Carson-Newman College promotes service and informs students, and only 33% of students indicate that they are not satisfied with their personal level of service.

The NSSE and NASCE results show that Carson-Newman students have an interest in serving the community. There is a similar interest among the faculty and staff. In 2010-2011, Dr. Nicole Saylor sent a survey to current faculty and staff in order to gauge the use of service-learning, and Figure 1 displays the results of this survey. Of those who responded, 35 faculty and 15 staff indicated some use of service in their courses. While this interest is important, there was little uniformity in the assignments considered service-learning or assessment of the impact that service has upon learning. Many professors included community service while others tied service to course objectives and reflective activities.

Figure 1. Results of Service-Learning Survey

Course Sections with SL	101	Students Enrolled in SL Courses	2,480 (non-unique individuals)
Faculty Teaching SL	35	Average Hours Served per Student	19
Staff Teaching SL	15	Total Estimated Hours	47,120

C-Nvolved aims to capitalize on the interests of students and faculty by creating a standardized service-learning program. First, we will utilize a uniform definition of service-learning, and second, we will assess the impact on student learning by using a common assessment tool for the student learning outcomes.

Dr. Ray Dalton accepted the position of QEP Director, and he along with Dr. Nicole Saylor, author of the white paper on service-learning, introduced the topic at the opening Fall Faculty Workshop in August, 2011. In the spring of 2012, a QEP Committee (Appendix D) formed to write the final proposal, and the next semester, August 2012, Dr. Christine Jones accepted the position of QEP Co-Director.

The title, *C-Nvolved*, first appeared during the Fall Faculty Workshop in August 2011. Faculty divided into several groups and suggested creative potential names that combined the school's identity with service learning. The Community Service and Service-Learning Faculty Committee narrowed the names from the large list generated by the faculty workshop. Associate Professor of Art, Julie Rabun, incorporated the *C-Nvolved* concept into an assignment for students in ART 343, Graphic Design III. During the Fall 2011 semester, Professor Rabun assigned her students a project to develop a logo to illustrate the title, *C-Nvolved*. In February 2012, the QEP Committee submitted a design request to Carson-Newman College Creative Director, Susanne Cate. She submitted her design along with several designs from the graphic design class to the Quality Enhancement Plan Committee. Todd Turpin, a student in the Fall 2011 graphic design



class, submitted the winning design. The Quality Enhancement Plan committee approved Todd Turpin's design in March of 2012 and also agreed to add a subtitle, suggested by QEP Committee member, Dr. Mary Ball, "learning to serve – serving to learn." The newly designed *C-Nvolved* logo (Appendix E) featured all lowercase letters; since the development of the logo, the College consistently refers to *c-nvolved* with lowercase letters and will be referred to with lowercase letters from this point forward.

The QEP committee divided into subcommittees to write the proposal and met as a whole throughout the 2012 spring and fall semesters to address the various sections of the plan. At a meeting of the full faculty on October 25, 2012, Dr. Jones encouraged the faculty to refer to the plan as "*c-nvolved*" rather than "QEP," and to use the term "*c-nvolved*" only in the context of the QEP. She also requested their feedback on the final draft of the plan by November 15, 2012.

The QEP committee agreed upon the following operational definition of service-learning to guide the remainder of this plan and its future implementation:

Learning achieved in a for-credit educational experience, during which students are 1) involved in organized service opportunities designed to meet community identified needs and 2) encouraged to reflect critically upon their service experience in a way that enhances the connection between concepts encountered in coursework and the students' service experience and that fosters intercultural knowledge and competence.



III. Desired Student Learning Outcomes

In addition to generating QEP titles during the 2011 Fall Faculty Workshop, faculty members generated possible student learning outcomes, particularly focusing on those suggested by the Ethics and Service-Learning QEP White papers. The QEP committee then developed the student learning outcomes based on this input from the broader faculty, a review of literature on service-learning, and a review of other service-learning QEP's, as well as the committee's multiple conversations regarding our goals for CN and the students involved in service-learning. While the White House, the Bonner Foundation, and *Newsweek* have recognized Carson-Newman for its commitment to community service, we do not have a standardized service-learning (SL) program. Our QEP, *c-nvolved*, will fulfill a goal stated in our 2009 Strategic Plan to "create a service-learning program that provides opportunities for service" (p. 8). As the focus of *c-nvolved*, courses identified in the catalog and on transcripts as SL courses within the standardized program will share the common definition of service-learning and common student learning outcomes. Although measuring the learning portion of service-learning can be difficult, the committee developed assessable outcomes focusing on reflective service-learning rather than student satisfaction. All courses designated as SL courses will include these outcomes in addition to their discipline-specific outcomes.

The student learning outcomes (SLOs) help assess movement toward our goal of 70% of C-N graduates having a developmental service-learning experience and 80% of those students showing improvement in the SLOs. Furthermore, the SLOs support the mission of the college, which is "to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community" (Carson-Newman, 2011). That being said, the student learning outcomes are as follows:

- 1) **Critical Reflection** focuses on integrating academic excellence as well as helping students reach their full potential as educated citizens.
 - Critical Reflection SLO – Students will connect knowledge from an academic discipline to their service-learning experience.

Helping students connect knowledge from an academic discipline to their service-learning experience not only requires reflection but also provides a pathway to learning. Service-learning integrates community service with instruction and reflection within academic disciplines in such a way that students can apply to their service an array of theoretical constructs, identify the societal problem addressed through service, describe their contribution, and assess whether the key concepts or theories learned in the course apply/operate in the real world of service.

- 2) **Intercultural Knowledge and Competence** focuses on helping students become educated citizens and worldwide servant leaders.
 - Intercultural Knowledge and Competence SLO – Students will identify the assumptions and attitudes they bring to service-learning issues.



Educated citizens and worldwide servant leaders will understand their own assumptions and attitudes in order to assess more helpfully the needs of the diverse world in which they serve. A thorough understanding of self should help students avoid conflicts or miscommunication created by false or inadequate presuppositions and begin to transcend their own perspectives by examining broader systemic issues related to politics, culture, and social justice.



IV. Literature Review

Advocates of service-learning (SL) suggest that the practice enhances students' cognitive, affective and ethical outcomes (Butin, 2010). In light of Carson-Newman's mission: *to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community* (Carson-Newman, 2011), a rigorous service-learning program provides an appropriate focus for the school. The purpose of this section is to provide a brief overview of the research related to SL as pedagogy for higher education.

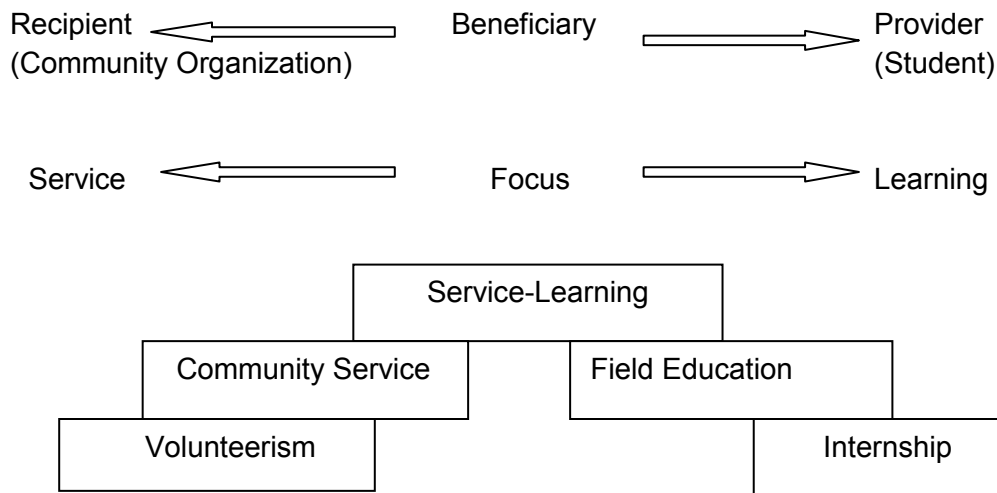
What is Service-Learning?

Service-learning is an increasingly popular approach to higher education in which students learn through service experiences designed to meet the needs of their communities (Buchanan, Baldwin, & Rudisill, 2002). In 1969, the Southern Regional Education Board advanced of the earliest definitions of SL: "The accomplishment of tasks that meet genuine human needs in combination with conscious educational growth" (Stanton, Giles & Cruz, 1999, p.2).

