



Table of Contents

Executive Summary	3
Connection to the Mission and Goals of the Institution	7
Institutional Process and Broad-Based Involvement	7
Identification of the Topic	9
Service-Learning Student Learning Outcomes	14
Details of the Plan and the Implementation	17
Summary Timeline for Implementation	22
Institutional Resources	24
Human Resources	24
Student Learning Outcomes and Assessment	27
Table of QEP Assessment Process*	29
Assessment of Pilot	30
Implications of COVID-19/Natural Disaster and Adjustments	33
Appendices	34
Appendix A- QEP Planning Committee and QEP Implementation Team	34
Appendix B- Organizational Chart	35
Appendix C- Community Service Attitude Scale	35
Appendix D-Faculty Survey Results	35
References	35

Executive Summary

Louisiana College's 2021 Quality Enhancement Plan, *LC Serves Live Connected*, aims to produce a better prepared graduate who can integrate knowledge and service to transform both themselves and communities locally as well as across the globe. This goal is directly related to the mission of Louisiana College which is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

LC Serves Live Connected developed from comprehensive planning and input from administration, faculty, students, and staff as the institution began preparing the Strategic Plan for 2015-2020. In an effort to improve student learning outcomes to better prepare students for their chosen careers, the College set a goal for every graduate to participate in experiential learning, particularly service-learning opportunities. The goal combines academic excellence in learning and serving others in order to improve the quality of the education and student learning experience. To achieve this goal, *LC Serves Live Connected* calls for the following:

- Every undergraduate major will include a service-learning course or course assignment/project connecting each student with an opportunity to serve his/her local community through applying knowledge and skills obtained in course content.
- Every undergraduate student will have at least 2 service-learning experiences (one in freshman orientation and one in the student's major) by the end of the senior year.
- Louisiana College will establish a Calling and Career Center and hire a Director of Calling and Career to establish community partnerships as a resource for faculty and students.

LC Serves Live Connected will strive to reach every undergraduate student in all majors and has three major Student Learning Outcomes:

- *SLO 1: Students will define service-learning.*
- *SLO 2: Students will demonstrate understanding of the connection between service-learning and course subject matter.*
- *SLO 3: Students will develop a sense of connection to community through service.*

Beginning with the College's freshman orientation course, College Connection 100 (CC 100), all students will be introduced to service-learning concepts and participate in a service-learning project. Assessment measures will include a pre-test attitude survey that assesses students' understanding of service learning and community connection. SLO 1 will be measured by the students definition of service-learning as defined by the

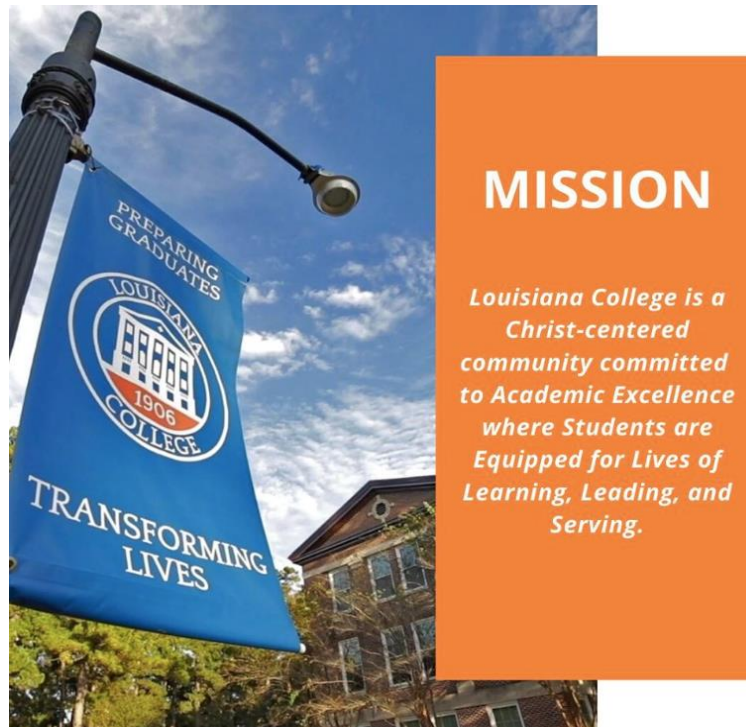
CC100 faculty. The second opportunity for service-learning will occur during the student's junior or senior year in a course designated by the departmental faculty in the student's major. Assessment in the junior or senior year will include two parts: 1) a pre and post survey to determine the amount of growth before and after the service-learning class or assignment; and 2) an assignment relevant to the major which will be graded along with a rubric that is specific to the QEP. A benchmark of 25% growth will be used to assess student achievement of the learning outcomes. Lastly, community partners will be asked to participate by filling out a survey to assess students' learning and the impact students had helping their community. The results will be used as another data point to inform faculty and departments if changes in the curriculum or the service experience with the community partner need to be made to improve student learning outcomes.

II. Institutional Overview

Institutional History

Founded in 1906, Louisiana College is a private, Baptist coeducational college of liberal arts and sciences with selected professional programs that are relevant, relational, and rigorous, and are built upon a Christian worldview. LC has a tradition of outstanding academics and is the only Baptist, four-year institution in Louisiana. The 81-acre campus is located in the Alexandria-Pineville area of central Louisiana and has a total of twenty-five academic and residential buildings. Louisiana College is accredited by the Southern Association of College and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Separate accreditation for specific programs has been awarded by the Accreditation Council for Business Schools and Programs, the Louisiana State Department of Education, National Council for Accreditation of Teacher Education, Council on Social Work Education, Commission on Accreditation in Physical Therapy Education, National Association of Schools of Music, the Commission on Collegiate Nursing Education and the Louisiana State Board of Nursing.

Louisiana College Mission



Liberal Arts Education

Louisiana College seeks to prepare students to excel in their careers and future endeavors by cultivating knowledge and skills central to the liberal arts tradition. Through a broad-based general education program as well as specialized study in the arts and sciences or a selected pre-professional program, students develop skills for a chosen profession as well as for life as a responsible and thoughtful member of society. Education of the total person is accomplished through all programs and activities of the college. Studies in the liberal arts are designed to equip students with a broad knowledge of many important fields and to develop well-rounded individuals who can adapt to face many different career challenges.

The College affirms the value of diversity within the Christian community and attracts students from a variety of denominations. Many of the students at Louisiana College come from Central Louisiana, but there are also several states and foreign countries represented in the current student body. The presence of dedicated Christian faculty and staff members from other Christian denominations affirms the faith of these students from other traditions and provides spiritual mentorship for them. Students without a Christian faith commitment are welcome in this community of learning and are treated with respect.

Academic Excellence

In all its programs, Louisiana College is committed to academic excellence in the context of Christian community. The College cruits highly qualified faculty who value effective teaching and learning, who are engaged in scholarly and creative activities and who are committed to their own professional development and academically rigorous instruction. With its small classes, individualized instruction, empathetic advising, and personal attention, the College provides students with a quality educational experience. Because Christian scholars pursue serious scholarship, Christian education should be characterized by a standard of academic excellence that exceeds that of its secular peers. Consequently, graduates from Christian institutions should be prepared for outstanding performance, achievement, and service in their chosen occupations. The College affirms the Christian ideal that all believers in every discipline engage in Christian ministry by exhibiting Christian character, proclaiming the message of Jesus Christ, and by serving others. When professional expertise is coupled with Christian character that exhibits righteousness, truth, and brotherly love, Christian professionals will significantly impact their world.