Service-learning differs from many traditional types of volunteer service, field experience or internships. To show the distinctiveness of SL compared to other experiential programs, Figure 2 represents a continuum along which the programs lie according to their focus (for the student) and beneficiary (of the service). Volunteerism involves student engagement in community activities where the primary focus is service and the beneficiary is the community. Internships, which lie at the opposite end of the continuum, give students practical work experience in their field of study; students are the beneficiaries of such programs and the focus is entirely on learning. Community service and field education fall between the two extremes. Community service engages student activity focused on the service provided as well as the benefits received by the community or organization. Community service programs tend to be more structured and require more student commitment than volunteerism. On the other hand, faculty often require field education assignments of students within their major area of study. Field education programs focus primarily on the learning, and the student is the primary beneficiary of the program (Furco, 1996).



Figure 2. Distinctions Among Service Programs



Source: Andrew Furco, "Service-Learning: A Balanced Approach to Experiential Education," 1996.

Service-learning approaches differ from the other approaches in that they are equally balanced in benefitting both the provider and the recipient and equally focused on learning and service (Furco, 1996). In addition, academic course work incorporates service-learning experiences. Root (as cited in Buchanan, et al., 2002) elaborated on this point in his list of seven characteristics of good service-learning:

1. Students learn course content as a result of their service.
2. Students apply course content in a community setting.
3. Students are provided time and opportunity for reflection on the experience.
4. The relationship between participants is collaborative, and the benefits are reciprocal.
5. The service is *with*, rather than *for*, the community partner.
6. Community partners reap benefits from the program, while students gain valuable knowledge and skills; and
7. Service-learning is done in the area of one's expertise (p.30).

Service-learning varies with regard to definition and practice style. Eyler and Giles (1999) reported that, in 1990, 147 definitions existed in the literature. As a result, colleges have developed many types of programs (Jacoby and Associates, 1996a). Although many definitions of SL exist, Bringle and Hatcher (1996) provided a popular definition that captures many of the core concepts:

We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a



way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 222).

Service-Learning and Higher Education

Service-Learning emerged out of a tradition of experiential education where instructors develop courses around a variety of types of community service. The American educational philosopher John Dewey inspired the impetus for this pedagogical style (Bringle, Phillips & Hudson, 2004). Dewey believed that dualisms in philosophy (e.g. body and mind are separate) had created problems in distinguishing between doing and knowing, emotions and intellect, experience and knowledge, etc. (Kezar & Rhoads, 2001). In other words, “experience enhances understanding; understanding leads to more effective action. Both learning and service gain value and are transformed when combined in the specific types of activities we call service-learning (Eyler and Giles, 1999, pp. 7-8).

According to Bringle et al. (2004), “Service-learning represents a paradigm shift in higher education because it heightens the role that students can assume as constructors of knowledge” (p. 7). Brazilian educator Paulo Freire (1981) proposed consistent ideas when he argued against the “banking concept of education” (p. 58), where knowledge is a gift given by one who knows to those who know nothing. Altman (1996) suggested that such “socially responsive knowledge” (p. 375) has been lacking in higher education and that service-learning is the answer. The goals of “socially responsive knowledge” are, according to Altman: (1) to educate students about social problems, (2) to have the students experience the problems and issues in their communities, and (3) provide the students with the skills to act on the problems.

At a time when higher education questions its effectiveness at accomplishing its most basic goal, student learning, colleges and universities are being called upon to increase their commitment to service (Jacoby, 1996b). As a result, SL courses and programs have become more popular on campuses across the country. Much of this interest is due to the support of organizations committed to combining service and education. Some of these organizations include Campus Compact, American Association for Higher Education, Council of Independent Colleges, Council for Adult Experiential Learning, National Society for Experiential Education, National Youth Leadership Council and Partnership for Service-Learning (Bringle & Hatcher, 1996).

Developing a SL program is not, in itself, sufficient. Bringle and Hatcher (2000) noted that developing systematic, scientifically sound assessments of service-learning requires time and effort. They stated:

Although the experiences and anecdotes of service-learning practitioners, students, and community partners are meaningful and persuasive to some audiences, conducting systematic scientific research with meaningful indicators of educational outcomes represents a public, peer-reviewed, and replicable exercise that is important for increasing confidence among practitioners and



for providing a justification to those who are in positions to support its expansion and recognition (pp. 69-70).

Such assessment is crucial to the acceptance of SL in higher education. This is especially true for those student learning outcomes for which service-learning is so uniquely suited: for example, changes in values, ethical and moral development, and civic outcomes, (Bringle et al., 2004).

Given the mission of Carson-Newman as a faith-based institution seeking to produce *worldwide servant leaders by integrating academic excellence, Christian commitment within a caring community* (Carson-Newman, 2011), two essential aspects to the QEP include critical reflection and intercultural knowledge and competence.

Reflection. Scholars generally agree student reflection is a crucial part of the service-learning experience (Chupp & Joseph, 2010; Eyler, 2002; Kiely, 2005; Knapp & Fisher, 2010; Myers-Lipton, 1998). Reflection impacts students' cognitive development and critical thinking as they identify and engage the complexities behind the social issues they are observing in the community (Eyler & Giles, 1999; Jacoby, 1996b). According to Eyler and Giles (1999), reflection is central to improved academic outcomes. *The Colorado State University Service-Learning Faculty Manual* (2007) identified seven specific ways "effective reflection" facilitates student learning:

1. Reflection links service objectives to the course objectives by integrating the service experience with course learning.
2. Reflection is guided and purposeful.
3. Reflection occurs regularly within the course.
4. Reflection includes components that can be evaluated according to well-defined criteria.
5. Reflection provides opportunities for both private and public reflection.
6. Reflection fosters civic responsibility.
7. Reflection is continuous, connected, challenging and contextual (p. 34).

Potentially, critical reflection allows students to contrast positive service in a community with negative paternalism. Paternalism means that those doing the "service" are doing so in a way that treats the recipients of the service as children or less competent to make community decisions. Such attitudes reinforce the stereotypes of those who oppose the community. There is a danger of an "us" versus "them" mentality (Coles, 1993; Freire, 1981). The faculty must be aware of this problem and must direct reflection in such a way to counter it.

Intercultural Knowledge and Competence. Research shows that SL can be a powerful tool the student's cognitive, affective, and moral development (Eyler & Giles, 1999). The best field practices focus on the interactions of those goals (Strain, 2005). Lisman (2000) suggested that "service-learning is one of the most effective ways to help our students become more civically and ethically engaged in our communities" (p. 40). Developmental theorists



reported a positive influence of experiential education on students' moral and ethical understanding of the world (McEwen, 1996). Service-learning allows students to reflect critically on their personal beliefs and values (Everett, 1998). Indeed, many educational practitioners promote SL as a way to counter stereotypes, biases, and prejudices. That is, SL can create the necessary conditions for positive attitude and value change (Erickson, 2009). This change occurs because students develop a deeper sense of social responsibility and empathy toward the recipients of their service, and they develop more sophisticated analyses and solutions for social issues (Everett, 1998). Mooney and Edwards (2001) called this pedagogy directed toward social change, *service-learning advocacy*. It encourages students to be critical of the *status quo*, challenge unjust structures, and take charge of their own education. They explained its value:

A key pedagogical enhancement of service-learning advocacy owes to its explicit social change agenda the assumption that people begin to appreciate fully the relations of power in a society as they endeavor to affect social change in the context of critical reflection and dialogue with others who are similarly engaged (p. 187).

The Promise (and Potential Problems) of Service-Learning

A number of service-learning strategies have been identified that promote student learning and engagement:

1. Highlighting ways that learning can be applied in real-life situations;
2. Helping students feel that their schoolwork is significant, valuable, and worthy of their efforts;
3. Allowing students to have some degree of control over learning;
4. Assigning challenging but achievable tasks;
5. Stimulating students' curiosity about the topic being studied; and
6. Designing projects that allow students to share new knowledge with others (National Service-Learning Clearinghouse, 2008).

These are indeed lofty expectations. One of the most important attractions to SL involves the attractive assumption that it increases student learning and provides needed service to the community (Blouin & Perry, 2009), but this idea has not been accepted without some skepticism. Critics ask whether it is "realistic to expect such modest interventions to have the profound effects claimed by its proponents" (Gray, et al. 2000, p. 31). Therefore, colleges need better research about SL's effectiveness. If service-learning does not clearly contribute to student learning and development, SL techniques should not be in the current curricula (Gray, et al. 2000). If the goal of SL is to improve student learning, then good assessment instruments and techniques will provide the information to improve SL and, therefore, student learning will improve (Steinke & Fitch, 2007).



Good evidence shows that all partners involved (students, faculty, institution, and community) can benefit from SL (Bringle & Hatcher, 1996). The following summary details some of the research:

Students. Research supports the claims that students who participated in service-learning programs had more positive course evaluations, more positive beliefs and values toward service and community and higher academic achievement, as well as more positive and higher academic achievement personal, attitudinal, moral, social and cognitive outcomes (Bringle & Hatcher, 1996). Eyler et al. (2001), in their comprehensive analysis of research on SL, identified outcomes that appear to be beneficial to the student. These included outcomes such as personal identity, spiritual and moral development, and leadership and communication skills; social outcomes, including enhanced cultural and racial understanding, social responsibility and commitment to service; and most importantly, learning outcomes, where the students demonstrate increased skills in problem solving, critical thinking, cognitive development, and application of classroom material to the real world.

Colorado State University (2007) provided the following list of “student benefits” of service-learning:

1. hands-on use of skills and knowledge that increases the relevance of academic skills and deepens understanding of core academic concepts and theories.
2. opportunities that accommodate different learning styles
3. interaction with people of diverse cultures and lifestyles
4. an increased sense of self-efficacy
5. enhanced analytical skills and social development
6. valuable and competitive career guidance and experience
7. opportunities for meaningful involvement with the local community
8. increased sense of civic responsibility (p. 8).

Faculty. Faculty members often find that incorporating service-learning into the classroom makes teaching more enjoyable and adds new energy to the class (Parker-Gwin & Mabry, 1998; Bringle & Hatcher, 1996). Additionally, Colorado State (2007) identified the following faculty benefits:

1. inspiration and invigoration of teaching methods
2. increased student contact through greater emphasis on student-centered teaching
3. a new perspective on learning and an increased understanding of how learning occurs
4. connecting the community with the curriculum and becoming more aware of current societal issues as they relate to academic areas of interests
5. opportunities to tap into expertise of community agencies as co-teachers
6. identify areas of research and publication related to current trends and issues (p. 8).



Institution. In addition to improved student retention (Eyler et al., 2001), Colorado State (2007) outlined the following institutional benefits:

1. enhanced teaching, research and outreach activities
2. faculty and student engagement in local and state community issues
3. opportunities to extend university knowledge and resources
4. positive community relationships
5. increased development and preparation of graduates
6. access to wisdom and experience of community agencies as co-teachers (p. 9).

Community. The final partner in the SL enterprise includes the community with which the students are working to bring about change. If the community does not benefit, SL amounts to a hollow exercise. Colorado State (2007) pointed out some of the community benefits:

1. access to university resources
2. positive relationship opportunities with the university
3. awareness building of community issues, agencies and constituents
4. opportunities for contributing to the educational process
5. affordable access to professional development
7. short and long term solutions to pressing community needs
8. develop a pool of potential employees (p. 9).

Even with this large (and growing) body of research, we should take care not to see SL as a simple solution to all of the problems associated with today's higher education. Barbara Jacoby (2009) conceded that, although she is a strong advocate of SL as pedagogy, many questions still need answers. First, we must decide what, exactly, is SL. So much student service is called "service-learning," which makes for a source of confusion in research and assessment. In a related question, Jacoby (2009) said we need additional research in order to demonstrate the value of SL for the student and the community. One criticism leveled against SL programs is that they can perpetuate the *status quo* within the social structure of the community (Jacoby, 2009). Since it is common for students to be exposed to poverty in their SL experience, it is generally assumed that such contact will help lessen the potentially negative stereotypes and attitudes students have toward people in poverty. This is not always the case, however. Research has shown that, in many cases, SL has reinforced students' attitudes toward poverty and the poor as well as ideas of power and privilege in society (Eyler, 2002; O'Grady, 2000). The role of the instructor is very important at this point.

Despite the serious nature of these criticisms (and others), we must not give up on SL as a pedagogy. There is much to be done in research, assessment, and reflection, but the potential results seem worth the effort. All indicators point to SL as a method of affecting students, communities and higher education in positive ways (Jacoby, 2009). If instructors design courses with concern for academic rigor and community reciprocity, SL can effectively integrate real student learning with civic engagement and social justice (Giles, 1994).



V. Timeline of Actions to Be Implemented

As stated above, the *c-nvolved* plan seeks to create a meaningful program of service-learning that helps move toward our goal that 70% of C-N graduates have a developmental service-learning experience and of those students, 80% will show improvement in the SLOs. Further, *c-nvolved* supports the mission of the college, which is “to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community” (Carson-Newman, 2011). The institution intends to facilitate development of critical reflection and intercultural knowledge and competence through this initiative.

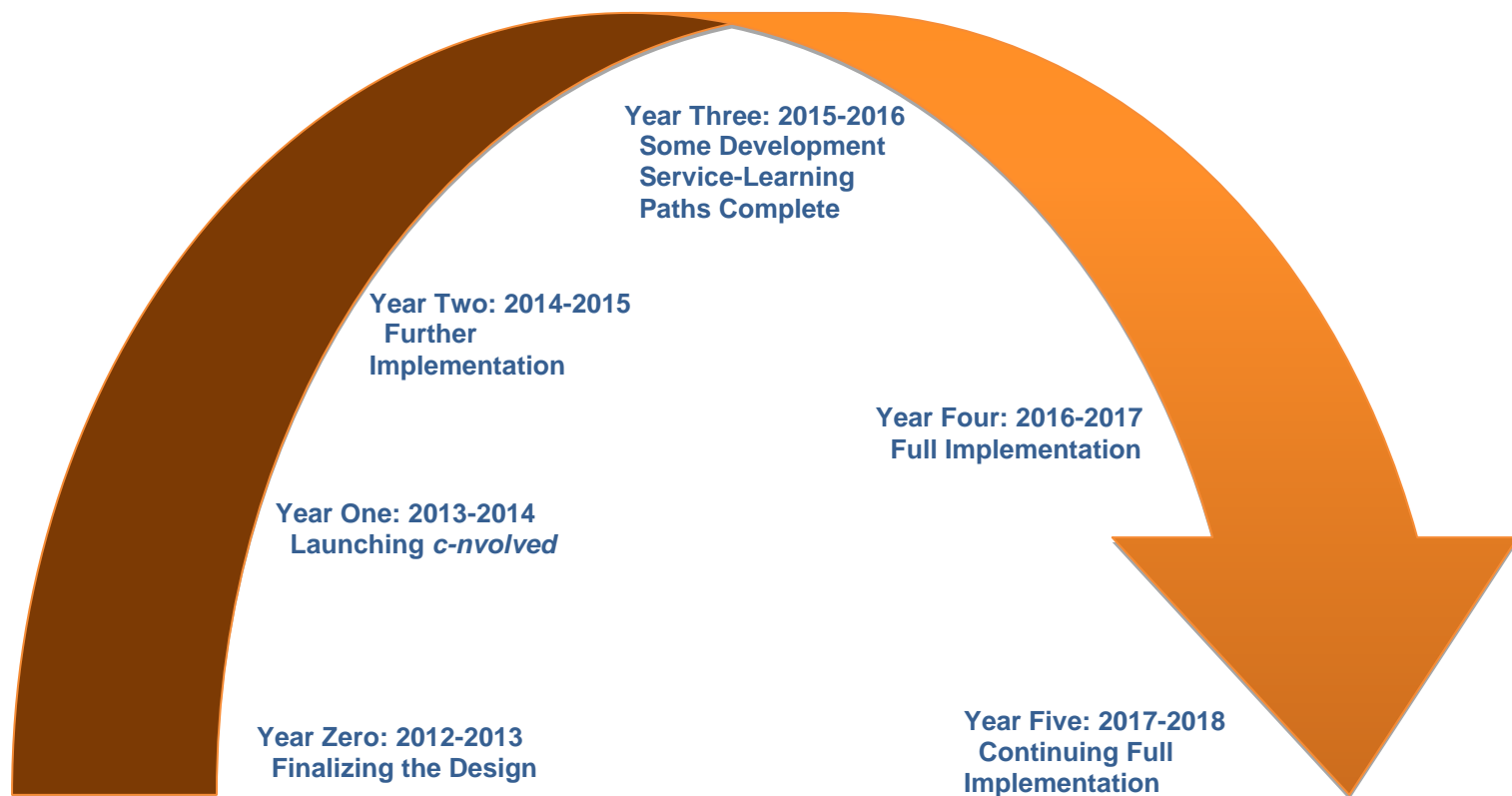
The *c-nvolved* plan will be implemented over a five-year period. During this period, all incoming C-N students will receive an introduction to service-learning through the incorporation of SL into Liberal Arts 101, a required course for students in their first year at Carson-Newman. This initiative guarantees that all students receive an overview of SL and its centrality to C-N’s pursuit of academic excellence.