Goals for Student Attainment

Upon graduation from Louisiana College, students have received a broad exposure to the liberal arts and sciences, are grounded in the knowledge of a major area of academic inquiry and have encountered opportunities for integrating all learning into a workable framework within the context of the Christian faith. Every Louisiana College graduate should have the following:

- Written, oral, and technological communication skills that reflect logic and clarity.
- An ability to think analytically, logically, and creatively and to utilize a variety of approaches to problem solving.
- An understanding of the past and its relevance to the present and the future.
- **An understanding and appreciation for the ways in which we know the physical universe, society, and ourselves.**
- An understanding of global interdependence and responsibility.
- An appreciation for creativity, beauty, and the cultural significance of the fine arts.
- **Personal development through participation in service projects, organizations, athletics, or extracurricular activities.**
- **The development of skills and abilities to pursue meaningful careers, life-long learning, and service to God and others.**
- A mature and reasoned basis for a commitment to Jesus Christ.
- A knowledge of the Bible's content and basic doctrines that enables the graduate to explain Christianity accurately to others.
- The ability to analyze life issues, such as theological, moral, cultural, and professional questions, according to Biblical truth.
- An ability to utilize biblical principles in making value judgments and personal decision.

Connection to the Mission and Goals of the Institution

LC's mission states that it is a Christ-Centered Community with a commitment to providing students with a quality education and adds that the result of this education is equipping and preparing graduates for lives of learning, leading, and serving. Institutional goals, in particular those that are highlighted in bold above, aim for students to develop a greater awareness, understanding, connection, and ability to serve others during their academic and future career endeavors, all qualities that can be fostered through an initiative that provides students with opportunities for service-learning. Therefore, implementing *LC Serves Live Connected* supports LC's mission and goals for student attainment and is integral to students' knowledge and growth. By engaging in service-learning opportunities, students will be able to experience and understand these concepts in a practical and tangible way and will enable them to see and appreciate the connection of service-learning to their community and their vocation. *LC Serves Live Connected* embodies the spirit of the school's mission to continuously learn, lead, and serve.

Institutional Process and Broad-Based Involvement

As stated in the Southern Association of Colleges and Schools Commission on Colleges Comprehensive Standard 7.2, the topic for the Quality Enhancement Plan should be identified through an institution's "ongoing, comprehensive planning and evaluation processes" and should focus on "improving specific student learning outcomes and/or student success."

Upon arrival at the College in 2015, President Rick Brewer initiated a comprehensive inclusive strategic planning process that sought broad-based input from across campus. As noted in detail in LC's Compliance Certification Report in the Core Requirement Standard 7.1, the President's Leadership Team, Academic Council, Graduate Council, Student Development, Student Government Association, faculty, and staff all participated in institutional planning that provided the framework for the 2015-2020 Strategic Plan.

Goal 2.2 of the Strategic Plan calls for the institution to improve student learning and better prepare students for their chosen careers by developing comprehensive experiential learning opportunities in each academic program. Assessed progress on the Strategic Plan noted several areas that needed to be addressed, one of which was the comprehensive development of service-learning opportunities.

Topic Selection and Development

The Louisiana College Quality Enhancement Plan development process began in the fall of 2018 with the formation of a QEP Committee. To ensure that the QEP was designed with broad-based input, the committee included faculty from the following eight divisions: Human Behavior; Media, Communications, and Theatre; Fine Arts, Natural Sciences, Mathematics, and Computer Science; Missions and Ministries;

Business; Allied Health; and Education. In addition, the Director of the Library, the Director of Institutional Effectiveness, the Provost/VPAA, and two students were included. Since the QEP focuses on student learning, the majority of the members were faculty, and a faculty member, Vanessa Graves, was named the director. The committee also included two key faculty members from the previous QEP Committee to provide some guidance for the new committee.

QEP Planning Committee

Department	Name	Title/Role
School of Human Behavior, Department of Social Work	Ms. Vanessa Graves	Field Director for the MSW, Director of the QEP
Division of Media, Communication, and Theatre	Dr. Elizabeth Christian	Chair of the Division of Media, Communication, and Theatre
School of Human Behavior, Department of Social Work	Ms. Sheri Duffy	Director of the Master of Social Work Program; Former Director of the QEP (Consultant)
Division of Natural Sciences, Mathematics, and Computer Science	Dr. David Elliott	Chair of Division of Natural Sciences, Mathematics, and Computer Science Member of the Former QEP (Consultant)
Division of History and Political Science Office of Institutional Effectiveness	Dr. Henry Robertson	Associate Professor of History; Director of the Institutional Effectiveness
Library Services	Dr. Rusty Tryon	Director of the Library (resigned from LC Fall of 2019)
Division of Business	Dr. Arthur Mazhambe	Professor of Business
School of Missions and Ministries	Dr. Justin Langford	Associate Professor of Missions and Ministriess
Division of Fine Artss	Mr. Tim Roper	Professor of Art and Graphic Design Director of Graphic Services
Division of Allied Health, Department of Health and Exercise Science	Dr. Sonia Tinsley	Chair of Division of Allied Health
School of Education	Dr. Christy Warren	Professor of Education

Division of Natural Sciences, Mathematics, and Computer Science	Dr. Natalie Maxey	Assistant Professor of Engineering
	Ms. Pam McLin	Administrative Assistant; Secretary for the QEP
	Ms. Chloe Warren	Student
	Ms. Ragan Delrie	Student
	Ms. Elena Noakes	Student
Office of Provost and Academic Affairs	Dr. Cheryl D. Clark	Provost, VPAA, SACSCOC Accreditation Liaison

Identification of the Topic

After reviewing the Strategic Plan 2015-2020 and the previous QEP, the Committee found valuable information in identifying a possible topic for the QEP. The previous Committee for the 2011 QEP sent a survey to the faculty with several topics to be rated by their level of interest. Service-learning was found second in overall interest by the faculty with the integration of faith and learning ranking first. Since the faculty had previously shown a high interest in service learning and since Goal 2.2 in the Strategic Plan that focused on experiential learning and service-learning opportunities needed further development and improvement, the Committee decide to explore service learning as the QEP topic.

During workshops and faculty meetings, members of the committee presented an overview of QEP and topic ideas based on the identified, unmet objective within the institution’s ongoing strategic plan. With the institution’s mission of “equipping students for lives of Learning, Leading, and Serving” and with the institution’s goal of providing more experiential learning opportunities through research, internships, service-learning, and studying abroad, the faculty were invited to provide feedback on the topic.

The Committee surveyed all faculty in each division and asked for feedback. Over one half of the responses revealed that some type of service-learning assignment and/or project or an internship was already included in a course, and seven out of eleven divisions included internships in their programs. However, even though faculty felt experiential opportunities engaged students in learning and prepared them for their respective careers with real world experiences, these opportunities were not provided for all students in all programs.

Additional feedback from some of the faculty offering internships led to additional information about the specific needs within and around our local community and about the need to develop a community engagement mindset. Community engagement, according to *Principles* (CDC, 1997), is “the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people.” The *LC Serves*

Live Connected initiative strives to serve the area surrounding the campus as well as Rapides Parish. Research by the committee showed several local agencies and populations in continuous need of service. A few of these agencies were identified as outreach to families living in low socioeconomic areas through the United Way-My Community Cares Strong Neighborhood Project or working with local agencies such as Cenla Pregnancy Center or Volunteers of America with focus on single mothers in need of prenatal care, parenting education, and support.

With all of the feedback from faculty, the Committee began to research and develop a comprehensive plan to offer service-learning experiences for all undergraduate students and to create a sense of connection to community with a focus on learning through service which is a direct relation to the mission of Louisiana College.