Further, in order to facilitate a developmental service-learning experience, the *c-nvolved* initiative will support programs, majors, and departments in integrating SL into a series of courses, which faculty of participating programs have identified. This initiative will ensure students receive SL pedagogy in at least two courses that are within their academic discipline. Therefore, in addition to LA 101, students will take a 200- or 300-level course and a 400-level course. All of these courses will incorporate SL in a manner consistent with the standards of *c-nvolved* and assess the SLOs via the assessment plan proposed in this document.

Faculty, staff, and students will require additional support to make *c-nvolved* successful. The information below reflects a solid plan for faculty development to support the implementation of high quality SL in the classroom. The plan includes mini-grant funds to support projects. Funds also provide for SL peer mentors and support for expansion of existing service structures. Figure 3 depicts the roll-out of the plan, and further explanation for each year follows.



Figure 3. **Timeline of Actions to be Implemented**



Year Zero (2012-2013): Finalizing the Design

In the initial year of the QEP, the goals of the QEP are to establish a strong profile of recognition on campus via marketing of the *c-nvolved* logo and the QEP, provide entry level instruction and experience with SL to all students enrolled in LA 101, and provide high quality faculty training in SL.

This year, *c-nvolved* will pilot an introduction to community-engaged learning to all first-year students via the LA 101 course, and provide an opportunity for students in the course to participate in an entry-level service-learning experience via changes to a current annual campus-wide service event; *c-nvolved* will also provide training for the faculty at large with intensive elective training opportunities. Such training should result in to high-quality SL courses. In turn, these courses will set a standard for official 'SL' designations in the course catalog and on transcripts.



A strong marketing campaign in conjunction with the Communications Department will promote the *c-nvolved* program on campus. The college will integrate *c-nvolved* into existing service events. For example, in the fall, Operation Inasmuch seems tailor-made for the program. In the spring term, the MLK, Jr. Day of Service would also tie in well with the program. The Liberal Arts 101 course, a core introductory course for all freshmen and transfer students having earned fewer than 60 credit hours, will require all students to participate in Operation Inasmuch. Additionally, all students in this course will receive academic instruction on SL and community engaged learning as a pedagogy to frame their experience with Operation Inasmuch and future SL courses.

In January of 2013, during the Winter Faculty Workshop, the QEP Committee will explain the implementation, needs, and opportunities of *c-nvolved*. Christin Shatzer of Lipscomb University will address the faculty regarding the benefits of service-learning for all stakeholders, including the students, the faculty, and the community.

By February 1, departments will commit to create a developmental, credit-bearing sequence of SL courses for each major or program, involving courses at the 200 and/or 300 level and the 400 level appearing over the next five years. The QEP Committee co-directors, the Provost, or the Associate Provost will approach departments who have not committed if sufficient levels of participation are not forthcoming.

In April 2013, *c-nvolved* will offer a training opportunity to help professors think creatively about incorporating SL into existing classes. Also in April, Carson-Newman will host its first banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. This banquet will become an annual event through which to honor outstanding *c-nvolved* projects.

By June 2013, all participating departments/majors will submit a list of courses with one at the 200 and/or 300 level, and one at the 400 level that will incorporate the SL component as outlined in the QEP plan. Departments will identify existing courses required for the major that are required or that capture the majority of students completing academic programs of the department. Courses are not required to have a complete redesign; however, they should incorporate the addition of a SL component or the modification of an existing SL component that is in accordance with the guidelines and assessment structures as set forth in the QEP plan.

Year One (2013-2014): Launching *c-nvolved*

In Fall 2013, the implementation of an introductory SL experience for all incoming freshmen and transfer students via the LA 101 course will fully launch, with modifications and refinement from the pilot year. This course will officially establish a 100-level SL course experience for all students, preparing those students for future developmental academic SL experiences.

Fall Faculty Workshop will provide training to all faculty members regarding the student learning outcomes (SLOs) and assessment guidelines for SL courses. This training will prepare



academic faculty to appropriately modify the 200-/300- courses, which they identified in Spring 2013.

By November 1, 2013, departments will submit items to the QEP committee for feedback regarding their SL courses for Fall 2014. Specifically, the departments will make appropriate modifications to their courses and submit the SL components and relevant assignments that are to address the Student Learning Outcomes. This process should ensure that the experience meets the assessment guidelines of the QEP. The participating faculty members will also consult with the Bonner Center for Service Learning and Civic Engagement to collaborate in identifying appropriate community partners and/or community needs.

At the end of the Fall 2013 semester, LA101 instructors will submit their SL assessments to the QEP Committee. In the Spring 2014 semester, the QEP Committee will compile these assessment results, and the LA 101 instructors will continue to assess their spring sections.

By February 1, 2014, departments will prepare for Spring 2015 semester courses; departments will make appropriate modifications to their courses and submit to the QEP committee the SL components and relevant assignments that will address the Student Learning Outcomes. The committee will review these modifications and assignments and will give feedback for each. This process aims to assist faculty in meeting the guidelines of the QEP. The teaching faculty members will also consult with the Bonner Center for Service Learning and Civic Engagement to collaborate in identifying appropriate community partners.

Late in the spring of 2014, the QEP committee will make available mini-grants to carry out proposed SL components and publish applications in March 2014, due by the end of the semester. The committee will make funding decisions no later than July 1 prior to the academic year. At the conclusion of the semester, LA101 courses will submit assessments to the QEP committee for evaluation over the summer term.

In April 2014, Carson-Newman will host its second banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. At this banquet, outstanding *c-nvolved* projects will be honored.

Also, over the course of the 2013-2014 academic year, the committee will set up a way to select work-study students who can serve as SL peer mentors. These mentors will work as support staff to faculty members teaching SL courses and may be assigned to a particular professor, department, or major to support SL activities. During this first year of *c-nvolved*, a subcommittee will create a training program for mentors along with a recruitment plan, which will involve collaboration with the Financial Assistance Office.

Year Two (2014-2015): Further Implementation

LA 101 will continue to be the introductory service learning experience, with refinement based upon assessment and evaluation. During this academic year, the 200-/300-level courses that were developed in the previous year will launch. There will be continued faculty development opportunities for improving SL in year 1 and further developing 200-/300-level courses.



Faculty who will implement Fall 2015 (year three) courses will submit the assignments and SL component that will address the SLOs by November 1, 2014. Faculty members will also identify community partner needs so that the Bonner Center can collaborate to connect community partners with courses.

At the end of the Fall 2014 semester, instructors will submit to the QEP Committee their assessments from LA 101, as well as their assessments from the 200-/300-level fall courses. Implementation of 200-/300-level courses with a SL component will continue as scheduled in the Spring 2015 semester.

In April 2015, Carson-Newman will host its third banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. At this banquet, outstanding *c-nvolved* projects will be honored.

Also, in the spring of 2015, faculty will prepare a year in advance for upcoming Spring 2016 courses; for these courses, faculty will submit to the QEP committee course SL components and assignments that will address the SLOs. The QEP committee will give feedback for each SL component and assignment. Additionally, faculty teaching these courses will identify community partner needs so that the Bonner Center can work to find appropriate community partners. Again, mini-grants for the following year will be made available in the spring of 2015, with an application deadline prior to the end of classes and determinations of funding made no later than July 1.

Year Three (2015-2016): Some Developmental Service-Learning Paths Complete.

During the Fall 2015 semester, LA 101 and 200-/300-level implementation will continue, along with the implementation of 200-/300-level courses developed in the previous year; faculty development opportunities will also continue. The November 1/February 1 deadlines for newly implemented *c-nvolved* courses in the Fall and Spring, respectively, will continue. Mini-grants will be available according to the same timeline. Assessment and evaluation will be ongoing each semester for all service learning courses.

In April 2016, Carson-Newman will host its fourth banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. At this banquet, outstanding *c-nvolved* projects will be honored.

During this year, the QEP Committee will also work with the Registrar and Academic Standards Committee to determine how to create a SL designation in the catalog that identifies SL courses as part of the QEP. The committee will also take steps toward the implementation of a SL designation on the transcript for students who successfully complete the entire developmental SL pathway in their academic major.

Year 4 (2016-2017): Full Implementation

During the 2016-2017 academic year, *c-nvolved* will continue 100- and 200-/300-level implementation as needed; however the focus will be twofold. The first focus involves the implementation of 400-level courses developed in the previous year, and the second focus



involves having complete developmental SL pathways in most majors by the conclusion of this year. Faculty development opportunities will continue. Assessment and evaluation will continue with presentations on the impact of the data and the college will adjust its implementation as necessary and will continue to offer mini-grants.

In April 2017, Carson-Newman will host its fifth banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. At this banquet, outstanding *c-nvolved* projects will be honored.

By 2016-2017, the goal is for 70% of students who graduate from Carson-Newman with an undergraduate degree to have had a developmental SL experience within their academic discipline. A second goal is for 80% of those students who have completed a developmental service-learning pathway to exhibit academic skills at the level set forth in the SLOs.

Year Five (2017-2018): Continuing full implementation

Year five will see continued assessment and evaluation of the SL courses. By this stage, faculty members, departments, majors, and programs should receive feedback on how well their SL programs met their SLOs and adjust their programs accordingly. Carson-Newman will make available to its faculty a full cadre of resources including mini-grants, SL peer mentor work-study students to support SL, and well-established community-partner relationships. Evaluation and assessment procedures will be refined, and the impact of SL on student learning outcomes will guide further changes to SL academic programs.

In April 2018, Carson-Newman will host its sixth banquet honoring community engagement. At the banquet faculty/staff, students, and community partners will be honored. At this banquet, outstanding *c-nvolved* projects will be honored.



VI. Organizational Structure

Our QEP, *c-nvolved*, exists under the supervision of the Division of Academic Affairs in the Office of the Provost, Dr. Kina Mallard. Associate Provost Dr. Naomi Larsen, Dr. Christine Jones, and Dr. Ray Dalton act as directors and leaders of the QEP. The co-directors lead a QEP committee consisting of eight additional faculty and staff and two students (Appendix D). Leadership of Carson-Newman's QEP and associated parties appear in Figure 4.

The QEP committee will collaborate with several centers and offices on campus to carry out the QEP plan. Primary collaborators include the following:

- Bonner Center for Service Learning and Civic Engagement—provides access to larger SL organizations and resources as well as access to existing community partner relationships and facilitates the tracking and assessment of SL on the campus as a whole.
- Office of Institutional Effectiveness—assists and supports in the SACS reaccreditation process including assessment and report writing as is relevant to the QEP.

Figure 4. Leadership of Carson-Newman's QEP and Associated Parties



VII. Budget and Resources

Members of the QEP Committee, in consultation with the College's Chief Financial Officer, worked to create a budget for *c-nvolved's* implementation. This budget, comprised of both direct and indirect costs (Figure 5), is described below.

Rationale for Direct Costs:

Carson-Newman's CFO allotted the QEP (*c-nvolved*) \$50,000.00 for direct costs. When considering how best to use this amount over the course of the plan (Year 0 through Year 5), the committee determined the following line items and their respective allotments must be included in the projected direct costs: QEP Director stipend (\$12,000), marketing (\$9,000), faculty/staff development (\$7,500), mini-grants (\$15,000), and community banquet (\$6,500).

The position, Director of QEP, is a new position at the College (see Appendix F for job description). The full director stipend is \$12,000, which will be paid out at \$2,000 per year for six years. The College will grant release time (an administrative support indirect cost) for the QEP Director.

The committee plans to distribute \$9,000 for marketing, with a majority of the allotment (\$5,000) spent in Year 0. The heavy loading of Year 0 reflects the initiation of the awareness campaign for *c-nvolved*, which is the most costly endeavor in the marketing plan. There are much smaller allotments in the subsequent years; some of the marketing products from Year 0 will continue to be used in Years 1-5. The committee does not plan to use funds for marketing in Year 5, as the campaign is to be completed and *c-nvolved* firmly established.

As opposed to the frontend-loaded distribution of marketing, the faculty/staff development distribution follows a curve-linear model. In Year 0, the committee will use the allotment (\$1,000) to fund workshops that educate faculty and staff on the nature and pedagogy of service-learning. In Years 1-3, the amount increases to \$1,500 in order to build upon the foundation laid in Year 0. The amount decreases in Years 4-5 to the original allotment (\$1,000) to sustain faculty and staff development and ensure current knowledge of both *c-nvolved* and service-learning as pedagogy.

The allotment for mini-grants begins in Year 2 (\$4,000). The LA 101 courses implementing SL in Year 1 will not need mini-grants. This delay allows the committee to establish the process for considering grants; therefore, the allotment for mini-grants (\$4,000) begins in Year 2. Year 3's amount (\$5,000) increases in anticipation of the need to accommodate greater interests and bigger project costs. The amount in Year 4 returns to \$4,000 in an effort to continue a more significant support of projects, though at a lesser cost to the budget. In Year 5, the amount decreases to \$2,000 reflecting the desire to continue support of projects but at a much smaller cost to the overall budget.

The committee plans to distribute \$1,000 per year in Years 0-4 for the community banquet. The committee will use these funds to cover catering, awards, and reservation fees. The increased amount for Year 5 reflects the hope that we will have an increased amount of success to recognize and celebrate.



Rationale for Indirect Costs:

The committee, in consultation with the CFO, determined the following indirect costs: Faculty Support, Administrative Support, Public Relations/Social Media, Facilities/Utilities, Service Learning Peer Mentors, and Operation Inasmuch.

The committee determined the amount for faculty support based on implementation of the QEP within 10 majors, which is the estimated number of majors necessary to reach our goal—70% of students participating in service-learning. Committee member Matt Wilkerson helped make these determinations by collecting data from the Registrar's Office. The committee concluded that approximately three faculty members from each major, committing 25% of their workload to service-learning courses, will be required. Using an average faculty salary obtained from the Director of Human Resources, the following equation can be used to calculate faculty support indirect cost for Years 4 and 5:

$$\text{Faculty Support Indirect Cost} = 30 \text{ faculty members} \times 25\% \text{ workload} + 28\% \text{ benefits cost} \times \text{average faculty salary}$$

This calculation increases in weight over Years 1-3 to represent a gradual impact (20% in Year 1, 35% in Year 2, 55% in Year 3, and 70% in Years 4 and 5).

Expenses for administrative support take into account the amount of time the Associate Provost will spend working on the QEP as well as the probability of hiring an adjunct instructor to cover courses for the QEP Director. The determined amount reflects the costs of hiring an adjunct at one-quarter of an average faculty member's salary.

The portion for public relations/social media include indirect costs of the initial awareness campaign for *c-nvolved*; this initial campaign includes the percentage of time that Carson-Newman's Media Specialist will have spent rolling out the *c-nvolved* webpage and social media pages in Year 0. Subsequent years include time spent on webpage maintenance and updates to social media pages.

The facilities/utilities category represents the costs included in building use (e.g. power and water) and maintenance, as well as IT expenses. This amount is averaged for the projected number of majors that will be participating. The weight of this value will increase over Years 1-5, as stated in the Faculty Support Indirect Cost calculation.

The service-learning peer mentors sum reflects the cost of hiring students to help with service-learning in the classroom. This cost also includes peer mentors who will receive federal work study dollars.

Operation Inasmuch, the annual campus-wide community service blitz, takes place in either late September or early October. These costs includes event t-shirts, refreshments, and supplies.