Research, Literature Review, and Best Practices for Topic Development

Service-Learning Overview

Since the inception of the term “service-learning” in 1967, the understanding, definition, and practical application of the term has varied widely. Service-learning is not simply community service nor is it an internship experience. The most helpful presentation of service-learning as compared to other forms of experiential learning is a model that organizes the terms in regards to the beneficiary (recipient, provider) and the focus (service, learning) (Furco, 1996). On one side of the model are community service and volunteerism, both which benefit primarily the recipient and focus on service with no learning or reflection involved. On the other side are field education and internships, both which benefit primarily the provider and focus on learning and reflection. In the middle is service-learning, which is unique among experiential forms of learning in that it seeks to provide equal benefit to both recipient and provider, and it focuses on both the service performed and the learning context. In Jacoby’s (2005) discussion of Furco’s model, she identifies two aspects of service-learning that distinguish it from other forms of experiential learning: reflection and reciprocity. Reflection is necessary in order to meet stated learning outcomes and reciprocity means that both recipient and provider view each other as integral parts in the cooperative effort. As a result, much of the literature includes a hyphen connecting “service” and “learning” (i.e. service-learning) to signal the equal weight that is placed on both service goals and learning goals.

Service-Learning in Christian Higher Education

The survey of literature on service-learning in Christian Higher Education revealed a number of key areas impacted by a service-learning approach: the mission of Christian institutions, holistic and experiential learning, spiritual formation, and community impact. Mullen (2010) even concludes that “Christian educators have a responsibility to students to integrate service and learning, an obligation to society to engage students in professional service, and a commitment to denominational partners and institutional supporters [*sic*] to provide service-learning through the discipline of Christian education” (p. 170).

Colon (2017) presents a biblical foundation for service-learning by examining the role of service in the larger story of the Bible, including a helpful section on ideas for integrating service into courses in the sciences, humanities, and arts. Implementation of service-learning into an institution's curricula varies widely. Models include discipline-based service-learning, problem-based service-learning, capstone courses, service internships, and community-based action research (Mullen, 2010). Strategic planning in the selection of the appropriate model should be determined by the school's mission, program goals, and service-learning principles (many of these are outlined below in section c).

The literature also addressed reasons why some Christian institutions have not incorporated service-learning into their curricula. One study noted that of the institutions that were researched, institutional support came after service-learning was found to be an effective tool to the students and institution at large (Schaffer, 2004). The participation of all areas of institutional life is critical for the success of a service-learning initiative when considering the benefits to all stakeholders.

Survey of Best Practices

In reviewing QEP summaries from six different institutions from 2007 to 2016, the analysis revealed similarities in service-learning definitions and student learning outcomes but also revealed differences in the implementation of the plan (Lipscomb University 2007; Dallas Baptist University 2008; East Texas Baptist University 2009; Tennessee Wesleyan College 2010; College of Coastal Georgia 2012; Johnson University 2016). Service-learning definitions generally included the integration of academic content, service-oriented opportunities, and critical, guided reflection and how these impact both the student and the community. Student learning outcomes were consistent with service-learning definitions in that the goal was not only to deepen the students' awareness of self and service but also to strengthen community engagement and social responsibility. As far as implementation, some institutions developed service-learning assessment opportunities that were embedded into existing courses while others created new courses or programs to meet this goal. For instance, Tennessee Wesleyan College created a two-semester freshman course to introduce service-learning to students and then had two tracks from which students chose to meet the service-learning requirements. Most of these universities also created a center for service-learning that directed the institution for their QEP.

One study on service-learning in Christian higher education revealed five key elements of best practices: institutional support, mission, definitions and guidelines, academic validity, and faith and learning tool (Schaffer, 2004). Successful implementation of a service-learning program requires institutional backing with regard primarily to resources and dissemination of information. Schaffer concludes that faith-based institutions have an obligation—based on their mission—to develop more than just the academic experience of students, and service-learning can be used as a tool to facilitate this growth.

Mullen (2010) cites a study by Howard and McKeachie (1993) that lists ten best practices for service-learning based on their 16 years of experience in this area. Their study highlights the importance of balancing academic rigor with carefully selected service opportunities to maximize the student's holistic experience. Mullen also offers four helpful principles for faculty as they develop service-learning courses and tools: engagement, reflection, reciprocity, and public dissemination.

Jacoby (2005), in her reflection on the history of service-learning since the inception of the concept in the 1960s, cautions against implementing a service-learning program that is not firmly rooted in basic principles and best practices. Haphazard planning and lack of support can lead to reinforced negative stereotypes of service-learning and can actually result in misuse of the community. In other words, a failure to ground the service-learning program in sound theoretical foundational principles can undermine the structure and quality of the program.

Service-Learning Stakeholder Benefits

Incorporating service-learning into the college curriculum yields numerous benefits for various stakeholders, including students, faculty, the community, and the institution. The student benefits of service-learning are extensive (Jacoby, 2015). Weiler et al. (2013), cite motivation and empowerment to become civically engaged, responsibility to use time and talents to help solve social problems, commitment to remain civically engaged in the future, greater awareness of current politics, better understanding of issues facing the local community, better position to assume community roles, confidence, higher self-esteem, and greater interpersonal and problem solving skills. Eppler et al. (2011) indicate specific benefits of service-learning for freshmen as helping them to adjust to college, adapt to social expectations, define career goals, and develop their identity. Phelps and Dostilio (2008) state that service-learning provides an enhanced learning experience for students that includes elements of social responsibility and personal growth, is enjoyable and relevant, and empowers students with the spirit of helping the local community, fostering deeper learning and personal satisfaction. While not necessarily limited to international college students, Kwenani and Yu (2018) highlighted benefits of service-learning for this particular population, which included the development of communication skills, social skills like empathy, team-building skills, time management skills, making connections with other students, forming friendships, changes in perspectives, feeling rewarded by contributing to society, self-confidence, and organizational knowledge. Other benefits to students indicated by Kwenani and Yu included help finding jobs, graduate school acceptance, and increased awareness of future career choices. Samuels-Dennis et al. (2016) note student benefits of professional interest in social justice, use of empathy rather than sympathy, reduced stigmatizing attitudes, development of a sense of civic responsibility, and critical thinking. Burns (2011) notes four broad categories of benefits for students associated with service-learning, which would motivate them to volunteer, including practical skills (critical thinking, application), interpersonal skills (communication, working with others), citizenship (social responsibility, making a difference), and personal responsibility (trustworthiness, sensitivity to others' needs). Balciuniene and

Mazeikiene (2008) provide many concrete student benefits of service-learning categorized into several broad categories, including emotional satisfaction, academic benefits, strengthening of thinking abilities, reinforcement of citizenship attitudes and competences, and personal development. Porter et al. (2008) note the positive impact students engaged in service-learning can have in improving public policy and program implementation with students realizing the role they can play in documenting social barriers, inadequacies, and injustices. Service-learning also challenged students' stereotypes of served populations.

Faculty benefits of service-learning include enriched classroom discussions and lectures, enhanced teaching and learning experiences, building better, stronger relationships with students, and purposefully and meaningfully interacting with and serving the community (Hou, 2010). Other benefits noted by faculty who have implemented service-learning in the classroom include increased student understanding of course content, increased personal development of students, increased student understanding of social problems as systemic, the provision of useful service in the community, and creation of university-community partnerships (Abes, Jackson & Jones, 2002). Moreover, faculty find that service-learning creates new research opportunities, makes teaching more efficient, enjoyable, and effective, and results in personal and professional rewards, such as interdisciplinary collaborations within and beyond the institution, making contributions to ongoing research, receipt of research grants, pursuit of interest in community service, and meeting others with similar interests and concerns (Reynolds & Ahern-Dodson, 2010). Jacoby (2015) cites all of the previously mentioned benefits, as well.

Balciuniene and Mazeikiene (2008) group community benefits of service-learning into three broad categories and provide specific examples of each: (1) help for communities (possibility for communities to provide more and better quality services, communities receive real help, possibility to start new projects, new insights and ideas to solve problems) , (2) cooperation (ties of partnership with university are strengthened), and (3) emotional support for target groups communities take care of (motivation increases, self-esteem increases, involvement of target groups into activities within communities becomes more intense, target groups receive emotional satisfaction, life quality of target groups improves). In addition, Reynolds and Ahern-Dodson (2010) emphasize community benefits as collaboration, provision of needed people-power for projects, students' insights and perspectives, and mutual information sharing. Vizenor, Souza, and Ertmer (2017) note that community partners engaged in service-learning experiences benefit through gained insights for planning and decision-making, improvement to daily practices, development and implementation of custom products to fulfill their needs, and new information from students.

Benefits to the college or university are extensive, as well. Reynolds and Ahren-Dodson (2010) emphasize the public relations outcomes for colleges, including increased visible community engagement, being perceived as good neighbors, creation of opportunities for long-term relationships and multiyear projects, and overall enhanced public image of the institution as a good citizen. In addition to improved relationships, colleges benefit

from the additional experiential learning settings, added opportunities for research and teaching, and having more engaged, better prepared, more satisfied students who complete their studies (Jacoby, 2015). Service-learning helps colleges realize institutional priorities and goals associated with recruitment, retention, diversity and inclusion, sustainability, social responsibility, global citizenship, and economic development (Jacoby, 2015).

Service-Learning Student Learning Outcomes

LC Serves Live Connected is a significant step for LC in the establishment of a highly effective and comprehensive experiential learning program (internships, research, study abroad, and service learning) that is part of the 2015-2020 and the 2020-2025 Strategic Plans. Although the institution aims eventually to produce a comprehensive experiential learning program, *LC Serves Live Connected* focuses narrowly on three outcomes and creates the conditions for the Student Learning Outcomes to be met.

SLO #1: Students will define service-learning.

Schaffer (2004) provides a comprehensive definition for service-learning that encapsulates the desired goals of this institution's QEP focus and student learning. Following is the definition in its entirety: "Effective service-learning takes place when (a) the service is tied to the learning objectives of a course; (b) the community is involved in the teaching and learning process; (c) the service performed by the students meets a need that is identified by the community; (d) guided reflection, both oral and written, is required of the students; (e) the service performed is meaningful and appropriate for the course; (f) there is assessment and evaluation of student learning and the service-learning program; and (g) the institution (college or university) provides support and incentive for service-learning" (131–132). In this same article, Schaffer highlights the importance of student reflection in the students' understanding of the connection between service and learning. For similar, but more concise, definitions see Mullen (2010, 163–164), Lewing and Shehane (2017, 211), and Lewing (2018, 241–242).

SLO #2: Students will demonstrate an understanding of connection between service-learning and course subject matter.

On one hand, course subject matter is specific to the course and degree program; but on the other hand, the overarching institutional mission drives course content (see section IV below). A recent study notes that "researchers have found that practically every student success outcome appears to be favorably impacted by participation in service-learning" (Lewing & Shehane, 2017, 211). Such evidential support reinforces the value of service-learning in education and learning from successful models and best practices. Literature that addresses the connection between service-learning and course content stresses the importance of continuous and intentional reflection on the student's part in order to challenge their previously held beliefs on community, service, and experiential learning (Lewing, 2018).

SLO #3: Students will develop a positive attitude of the connection to community through service.

The QEP’s third student learning outcome aims to help students develop a positive attitude of connection to the community through service. The Oxford Dictionary defines community as “a group of people living in the same place or having a particular characteristic in common” and “a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.” Service-learning experiences can directly assist students in developing a positive sense of connectedness to the local community. For some students, service-learning may be their first exposure to the community, to which they may not feel they could relate (Brotherton, 2002). Service-learning opportunities give students the opportunity to participate in the community, which they might otherwise be reluctant to do because of fear and insecurity (Guglani, 2016). By removing these barriers, service-learning enables students to connect in purposeful and meaningful ways with the community.

Summary of the Timeline for Developing the QEP Topic and SLOs

Date	Activity
Fall 2018	Appointment of the QEP Planning Committee
	Review of Strategic Plan and Assessment
	Committee Identifies Potential Topic
	Faculty Meetings and Workshops
	Survey to Faculty
	Selected Members Attend SACSCOC Annual Meeting for Training
Spring 2019	Topic Selection
	Research Initiated on Service Learning
	Sub-Committees Formed
	Committee Narrows Focus to 3 SLOs
	Selected Members Attend SACSCOC Summer Institute on Quality Enhancement and Accreditation
Fall 2019	Faculty Workshop Speaker Dr. Christine Jones from Carson Newman on Service Learning
	Departmental Workshops to Identify Potential Courses to Include Service Learning
	Faculty Meetings for Discussion
Spring 2020	Title for QEP selected
	Student Contest for Logo Initiated
	Pilot Course Selected for the Fall SW 380

	Introductory Video for Service Learning for CC 100
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Initiation, Implementation, and Completion of the Plan

In the fall of 2020, an Implementation Committee was created using existing members from the Planning Committee and adding faculty members who were already including some service projects into their courses.

Implementation Committee

Department	Name	Title/Role
School of Human Behavior, Department of Social Work	Ms. Vanessa Graves	Field Director for the MSW, Director of the QEP
Division of History and Political Science Office of Institutional Effectiveness	Dr. Henry Robertson	Associate Professor of History; Director of the Institutional Effectiveness
Division of Fine Arts	Mr. Tim Roper	Professor of Art and Graphic Design Director of Graphic Services
Division of Allied Health, Department of Health and Exercise Science	Dr. Sonia Tinsley	Chair of Division of Allied Health
School of Education	Dr. Christy Warren	Professor of Education
	Ms. Chloe Warren	Student
	Ms. Ragan Delrie	Student
	Ms, Elena Noakes	Student
Office of Provost and Academic Affairs	Dr. Cheryl D. Clark	Provost, VPAA, SACSCOC Accreditation Liaison
Division of Business	Dr. Juan Castro	Professor of Finance and Economics
Division of History and Political Science	Dr. Mark Janzen	Assistant Professor of History
Division of Media, Communication, and Theatre	Ms. Tabitha Huffman	Professor of Theatre
School of Human Behavior, Department of Social Work	Ms. Bobbye Roberts	Director of the BSW Program

Library Services and the Division of Language and Literature	Dr. Lillian Purdy	Interim Director of the Library; Professor of English
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The Implementation Committee was tasked with the following:

1. Develop a Timeline for Implementation
 - a. Identify a program to initiate a pilot service-learning project
 - b. Gather data and input from the pilot
 - c. Work with faculty to identify courses for the 5-year plan
2. Increase awareness and understanding within the student body of what service-learning is and how it relates to a Christian liberal arts education.
 - a. Market Service-Learning Initiative to include:
Promotional materials, campus guest speakers, outreach to all students via digital/visual communications such as the *Wildcat Weekly* and Canvas announcements
 - b. Embed introduction to service learning in the CC100 introduction course
 - c. Celebrate service-learning projects annually
3. Train faculty in the benefits and best practices of implementing service-learning into their courses.
 - a. Faculty development speaker(s)
 - b. Training/support in course/project development
4. Assist in development of institutional policies and procedures needed for service-learning courses/projects
 - a. QEP Director/Committee
 - b. Forms/documents related to community partnerships
5. Identify needed resources for a successful service-learning campus-wide initiative
 - a. Create The Center for Calling and Career to house service-learning opportunities
 - b. Hire Director of Calling and Career Center
 - c. Budget stipends for training
6. Assess for continuous improvement
 - a. Gather feedback from pilot to assist with first year implementation
 - b. Make adjustments based on annual results of pre-post test responses from students, rubric ratings, and responses from community partners

Details of the Plan and the Implementation

Selection of Departments and Possible Courses for Implementation

After workshops, presentations in Faculty Meetings, and feedback from faculty, the Committee decided to implement the plan by placing departments and programs into groups and designating a particular group for training and implementation each year. The initial selection of departments for implementation was based upon the QEP Faculty Survey and by divisions that reported having some type of service learning.