Figure 5. Budget for *c-involved* Implementation

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
QEP Director Stipend	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Marketing	\$5,000	\$1,500	\$1,500	\$500	\$500		\$9,000
Faculty Staff Development	\$1,000	\$1,500	\$1,500	\$1,500	\$1,000	\$1,000	\$7,500
Mini Grants			\$4,000	\$5,000	\$4,000	\$2,000	\$15,000
Community Banquet	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,500	\$6,500
Total Direct Cost	\$9,000	\$6,000	\$10,000	\$10,000	\$8,500	\$6,500	\$50,000
Faculty Support		\$136,111	\$238,195	\$374,307	\$476,390	\$476,390	\$1,701,393
Administrative Support	\$16,519	\$16,519	\$16,260	\$16,260	\$16,260	\$16,260	\$98,078
Public Relations/Social Media	\$3,009	\$630	\$630	\$630	\$630	\$630	\$6,159
Facilities/Utilities							
Bonner House	\$7,860	\$7,860	\$7,860	\$7,860	\$7,860	\$7,860	\$47,160
Fite	\$236	\$236	\$236	\$236	\$236	\$236	\$1,416
Classrooms		\$17,685	\$30,949	\$48,634	\$61,898	\$61,898	\$221,064
Service-Learning Peer Mentors		\$789	\$789	\$789	\$789	\$789	\$3,945
Operation Inasmuch	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$24,000
Total Indirect Cost							\$2,103,215
Total Budget	\$49,624	\$195,830	\$318,919	\$472,716	\$585,063	\$581,063	\$2,153,215



VIII. Assessment

The college must assess the QEP in many ways. The *c-nvolved* plan includes three areas of assessment: 1) Direct assessment of the student learning outcomes, 2) Assessment of the campus-wide impact, and 3) Opportunities for community partners to provide feedback.

Assessment of Student Learning Outcomes

At its core, Carson-Newman and the QEP committee is most concerned with measuring and demonstrating growth across the student-learning outcomes defined by the faculty community throughout the QEP planning process. The two student learning outcomes are as follows:

- A. Critical Reflection
Students will connect knowledge from an academic discipline to their SL experience.
- B. Intercultural Knowledge and Competence
Students will identify the assumptions and attitudes they bring to SL issues.

To assess *c-nvolved's* impact on individual students, faculty need tools applicable to specific course work across disciplines. Intentional reflection is a proven cornerstone of any successful SL experience. Further, reflection is often a deeply personal exploration of beliefs and experiences. Once again, the challenge of measuring outcomes versus experience arises. For *c-nvolved*, Carson-Newman has developed two specific rubrics to guide student evaluation (see Appendix G). These new tools draw from a number of established rubrics including the Association of American College and Universities' VALUE Rubrics (AAC&U, 2012), the Hawai'i Campus Compact Service Learning Reflection Assessment Rubric (Campus Compact, 2012), and the ABC123 Reflection Rubric (Welch, 2012).

Each of these rubrics contributed to the creation of two independent grading tools (Appendix G) that that all teachers of *c-nvolved* courses will use. The committee felt it vital to the success of *c-nvolved* within the Carson-Newman culture to respect the academic freedom of faculty and develop tools to assist them in measuring the impacts of the SL experience, rather than mandating or prescribing assessment plans. The QEP committee will provide a number of faculty development opportunities that will explain the rubrics and help them think creatively about potential assignments.

Potential assessment activities include, but are not limited to, the following:

- Journal: Students maintain a weekly journal of service and academic activity, either freeform or given prompts from faculty.
- Single Assignment: Students complete a typical end-of-term assignment or research paper. Within the prompt are guidelines for reflection.



- Community Project: Students undertake a large community project. Along the way, faculty has small assignments (project outlines, timeline, short reflection) that speak to the SLOs.
- Video Project: Students create a video detailing their experience in the class and community.
- Group Presentation: Students deliver a presentation on their service (recommended this be recorded for continuity).
- Art Project (Mural): Students create a public art project that demonstrates the academic knowledge and *c-involved* SLOs.

Each rubric will demonstrate measurable changes in the students' perspectives or abilities throughout their experience with *c-involved*. Based on a score of zero to four, these rubrics mirror the existing standards by tracking a student's transition from internal/ego driven interface with their education to global/systemic understandings of the challenges and opportunities facing the world and their field of study.

Faculty will design one or more assignments that speak directly to the defined SLOs of *c-involved* and will score each assignment according to the two rubrics. The instructors will forward their scores to the *c-involved* committee, who will build an aggregate database to track the development of students over time. Additionally, the faculty will send examples of work they felt matched each step along the rubric to allow the committee to develop a catalog of examples.

While a 100% success rate is ideal, the committee recognizes the challenges that can arise from SL and the student experience therein and set realistic and manageable targets. For each course, 70% of students will reach a proficiency level appropriate to their year (e.g. 70% of Freshman will achieve a score of 1 or higher on both rubrics; Sophomores, a 2 or higher; etc.). At the end of each academic year, if the target of 70% has not been met, the *c-involved* committee will convene to address the gap and potential solutions.

Assessment of Campus-Wide Impact

C-involved will utilize data sources collected by the Office of Institutional Effectiveness and the Bonner Center via the National Survey of Student Engagement (NSSE) and the National Assessment of Service and Civic Engagement (NASCE). Deployed as direct student response surveys, both the NSSE and the NASCE attempt to measure student engagement.

Among other priorities, the NSSE seeks to measure both the "...time and effort students put into their studies and other educationally purposeful activities," and "...how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that...are linked to student learning" (NSSE, 2012). Positive movement along either of these measures, particularly in reference to SL, will begin to make the case for success within the *c-involved* platform. Only available in the aggregate, the NSSE data will help address the changes in campus culture, rather than the impact upon individual students, that



have arisen due to the implementation of *c-involved*. Figure 6 outlines the NSSE items of most interest.

Figure 6. NSSE items as indicators for specific SLOs

National Survey on Student Engagement (NSSE) items as indicators for <i>c-involved</i> and Student Learning Outcome success		
	Direct Indicators	Indirect Indicators
<i>c-involved</i>	1k	7a, 7b
Students will connect knowledge from an academic discipline to their SL experience (SLO 1).	1i, 2c	11e
Students will identify the assumptions and attitudes they bring to SL issues (SLO 2).	6d, 11k	11n

*NSSE questionnaire available at http://nsse.iub.edu/html/survey_instruments.cfm

During the implementation of *c-involved*, Carson-Newman will participate in the NSSE twice, AY 2014-2015 and AY 2016-2017. In addition to the standing dataset from participation in 2011, these NSSE items will speak specifically toward gains in the faculty identified SLOs across campus.

In addition to the NSSE, Carson-Newman will participate in the NASCE. Complimentary to the NSSE, the NASCE seeks to measure student engagement off campus, particularly in the host city or town (NASCE 2012). The NASCE also allows Carson-Newman to add demographic questions including measurements of each respondent's location within the *c-involved* continuum (e.g. first year experience, mid-experience, or completed *c-involved* requirements).

During the implementation of *c-involved*, Carson-Newman will participate in the NASCE three times, AY 2013-2014, AY 2015-2016, and AY 2017-2018. While individual measures of the NASCE do not speak directly to SLOs, a number of items will allow greater understanding of the impact of *c-involved* on the greater Carson-Newman community.

Through the concurrent avenues of standardized rubrics and national assessment, *c-involved* will seek to measure appropriately and honestly its impact on the campus community, particularly in reference to the focused Student Learning Outcomes outlined by the faculty committee.



Community Partner Feedback

The input and feedback of community partners is vital to the success of *c-involved*. Therefore, the committee will develop a tool for feedback from community partners involved in SL projects. This tool will include project effectiveness ratings as well as process feedback. The College will invite community partners to help develop this tool and will utilize annual open forums for feedback from community partners.

After receiving the feedback, the QEP director and/or another member of the QEP committee will meet with representatives from a number (to be determined based on feedback) of the highest and lowest rated projects each semester. These representatives will include the community partner, the course instructor, and potentially, a student who participated. The intent of these meetings will be to capture both best practices as well as needs for improvement.

So that community partners will be active participants in the development of SL projects, the QEP director, in consultation with The Bonner Center, will invite community partners to selected faculty development workshops. The Bonner Center will also develop a community partner “wish list” of desired needs and projects of local agencies. A representative from community partners will also serve on the decision-making body that awards mini-grants to faculty.

Further, community partners will be invited to the annual banquet. They will be recognized along with faculty, staff, and students for projects that win recognition for high quality outcomes, and they will serve on the committee that selects community engagement projects to be honored at the banquet.