Group 1 (School of Human Behavior, School of Education, and Division of Media, Communication, and Theatre) was chosen based upon survey information indicating that these departments/ courses had projects or assignments embedded into courses and programs that could serve as service-learning components. Group 2 (Division of Business, Division of Fine Arts, Division of History/Political Science, and the School of Missions and Ministries)) and Group 3 (School of Nursing, Division of Allied Health, Division of Language and Literature, and Division of Natural Sciences and Mathematics) were the remaining undergraduate departments on campus who had a combination of those who expressed interest in, and those who needed further exploration of potential assignments/ projects. Thus, by the time Groups 2 and 3 prepare and implement, the training component will be more fully developed, with those latter programs benefitting from previously learned improvements.

Academic Year	Group	Programs to Implement Service-Learning
2021 - 2022	1	<ul style="list-style-type: none"> • School of Human Behavior • School of Education (Course Example) • Division of Media, Communication, and Theatre
2022 - 2023	2	<ul style="list-style-type: none"> • Division of Business • Division of Fine Arts (Course Example) • Division of History/Political Science • School of Missions and Ministries
2023 - 2024	3	<ul style="list-style-type: none"> • School of Nursing • Division of Allied Health • Division of Language and Literature • Division of Natural Sciences and Mathematics

Workshops gave faculty an opportunity to start brainstorming and planning. Listed below are examples of Service-Learning Projects in Education, Fine Arts, and Business. The assignment criteria along with assessments are being developed through each department. Through training and professional development the other divisions will develop courses for all of the majors within their division.

For Education, ED 310: Assessment of Instruction was chosen for the service-learning project course because all majors take this course. This course is designed where the majors are placed in a K-12 school where they are teaching a unit of lessons in their

major and collect pre and post assessment data on all student learning. Using pre-assessment data, struggling learners will be identified. Tutoring sessions will be implemented using researched based strategies to help these students succeed in the unit of study.

For Fine Arts, AR 400: Topical Studies where art students would develop, implement, and display an art project incorporating help and input from a marginalized segment of society.

For Business, EC 330 Financial Literacy Workshop: Students from the Personal Financial Planning class and Business Student Association presented to other college students, high school students, and the community in general several seminars about finance personal management such as debt, credit, savings, banking, retirement, among other topics. In addition to the presentations, the class invited speakers from the banking sector to speak about banking. Students used financial resources such as the FDIC - Money Smart, and what they have learned in classes to provide these seminars.

MG 481 Social Media Marketing: Louisiana College students served the community at Manna House through the use of social media. Manna House, which prepares and feeds a hot free lunch to local residents 365 days per year, sought LC's assistance with finding volunteers and fundraising. In order to effectively share Manna House with the community, LC students took an active role in their research. The students worked in the kitchen peeling potatoes, dicing fruit, and various meal preparation tasks to gain a sense of the business. Students set up tables and welcomed guests to the dining room. Students used the experience to develop social media ads for Manna House's use on Facebook.

Training and Support

Each year Louisiana College hosts a Fall Workshop for faculty and invites a variety of guest speakers to give presentations on various topics. Experts on service-learning will be included to ensure faculty have opportunities for professional development and to workshop ideas.

During monthly Faculty Meetings, faculty who are engaged in service-learning will be invited to share their experiences, ideas, and advice.

In addition, in Fall of 2021, Year 1 Implementation, the QEP Committee will identify faculty to assist with training for QEP Implementation. These faculty members will have had experience with implementation of service-learning projects or assignments in their curriculum and will familiarize themselves with current best practices for service-learning to develop a comprehensive training strategy. This training is set to begin Spring 2022 for Group 1 and will focus on training faculty on the benefits and best practices for implementing service-learning into their courses, project development, and evaluation. Additional trainings will take place during Spring 2023 for Group 2 and in

2024 for Group 3. Faculty who assist with development and implementation of training modules will be paid stipends.

The Center for Calling and Career

An underutilized space has been identified in the Student Support Service Office that already houses the Vice President for Student Engagement and Enrichment, the Director of Residential Life and Engagement, and the Director of Campus Recreation and is the heart of the Student Life Center. A job announcement has been posted for the Director of the Center for Calling and Career with the following responsibilities that relate to service learning:

- Conducts employer visits and leads efforts to build partnerships with local employers to provide the best possible internship/job shadowing possibilities, service-learning opportunities, and career opportunities for students.
- Develops and promotes student engagement in areas related to career exploration, career planning, internships and experiential learning-related opportunities.
- Connects students and faculty with employers' external internships, service learning, and other experiential learning opportunities that are consistent with students' career goals and interests and College policy.
- Works with academic departments, deans, chairs, program directors, and faculty to help foster connections to employers and to expand experiential and employment opportunities for students.

The Director will be responsible for building relationships with community partners and providing a list of service-learning opportunities as a resource for faculty. The Center will also provide resources for training and work with the QEP Director to ensure that faculty have the resources needed to engage students in service-learning opportunities.

Marketing

The primary goal of the *LC Serves Live Connected* marketing plan is to increase awareness and to promote interest. Students, faculty, and staff at Louisiana College should become increasingly aware of the program due to both the initial and ongoing marketing on campus and on social media. It is important that students know they have the opportunity for service-learning projects during their college career, and it is also important that students become excited about that prospect. The marketing plan for the Louisiana College Quality Enhancement Plan, *LC Serves Live Connected* consists of three phases:

1. Logo design competition
2. Initial Identity and Marketing
3. Promotion of Service-Learning success stories

Logo Design

The *LC Serves Live Connected* logo was the first major task before the QEP Marketing subcommittee, consisting of Mr. Timothy Roper (chair), Dr. Elizabeth Christian (faculty), Ms. Ragan Delrie (student), and Ms. Chloe Warren (student). The logo serves as the primary visual identifier of the *LC Serves Live Connected* program and includes the LC colors, the slogan of the QEP, and is intended to create awareness and excitement about the opportunity for service-learning while enrolled at Louisiana College. The subcommittee developed a plan to host a student logo design competition, open to all Louisiana College students. This plan ran into an initial obstacle of the LC campus going into shutdown/virtual learning due to COVID in the middle of the Spring 2020 semester. In the Fall 2021 semester, the competition was attempted again with better success and the QEP committee chose the winning logo, an entry by LC student Madalyn Starns. This logo can be seen below:



Initial Identity and Marketing:

In order to promote the *LC Serves Live Connected* QEP program in a manner that creates awareness and excitement in students, faculty, staff, and other members of the Louisiana College community, the QEP committee used the marketing and promotion budget on the following promotional materials:

1. Portable vertical banners (7) to be placed in the main academic buildings, but which can also be moved to other locations when it is advantageous to the marketing strategy. The banners will include the QEP logo, other college branding (colors, typeface, logo, etc.) and will also include the main directives of the *LC Serves Live Connected* program in order for the LC community to become familiar with the goals and direction of the program.
2. *LC Serves Live Connected* pens (500) and notepads (200) to be used to create pen and notepad packages for faculty with the remaining pens and notepads distributed throughout campus offices, work areas, and given out to increase awareness and promote interest for the program.

3. *LC Serves Live Connected* aluminum water bottles (500) to be used primarily for promotion to students in an effort to increase awareness and promote interest in the program. In discussion which materials would best appeal to students, the Committee decided that something of quality which would actually be used by students would be the best way to focus on promoting the QEP to that particular demographic. These can be given away to students for achievements, attendance, and participation in particular events, and such.

Promotion of Service-Learning Success Stories:

Starting with the pilot year, service-learning success stories will be shared either live or documented by video in order to be shared via social media, on a QEP webpage on the LC website, and in segments before chapel services in order to promote the positive outcomes of the program, increasing student awareness and interest. Students will share the impact the project had upon their education and their perception of their own connection to the community as a result. They will also share how this impacted their preparedness for their future occupation and their idea of citizenship and community responsibility.

In addition, departments will showcase their service-learning activities through celebration receptions. The Director of the Calling and Career Center would be in charge of organizing, advertizing, and hosting the QEP Celebrations receptions which will include light refreshments.

Summary Timeline for Implementation

Date	Activity
Fall 2020	Faculty Workshop: Faculty Presentation on Service Learning Embedded into a Course
	CC 100: Video Embedded into Canvas with Introduction to Service Learning
	Pilot: Service-Learning Project for CC 100
	Pilot: SW 380 with QEP SLOs and Assessment
	Logo Contest Winner Announced at Chapel with a Presentation on Service Learning
	Prepare QEP Narrative and Documents for Reaffirmation
	Identified a Space for The Calling and Career Center

Spring 2021		Gather Assessment Data from the Pilot SW 380
		QEP Assessment Subcommittee Review Data
		Marketing Subcommittee Select and Order Promotional Materials
		Begin Marketing through Canvas Platform, Wildcat Weekly, Weekly Minute in Chapel, and Student Organizations
		Finalize QEP Report for On-Site Committee Review
		Prepare Space for The Calling and Career Center
		Post Job Announcement for Director of The Calling and Career Center
Fall 2021	Year 1	Fall Workshop Hosts Faculty Speaker Who Embedded Service Learning into a Course
		Prepare for Faculty-led Training
		Hire Director for Calling and Career
		Identify Faculty to Help with Training
		Launch Website for The Calling and Career Center
		CC 100 Service-Learning Project with Pre and Post Test
Spring 2022		Training for Group I of 3 Divisions
		Build QEP Website/Link
Fall 2022	Year 2	Group I of 3 Divisions Implement SL
		CC 100 Service-Learning Project with Pre and Post Test
Spring 2023		Group II of 3 Divisions Prepare and Training
		Celebrations of Service-Learning Projects
		Gather Assessment Data; Make Adjustments as Needed
Fall 2023	Year 3	Group II of 3 Divisions Implement SL
		CC 100 Service-Learning Project with Pre and Post Test
Spring 2024		Group III of 3 Divisions Prepare and Training
		Celebrations of Service-Learning Projects
		Gather Assessment Data; Make Adjustments as Needed
Fall 2024	Year 4	Group III of 3 Divisions Implement SL

	CC 100 Service-Learning Project with Pre and Post Test
Spring 2025	Group IV of 3 Divisions Prepare and Training
	Celebrations of Service-Learning Projects
	Gather Assessment Data; Make Adjustments as Needed
Fall 2025	Collect Assessment Data to Compile QEP Impact Report

Institutional Resources

Human Resources

The Director of the Quality Enhancement Plan

The Director of QEP was appointed by the Provost and Vice President of Academic Affairs and is tasked with overseeing the planning, implementation, assessment, budgeting, and reporting for the QEP and reports directly to the Provost and Vice President of Academic Affairs/SACS Accreditation Liaison. The Director is responsible for maintaining communication with the college community with updates on the effectiveness of the plan through presentations and website information to the faculty, staff, students and board members. The QEP Director is responsible for convening and facilitating committee meetings on a monthly basis and meeting with workgroups, divisions, and departments to communicate plan progress and address concerns. The QEP Director will direct assessment processes for all aspects of the QEP and will write the annual Institutional Effectiveness report related to the QEP and the Fifth Year Report. The QEP Director will be compensated with a stipend and/or release time from teaching (one course per semester) and other committee responsibilities.

The QEP Committee

The Provost and Vice President for Academic Affairs appointed a Planning and Implementation Committee to work with and assist the Director. The Committee members will be responsible for implementing and completing of the QEP. The Committee is responsible for the following: 1) help to compile and analyze data acquired each semester, 2) make recommendations of modifications needed to the QEP based on analysis of data, and 3) aid the Director of Quality Enhancement in any other duties as assigned in relation to the QEP. Faculty members on the Committee will fulfill their contractual obligations of service to the College community.

The Director of the Center for Calling and Career

The Director of the Center for Calling and Career will be responsible for its role in the QEP aspect of service-learning as well as a broader role for career and calling resource building in all students. The director will build relationships with community partners and

provide a list of service-learning opportunities as a resource for faculty. The Center will also provide resources for training and work with the QEP Director to ensure that faculty have the resources needed to engage students in service-learning opportunities. The Director will be responsible for working with academic departments, deans, chairs, program directors, and faculty to help foster connections to employers and to provide service-learning opportunities. The Center will provide resources in assisting students with choosing a major, career assessments, internships, graduate school, job searches, job fairs, and resume writing. The Director of the Center for Calling and Career will assist students in career/major exploration, leads workshops relating to resume building, networking, the job search, interviewing, and helps students with connecting their time at LC to successful and satisfying careers.

Faculty

During monthly Faculty Meetings, faculty who are engaged in service-learning will be invited to share their experiences, ideas, and advice. There is no stipend for these presentations.

In addition, in Fall of 2021, Year 1 Implementation, the QEP Committee will identify faculty to assist with training for QEP Implementation. These faculty members will have had experience with implementation of service-learning projects or assignments in their curriculum and will familiarize themselves with current best practices for service-learning to develop a comprehensive training strategy. This training is set to begin Spring 2022 for Group 1 and will focus on training faculty on the benefits and best practices for implementing service-learning into their courses, project development, and evaluation. Additional trainings will take place during Spring 2023 for Group 2 and in 2024 for Group 3. Faculty who assist with development and implementation of training modules will be paid stipends.

Financial Resources

Description	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Director of The Center for Calling and Career	75,000	75,000	75,000	75,000	75,000
Stipend for Director of the QEP	3,000	3,000	3,000	3,000	3,000
Stipend for Faculty Trainers: \$500 per faculty member	1,500	2,000	2,000	2,000	2,000
Stipend for Guest Speakers	1,500		1,500		

FICA & Benefits	20,050	20,050	20,050	20,050	20,050
Marketing					
QEP Website Promotion	3,000	3,000	3,000	3,000	3,000
Spring Celebration Promotions	500	500	500	500	500
Promotional Materials	2,000	2,000	2,000	2,000	2,000
Office Expenses	2,000	2,000	2,000	2,000	2,000
Rental Buses and Drivers for CC 100 Service Learning	500	500	500	500	500
Support for other SL Projects	1,000	1,000	1,000	1,000	1,000
Total	108,550	107,550	108,550	107,550	107,550

The projected resources necessary for the implementation and ongoing administration of the QEP is identified throughout the timeline as indicated above. Monetary resources will focus on the QEP promotion and marketing, faculty training, service-learning project support, and celebrating student successes. Another area of designated monetary support would be for the new position for the Director of the Center for Calling and Career who would provide support and resources for faculty and students.