References

- Altman, I. (1996). Higher education and psychology in the millennium. *American Psychologist*, 51(4), 371-378.
- Association of American Colleges and Universities. (2012). VALUE: Valid assessment of learning in undergraduate education. Retrieved from http://www.aacu.org/value/rubrics/index_p.cfm?CFID=43810436&CFTOKEN=38796839
- Blouin, D. D., & Perry, E. M. (2009). Whom does service-learning really serve? Community-based organizations' perspectives on service-learning. *Teaching Sociology*, 37(2), 120-135.
- Bingle, R. G., & Hatcher, J. A. (2000). Meaningful measurement of theory-based service-learning outcomes [Special issue]. *Michigan Journal of Community Service-Learning*, 7, 68-75.
- Bingle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *Journal of Higher Education*, 67(2), 221-239.
- Bingle, R. G., Phillips, M. A., & Hudson, M. 2004. *The measure of service-learning: Research scales to assess student experience*. Washington, DC: American Psychological Association.
- Buchanan, A. M., Baldwin, S. C., & Rudisill, M. E. (2002). Service-learning as scholarship in teacher education. *Educational Researcher* 31(8), 30-36.
- Butin, D. W. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. New York, NY: Palgrave Macmillan.
- Campus Compact. (2012). Rubric to assess service learning reflection papers. Retrieved from http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf
- Carson-Newman College (2009). The future of the past: Carson-Newman College strategic plan 2009. Jefferson City, TN: Author.
- Carson-Newman College (2011). Carson-Newman mission. Retrieved from <http://www.cn.edu/undergraduate/online-learning/online-learning-instructor-information/online-learning-instructor-handbook/mission-and-vision>
- Chupp, M., & Joseph, M. (2010). Getting the most out of service-learning: maximizing student, university and community impact. *Journal of Community Practice*, 18(2-3), 190.



- Coles, R. (1993). *The call of service: A witness to Idealism*. New York, NY: Houghton-Mifflin.
- Colorado State University. (2007). Service learning faculty manual 2007 (4th ed.). Retrieved from http://tilt.colostate.edu/sl/faculty/Faculty_Manual.pdf
- Erickson, J. A. (2009). Service-learning's impact on attitudes and behavior: A review and update. In J. Strait & M. Lima (Eds.), *The future of service-learning: New solutions for sustaining and improving practice* (pp. 106-118). Sterling, VA: Stylus.
- Everett, K. D. (1998). Understanding social inequality through service learning. *Teaching Sociology*, 26(4), 299-309.
- Eyler, J. & Giles, D. E. Jr. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Eyler, J. S., Giles, D. E. Jr., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000* (3rd ed.). Nashville, TN: Vanderbilt University.
- Eyler, J. S. (2002). Reflection: linking service and learning – linking students and communities. *Journal of Social Issues*, 58(3), 517-534.
- Freire, P. (1981). *Pedagogy of the oppressed*. (M. B. Ramos, Trans.). New York, NY: Continuum.
- Furco, A. (1996). *Expanding boundaries: Serving and learning*. Washington, DC: Cooperative Education Association.
- Giles, D. E. (1994). The impact of a college service laboratory on student's personal social and cognitive outcomes. *Journal of Adolescence*, 17(4), 327-339.
- Gray, M. J., Ondaatje, E. H., Fricker, R. D. Jr., & Geschwind, S. A. (2000). Assessing service-learning: Results from a survey of "Learn and Serve America, Higher Education." *Change*, 32(2), 30-39.
- Jacoby, B. (2009). Facing the unsettled questions about service-learning. In J. Strait & M. Lima (Eds.), *The future of service-learning: New solutions for sustaining and improving practice* (pp. 90-105). Sterling, VA: Stylus.
- Jacoby, B. & Associates. (1996a). *Service-learning in higher education: Concepts and practices*. San Francisco, CA: Jossey-Bass.



- Jacoby, B. (1996b). Service-learning in today's higher education. In B. Jacoby (Ed.), *Service-learning in higher education: Concepts and practices* (pp. 3-25). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Rhoads, R. A. (2001). The dynamic tensions of service learning in higher education: A philosophical perspective. *Journal of Higher Education*, 72(2), 148-171.
- Kiely, R. (2005). A transformative learning model for service-learning: A longitudinal case study. *Michigan Journal of Community Service-Learning*, 12(1), 5-22.
- Knapp, T., Fisher, B. & Levesque-Bristol, C. (2010). Service-learning's impact on college students' commitment to future civic engagement, self-efficacy, and social empowerment. *Journal of Community Practice*, 18(2-3), 233.
- Lisman, D. C. (2000). Ethics in the curriculum. *Community College Journal*, 70(3), 36-41.
- McEwen, M. K. (1996). Enhancing student learning and development through service-learning. In B. Jacoby (Ed.), *Service-learning in higher education: Concepts and practices* (pp. 53-91). San Francisco, CA: Jossey-Bass.
- Myers-Lipton, S. (1998). Effect of a comprehensive service-learning program on college students' civic responsibility. *Teaching Sociology*, 26(4), 243-258.
- Mooney, L. A., & Edwards, B. (2001). Experiential learning in sociology: Service-learning and other community-based learning initiatives. *Teaching Sociology*, 29(2), 181-194.
- National Assessment of Service and Community Engagement. (2012). About NASCE. Retrieved from <http://siena.edu/pages/7168.asp>
- National Service-Learning Clearinghouse. (2008). Student engagement in service learning. Retrieved from http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/student_engage_k-12
- National Survey of Student Engagement. (2012). About NSSE. Retrieved from <http://nsse.iub.edu/html/about.cfm>
- O'Grady, C. R. (2000). *Integrating service learning and multicultural education in colleges and universities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Parker-Gwin, R., & Mabry, J. B. (1998). Service-learning as pedagogy and civic education: Comparing outcomes for three models. *Teaching Sociology*, 26(4), 276-291.



- Root, S. C. (1997). School-based service: A review of research for teacher educators. In J. A. Erickson & F. B. Anderson (Eds.), *Learning with the community: Concepts and models for service-learning in teacher education* (pp. 42-72). Washington, DC: American Association for Colleges of Teacher Education.
- Stanton, T., Giles, D. Jr., & Cruz, N. (1999). *Service-learning: A movement's pioneers reflect on its origins, practice, and future*. San Francisco, CA: Jossey-Bass.
- Steinke, P. & Fitch, P. (2007). Assessing service-learning. *Research & Practice in Assessment*, 1(2), 1-8.
- Strain, C. R. (2005). Pedagogy and practice: Service-learning and students' moral development. *New Directions for Teaching and Learning*. 2005(103), 61-73.
- Welch, M. (2012). *As EZ as ABC123: Reflection in service-learning*. Presentation at the Bonner Summer Leadership Institute, Jefferson City, TN.



Appendices



Appendix A: Committee for Topic Initiation Phase

Mr. Bruce Kocour, Chair (Library Services)

Dr. Catherine Bush (Family and Consumer Sciences)

Dr. Sheridan Barker (Humanities)

Dr. Michael Shipe (Education)

Dr. Bob Trentham (Natural Sciences and Mathematics)

Ms. Cassandra Catlett (Business)

Dr. Merrill Hawkins (Nursing and Behavioral Health)

Dr. David Crutchley (Religion)

Ms. Julie Rabun (Fine Arts)

Mr. Tommy Clapp (Student Affairs)

Dr. Joc Collins (Social Sciences)



Appendix B: QEP Concept Paper Guidelines

- Title
- Need/Issue/Problem/Challenge to be addressed
- How do you know the need is important?
- How would your plan address this need? What are the major components of your plan?
- Are these components realistically achievable given our resources?
- Do you anticipate broad interest and participation by the campus community?
- What knowledge, skills, behaviors, and/or values will your QEP impact? Consider these questions:
 - What will we expect students to know post-implementation that they don't know now?
 - What will we expect them to do that they can't do now?
 - How do we expect their behavior to change?
 - What change in values do we anticipate?
- What are some possible ways to measure the QEP's student learning outcomes that we can use to gauge its success?
- How does the topic relate to our mission statement and our strategic plan?
- Will the concept result in a positive contribution to Carson-Newman's identity?



Appendix C: White Paper Guidelines

February 2011

In 7-15 pages, use the provided template to organize your white paper into the following sections. Be sure to give your white paper a descriptive working title

1. INTRODUCTION

- **ABSTRACT/SUMMARY:** Provide a clear and concise description of the critical issues to be addressed.
- **VISION:** Share your vision of how your proposed topic has the potential to transform an issue related to student learning at the institutional level. Consider your audience of Carson-Newman community members – why should we embrace this topic and how will it enhance student learning at Carson-Newman?
- **CONGRUENCE WITH MISSION AND GOALS:** Demonstrate how your topic is consistent with Carson-Newman's Mission and Strategic Plan.