Specific resources are listed below:

- **Director of the QEP**-compensated with a \$3000 stipend and/or release time from teaching (one course per semester) and additional committee responsibilities.
- **Director of the Center for Calling and Career**- Approximately \$75,000/annually.
- **Faculty Stipends**-\$500 per faculty member to assist with training beginning with 3 faculty members the first year and 4 faculty members on years 2-5.
- **Guest Speakers**-\$1500 per speaker on the 1st and 3rd year
- **Marketing**-\$5000 for promotional materials during the initial launch 2020-2021 and \$250 reward to logo winner (neither is included in the projected budget above)

- **Marketing:** Creation of a webpage on LC website, videographer, and other promotional materials \$5000 per year \$500 student celebrations of SL projects
- **Celebration Receptions-** \$500 for light refreshments
- **Office Expenses:** \$2000
- **Service-Learning projects-** \$1000 to support projects; monetary and non-monetary resources will be individualized based on each major's service-learning projects
- **CC 100 Service-Learning Projects:** \$500 for rental vans/buses and drivers for transportation
- **Assessment-** Survey Monkey (the institution already has 2 accounts); Assessment data kept in OLIVE database (Institution created)

Student Learning Outcomes and Assessment

The Louisiana College Quality Enhancement Plan Student Learning Outcomes (SLOs):

SLO 1: Students will define service-learning.

SLO 2: Students will demonstrate understanding of the connection between service and course subject matter.

SLO 3: Students will develop a positive sense of connection to community through service.

The assessment of the student learning outcomes will begin during Wildcat Welcome Week, the first week of the freshman College Connection 100 course (CC100). Students in CC 100 during the fall and spring semesters will have a class session specifically on the topic of service-learning. This class session will be conducted through a video to define service-learning and introduce them to local service organizations. They will also participate in a service learning project within the first week of freshman connection.

All first-year students will take the Pre-Community Service Attitude Scale by Shaiarell, McCarthy, and Tucker. This survey will assess SLO 1 and SLO 3. Specific questions will be taken from the survey to assess measures specifically for each SLO. This survey will be given to all incoming freshmen prior to the service project that is completed at the end of the welcome week. This will be assessed in August with the incoming freshmen and then again in the spring semester with the CC 100 section of new students. The CC100 Coordinator will be responsible for giving the survey and getting the data to the QEP Coordinator.

Next, each division or department will identify for each major which course in the junior or senior year will implement the service-learning project/assignment. The Pre-Community Service Attitude Scale will be given at the beginning of this course and the Post Community Service Attitude Scale will be given after the service-learning assignment is completed. This will assess SLO 1 and SLO 3. Also, at the conclusion of the course each student will be assessed by producing an assignment that answers the question: How did this assignment demonstrate your understanding of the connection

between service and course subject matter? The answer will be scored by the professor on a rubric assessing SLO 2.

Community Partner Survey

Finally, each service-learning course professor will send a survey to the community partner(s) for input about students' learning in relation to the three student learning outcomes. The Community Partner Survey gives an outside objective assessment of student participation and the depth of learning, training, and preparation that students had prior to engaging in the service aspect of the course project. The survey will ensure that community partners have a voice in the process and will be used to gauge the beneficence to the community at large and the receptiveness to future community partnerships. Feedback from community partners will help faculty and departments to adjust assignments, curriculum, or service projects and will be used to improve student readiness for future experiences. Some Community Partner sample survey questions answered on a Likert scale include: 1. Were the students prepared with the knowledge to successfully complete the service project? 2. Did the student demonstrate their understanding of service learning through the project? 3. Did the student show a positive connection to the community through this project?

Each course professor will be responsible for giving and collecting the student surveys and the survey of the community partners. The professor must administer and grade the assignments that measure the understanding of the connection between service and course subject matter as well. The professor is responsible for getting the results and all collected data to the QEP Director. This process will take place during the semester(s) that the department offers the identified service-learning course. The benchmark for total growth from freshmen year service-learning experience to upper-classmen service-learning experience from all measures is a 25% increase in the student learning outcomes.

A link to the Community Service Attitude Scale by Shaiarell, McCarthy, and Tucker:

<https://drive.google.com/file/d/1pU57owMqyU3tJqwFY2UVfN2QkWOyUPFe/view?usp=sharing>

Rubric for Grading Student Learning Outcome 2

The following rubric is to be used to identify SLO 2: How did this assignment demonstrate the student's understanding of the connection between service and course subject matter.

Criteria	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
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Demonstrate understanding of connection between service and course subject matter	Student does not apply the academic knowledge base of the course to the service experience.	Student expresses some connection between the academic knowledge base of the course and the service experience.	Student develops a perspective built upon the academic knowledge base of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base of the course and applies it to the service experience beyond the curriculum.
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Table of QEP Assessment Process*

Timeline	Person Responsible	Activity and Measure	SLOs
1 st week of freshman year prior to service activity	CC 100 Coordinator	Pre-Community Service Attitude Scale/Survey	SLO 1 and SLO 3
1st week of CC100 class	CC 100 Coordinator	Class session video Service Project	SLO 1 and SLO 3

<p>Service-Learning class or assignment Junior or Senior Year</p>	<p>Class Professor</p>	<p>Class content and activities</p> <p>Pre-Community Service Attitude Scale/Survey</p> <p>Post-Community Service Attitude Scale/Survey</p> <p>Assignment to answer the question “How did this assignment demonstrate your understanding of the connection between service and course subject matter?” To be graded using rubric</p> <p>Community Partner Survey on student learning/impact</p>	<p>SLO 1 & SLO 3</p> <p>SLO 1 & SLO 3</p> <p>SLO 2</p> <p>SLO 1, SLO 2, & SLO 3</p>
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*All results and data are turned over to the QEP Director for analysis by QEP committee.

Assessment of Pilot

Description and Assessment of Pilot in CC100

In Fall 2020, a pilot for *LC Serves, Live Connected* was started in two areas on campus. College Connection100 (CC 100) and Social Work 380 (SW 380) were the courses chosen to pilot the QEP Service-Learning plan. Due to COVID-19 that modified classwork and attendance in the Spring 2019, Fall 2020 continued to look different for our students and campus life. CC100 was used for the pilot to introduce the freshman class to service-learning. The Committee intended to ask community speakers to the CC100 classes to discuss service-learning in their agencies or professionals and to relate the topic to their majors, but this plan had to be modified to address the required reduction in room capacity. Instead, the freshman class was introduced to service-learning in CC100 course with a PowerPoint presentation/video. The service-learning projects also had to be modified due to agencies not accepting outside assistance and allowing for only small groups of students to help. CC100 students completed pre and post tests for community service attitude surveys. Full reference to the community attitudes survey is linked above and Appendix C. Pre-test collected 351 student

responses and post-test collected 249 student responses that provides a baseline. The goal will be at least a 25% growth for total student achievement of learning outcomes from freshman year to senior year.

Description and Assessment of Pilot in SW 380

The second course, SW 380, was chosen for the pilot study due to its long history of service-learning embedded in the course. This class also had to think about service-learning in a different way due to the restrictions of COVID-19. The course's project addressed the "social problem" of trauma among school-aged children and adolescents, thus the focus of the research was "trauma-informed" care in the school setting. The original plan was to partner with a local elementary school with a high population of "at-risk" students exposed to traumatic events or situations. United Way's, "The Leader in Me Program" identified the at-risk school, and the original project plan was to have the social work students conduct group sessions with high-risk students related to Social Emotional Learning, Emotional Regulation and Coping Skills. However, due to being unable to go into the local schools due to COVID restrictions, SW 380 had to rethink about how to reach this population using an alternative route. The professor and students in SW 380 decided to request to partner with the Louisiana College undergraduate education program since students in this program complete observations and student teaching in the school setting and will become future educators who will interact with trauma-impacted students on a daily basis. The premise was that these future teachers need more education and awareness of the impact of trauma on school-aged children, and they need to know how to incorporate trauma-informed practices into the classroom setting. Therefore, the Louisiana College undergraduate education program became the "community partner" for this service-learning project. After much research and development of an intervention hypothesis and intervention plan, using outcome and process objectives and a Logic Model planning approach, the project was implemented in two undergraduate education courses. The project consisted of two educational modules, created and led by senior social work majors, intended to increase education and awareness of trauma-informed practices in the school setting.

The project was assessed by two methods:

1. Rubric measuring the following: *SLO 2: Student will demonstrate understanding of connection between service and course subject matter.*

While students did complete journal entries related to this question, they also had a research paper due early in the semester to develop a hypothesis of etiology and intervention hypothesis, thereby developing their understanding of the topic addressed through the project. This SLO was assessed using a rubric in which the professor directly measured the student's ability to demonstrate a connection between their research and the implementation of the service project itself.

The Rubric scale ranged from 1- 4 with the following descriptions:

1= Novice: Student does not apply the academic knowledge base of the course to the service experience.

2= Apprentice: Student expresses some connection between the academic knowledge base of the course and the service experience

3= Proficient: Student develops a perspective built upon the academic knowledge base of the course that is linked to the service experience

4= Distinguished: Student creates their own academic perspective infused with the knowledge base of the course and applies it to the service experience beyond the curriculum.

The following results were compiled:

- n=12 students
- 50% of the students scored Distinguished
- 42% of the students scored Proficient
- 8% of the students scored Apprentice

2. The 5 Question Community Partner Survey

(In this specific project, the representative was the Undergraduate Education Department Professor whose class the SW 380 students targeted for the intervention)

On a likert scale of 1-5 with 5 being the highest or most favorable rating, the following results were obtained:

- When asked about the professionalism demonstrated by students in the service-learning cohort during the initial contact and throughout the implementation of the project, the Community Partner gave SW 380 students a score of 5/5 on two related questions.
- When asked about the demonstration of “well-researched knowledge” related to the social problem at hand, the Community Partner rated SW 380 students a 5/5.
- When asked about the benefit to the agency/ community partner’s clients/constituents as related to the implementation of the service-learning project, the Community Partner gave SW 380 students a score of 5/5.
- When asked about future willingness to partner with the BSW Program the Community Partner gave SW 380 students a 5/5.
- Overall summary results were 25/25 or 100% positivity rating by the Community Partner.

Results of the Pilot for Improvement

In the original assessment plan, the assessment called for a written reflection paper to be graded along with a rubric question that is specific to the following QEP question:

“How did this assignment demonstrate your understanding of the connection between service to your community and course subject matter?” However, in the pilot, the professor of social work struggled to use a reflection to measure how the student understood the connection between service to the community and the course subject matter. The professor felt that a research paper would show more evidence of content knowledge learning than an essay for that particular service-learning project. As a result of this finding, the Committee decided not to limit the choice to a reflection paper because some majors may have other tools of measurement that fit their content and service-learning project more appropriately. This change gives flexibility for each department to decide the best way to assess service-learning as long as the assignment answers the question. “How did this assignment demonstrate your understanding of the connection between service to your community and course subject matter?” and uses the rubric. For example, in education, the assessment might include a lesson plan with student work and written reflection on teaching and service learning, but the rubric would still be used to assess the assignment.

Implications of COVID-19/Natural Disaster and Adjustments

There were several adjustments that had to be made to the QEP plan mostly due to the COVID pandemic but also negative effects from two major storms that directly impacted our campus as well as our surrounding community and state. With the change in delivery of education to our students, both faculty and students had to be trained and adjust to this new learning platform allowing for more flexibility and accommodations. One area of the QEP that was rescheduled was the student logo design competition from the Spring semester to the fall semester. This also delayed the timing of the promotional materials needing to be ordered for the Spring 2021. In CC100, the plan was to have community partners speak to the students about service-learning in different majors, but due to the restrictions, a PowerPoint was made for the course. The freshman students in CC100 also did small group-service work instead of as a class. The due date to complete the assignment was extended to complete by the end of the semester. The facilitators had to get creative with their community partners to accommodate the COVID restrictions while having the students address the needs of the agencies. Other majors on campus also made accommodations for their students in internships with alternate learning goals such as utilizing webinars, simulations, podcasts and readings, and telehealth delivery of services. These accommodations may still hold true to the QEP plan as it begins its implementation in Fall 2021. In consideration of public health issues such as COVID as well as natural disasters that could occur, training to faculty will include practical examples of modifications and resources that can be made to ensure safe and effective service-learning delivery.

Appendices

Appendix A- QEP Planning Committee and QEP Implementation Team

Director: Ms. Vanessa Graves, Master of Social Work Field Director, School of Human Behavior

Co-Director: Dr. Elizabeth Christian, Chair for Division of Media, Communication, and Theatre

Secretary: Ms. Pam McLin, Administrative Assistant for School of Human Behavior

SACS Liaison: Dr. Cheryl Clark, Provost and Vice President for Academic Affairs

Consultants:

Ms. Sheri Duffy, Master of Social Work Program Director, School of Human Behavior

Dr. David Elliott, Chair for Division of Natural Sciences, Mathematics, and Computer Science

Dr. Henry Robertson, Director of Institutional Effectiveness, Associate Professor of History

Dr. Rusty Tryon, Director of Library

Planning Members:

Dr. Arthur Mazhambe, Professor of Business, Division of Business

Dr. Justin Langford, Interim Dean of the School of Missions and Ministries, Associate Professor of Missions and Ministries

Mr. Tim Roper, Professor of Art, Division of Fine Arts

Dr. Sonia Tinsley, Chair of Allied Health, Coordinator of Department of Health and Exercise

Dr. Christy Warren, Professor of Education, School of Education

Dr. Natalie Maxey, Assistant Professor of Engineering, Division of Natural Sciences, Mathematics, and Computer Science

Ms. Chloe Warren, Student

Ms. Ragan Delrie, Student

Ms. Elena Noakes, Student

Subcommittees:

Publicity:

Mr. Tim Roper, Chair

Dr. Elizabeth Christian

Ms. Ragan Delrie

Ms. Chloe Warren

Planning and Implementation:

Mrs. Vanessa Graves, Chair

Dr. Natalie Maxey

Dr. Sonia Tinsley

Assessment:
Dr. Christy Warren, Chair
Dr. Arthur Mazhambe

Literary:
Dr. Rusty Tryon, Chair
Dr. Justin Langford

Implementation members:
Dr. Juan Castro, Professor of Finance and Economics, Division of Business
Dr. Mark Janzen, Assistant Professor of History, Division of History and Political Science
Dr. Lillian Purdy, Professor of English, Interim Director of Library
Mrs. Tabitha Huffman, Professor of Theatre; Coordinator of Department of Theatre Arts
Mrs. Bobbye Roberts, Bachelor of Social Work Program Director

Appendix B- Organizational Chart

[Proposed Organizational Chart for Academic Affairs and Support Services](#)

Appendix C- Community Service Attitude Scale

A link to the Community Service Attitude Scale by Shaiarell, McCarthy, and Tucker:
<https://drive.google.com/file/d/1pU57owMqyU3tJqwFY2UVfN2QkWOyUPFe/view?usp=sharing>

Appendix D-Faculty Survey Results

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