2. STUDENT LEARNING (MAJOR SECTION)

- **GOALS AND OBJECTIVES:** If this topic is chosen for our QEP, what goals and objectives does it have for enhancing student learning? How does literature and prior research support the need for addressing this aspect of student learning?
- **SAMPLE STUDENT LEARNING OUTCOMES:** Identify measurable student learning outcomes that your topic expects to address for the institution as a whole.

3. SIGNIFICANCE AND URGENCY:

Explain why it is important that this area of student learning be addressed in the immediate future as part of our QEP. What evidence, other than that mentioned in section one, is available to indicate that this is a need at Carson-Newman? (We expect the National Survey of Student Engagement and a more recent version of the Graduating Student Evaluation to yield relevant data that can be included at a later date as an addendum if necessary.)

4. IMPLEMENTATION AND SCOPE (MAJOR SECTION)

- **POSSIBLE ACTIVITIES:** Describe the kinds of focused tasks that should be implemented to improve student learning in the areas mentioned above. What would the scope of the implementation of this topic be and who (e.g., individuals, offices, departments) would be involved? Which groups of students would be affected? In other institutions of higher education, what are the best practices that are related to this area?
- **COMMITMENT TO AND SUPPORT OF THE TOPIC:** What is the likelihood that departments and individual faculty members at Carson-Newman will provide enthusiastic support for the



initiatives mentioned in the section above? What level of support for this topic is expected from students, faculty, and staff?

5. ASSESSMENT (MAJOR SECTION)

- **STUDENT LEARNING OUTCOMES:** Describe the methods of assessment that could be used to reveal the effects of the QEP activities on student learning. What kinds of tools and measures are available to measure the student learning outcomes identified above? What kinds of measures and instruments would be used? What kind of assessment schedule should be followed?

- **OTHER OUTCOMES:** Describe the methods of assessment that could be used to reveal the effects of the QEP activities on any other anticipated student outcomes, which might include an increase in plans to attend grad school, higher retention rates, or increased academic challenge.

6. RESOURCE REQUIREMENTS

- **FINANCIAL SUPPORT:**

Consider the kinds of resources that would be needed to implement this QEP topic. What level of financial support (for space and equipment, wages and benefits, supplies and materials, training and travel, programming, marketing, consultant fees, assessment, and other resources) would be required over the five year duration of the plan.

7. BIBLIOGRAPHY:

Please cite any sources that you used in this white paper.

These White Paper Guidelines have been adapted from George Mason University. We thank them for their willingness to share this document.



Appendix D: QEP Committee

Dr. Naomi Larsen	Associate Provost
Dr. Christine Jones	Co-Chair, Religion
Dr. Ray Dalton	Co-Chair, Sociology
Dr. Mary Ball (Retired)	Biology
Dr. Catherine Bush	Family and Consumer Sciences
Dr. Maria Clark	Spanish
Ms. Lisa W. Flanary	Fine Arts
Mr. Patrick Gruber	Bonner Program
Dr. Kim Hawkins	Education
Mr. Alex Hutchins	Business
Mr. Bruce Kocour	Library
Mr. Brent McLemore	Student Affairs
Dr. Nicole Saylor	Bonner -- Psychology
Dr. Matt Wilkerson	Biology

Student Representatives

Katherine Boleware

Randall Nored



Appendix E: *c-nvolved* Logo



Appendix F: Director of QEP Job Description

Job Title: Director of QEP

Department: Academic Affairs

Reports To: Associate Provost

Contract length: 10 months (August-May)

Summary Description: The Director of the QEP will provide leadership for the implementation and assessment of our QEP, *c-nvolved*.

Functional Job Description:

- Provide overall support for service-learning at Carson-Newman;
- Plan and organize faculty development opportunities regarding, *c-nvolved*;
- Collect, record, and analyze assessment data for, *c-nvolved*;
- Appoint and oversee the work of the Service-learning peer mentors;
- Monitor feedback from community partners working with professors in *c-nvolved* courses;
- Seek external funding to support creative endeavors;
- Work with QEP and Service-Learning committees.
- Oversee the QEP budget

For the first year of implementation of, *c-nvolved*, the position would be quarter time.

After year one, the Associate Provost and Director of S-L would evaluate the quarter time status for year two.

Beginning in year three, the position would be half-time.

The gradual transition from quarter time to part time corresponds to the gradual implementation of, *c-nvolved*. Year one will focus primarily on faculty development and helping faculty with course development. By the time *c-nvolved* is in its third year, more time will be needed for assessment, overseeing S-L peer mentors, and working with community partners.



Appendix G: Reflection Rubrics for Student Learning Outcomes

Intercultural Knowledge and Competence Assessment Tool

Student Learning Outcome	0	1 Ego-Centric	2 Sympathetic	3 Empathetic	4 Global
Students will identify the assumptions and attitudes they bring to Service-Learning	<ul style="list-style-type: none"> Does not meet level 1 	<ul style="list-style-type: none"> Can identify some assumptions or attitudes Statements are self-centered, mostly comprised of “I” statements and are at times judgmental of others Statements lack depth (without much thought) 	<ul style="list-style-type: none"> Can identify some assumptions or attitudes Statements are outside of self but remain on a sympathetic level Statements highlight “otherness” and are beginning to show depth 	<ul style="list-style-type: none"> Can identify both assumptions and attitudes Statements reveal an attempt to empathetically relate to the experience, context, or circumstances of others 	<ul style="list-style-type: none"> Can identify multiple assumptions and attitudes Statements reveal an attempt to transcend their own perspectives by examining broader systemic issues related to politics, culture, and social justice



Critical Reflection Assessment Tool

Category	0 Pre-Novice	1 Novice	2 Apprentice	3 Proficient	4 Distinguished
Identifies Key Concepts or Theories: Student describes key concepts/theories from coursework that have helped in his/her service experience and helped frame his/her thinking	<ul style="list-style-type: none"> Does not meet level one performance 	<ul style="list-style-type: none"> Conveys ideas and facts from the course and Service-Learning site or project that do not seem to be related 	<ul style="list-style-type: none"> Conveys ideas and facts from course (and other courses, if applicable) and the Service-Learning site or project that may be related but does not explicitly explain their relationship 	<ul style="list-style-type: none"> Adequately conveys perspectives from course (and other courses, if applicable) and the Service-Learning site or project with clear identification of the relationship between the two 	<ul style="list-style-type: none"> Skillfully conveys perspectives from course (and other courses, if applicable) and the Service-Learning site or project with clear identification of the relationship between the two and within the broader community context
Statement of Problem: Student identifies the societal issue addressed through service and describes his/her contribution	<ul style="list-style-type: none"> Does not meet level one performance 	<ul style="list-style-type: none"> Explains some of these: the issue(s), his/her contribution, his/her cognitive processes learned from the course and Service-Learning site or project (decisions, thinking, info literacy, reasoning), and the effects of that contribution 	<ul style="list-style-type: none"> Explains most of these: the issue(s), his/her contribution, his/her cognitive processes learned from the course and Service-Learning site or project (decisions, thinking, info literacy, reasoning), and the effects of that contribution 	<ul style="list-style-type: none"> Adequately explains all of these: the issue(s), his/her contribution, his/her cognitive processes learned from the course and Service-Learning site or project (decisions, thinking, info literacy, reasoning), and the effects of that contribution 	<ul style="list-style-type: none"> Skillfully conveys all of these: the issue(s), his/her contribution, his/her cognitive processes learned from the course and Service-Learning site or project (decisions, thinking, info literacy, reasoning), and the effects of that contribution
Acknowledgement of Outcomes: Student assesses whether the key concepts or theories learned in the course apply/operate in the real world of service	<ul style="list-style-type: none"> Does not meet level one performance 	<ul style="list-style-type: none"> Recognizes examples of key concept(s)/theory(ies) in the Service-Learning site or project 	<ul style="list-style-type: none"> Analyzes the tension between concept(s)/theory(ies) and practice 	<ul style="list-style-type: none"> Synthesizes the tensions between concept(s)/theory(ies) and practice 	<ul style="list-style-type: none"> Evaluates the tension between concept(s)/theory(ies) and practice and makes recommendations to resolve the tension.

