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Program: Service Learning
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Partners/Participants:
Laurel Anderson and Gina Wilson
Project Title: Service Learning
Requesting Funding for 3-years
Description of Proposed Project

The mission of the office of service learning at Palomar College is to provide active, service-focused, community-based, learning opportunities for students. These opportunities are designed to build and enhance students' commitment to academics, personal and professional development, and civic responsibility. Outcomes of service learning participants include an increase in self-knowledge, self-awareness, and work place competence. These students become active participants in creating solutions for social problems and thus increase their commitment to their education. Service learning increases student retention and commitment to learning. The barriers for students to benefit from service learning opportunities at Palomar College are: limited course offerings with a service-learning component due to instructors' lack of knowledge and implementation, the cost of extraneous needs (ie. fingerprinting &TB tests), and the accessibility of seamless community partnerships in a wide variety of opportunities (ie. matching community partners with course objectives). In an effort to support targeted populations (as listed below), we propose a project that would provide additional faculty/staff to do community outreach for partnerships, fund student service requirements, commemorate accomplishments, provide incentives, and offer instructor education and enticements to implement service learning in their courses.

Target Groups to be Impacted
Veterans
Foster Youth
African American
Latino
Ages 25-49

Goals/Activities
By incorporating service learning experiences in additional courses targeting the following student population, this project will address the following Student Success Equity Goals:

A.1.5 Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

B.1.3 Provide extensive outreach and support services for foster youth, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

C.1.2 Provide extensive outreach and support services for African American students, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

C.2.2 Provide extensive outreach and support services for ESL students in affected group, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

D.1.A Increase the percentage of underprepared students aged 25-49 who complete their studies by 2% over the next three years.

Proposed Intervention Strategies/Activities

1. The principal barrier in student access to service learning is instructor's offering this opportunity. In order to address this hurdle, workshops and incentives will be given to Palomar College instructional faculty/staff to implement service learning into existing coursework in order to increase the number of courses with service learning component. These workshops would be multifaceted in approach. First, an overview of the benefits of service learning would be relayed, as many instructors are unaware of the benefits provided through this learning tool. Then, we will demonstrate and assist instructors in transforming their existing course assignments to include service learning. Current instructors who use service learning would be assisting in this workshop to convey best practices in implementation. In these workshops, to entice the instructors to participate, we would have a lunch, a presentation, and time to work on individual assignments. We would target instructors who are currently working with students in our proposed/target populations (ie. Multicultural studies and our Latino population) while open the opportunity to all instructors. Additionally, we would pay the instructors (ie. $75) for adapting the curriculum to implement service learning into their course(s). Lastly, we would provide additional support to the instructors who are implementing service learning by matching partnerships with the course needs (this would be through incorporating strategy number 2).

2. In order to increase our community partnerships (service locations) and educate the partners on what the instruction and students' needs are, we will need a staff member to be responsible for connecting additional partnerships to meet the academic and service needs for the target student population and courses while sustaining the current community relationships.

3. In an effort to overcome a common hurdle of "initial buy-in" by instructors and students is to have incentives for serving. Additionally, community partners appreciate being acknowledged for the time and efforts in supporting the Palomar College students' learning. Therefore, community partners and students will receive acknowledgement (ie. certificates, letters of thanks, and stoles at graduation) for service and partnership to increase retention and commitment. Additionally, a gathering to celebrate successes and increase commitment will be held at the end of the school year. Students who have exhibited exemplary service, community partners and instructors would be invited. This would be a luncheon/tea.

4. An extension of our overarching barrier is marketing service learning so instructors and students are aware of the presence in courses and the overwhelmingly positive outcomes. One marketing tool is to (self)publish students' reflections. Publication of student service learning reflections will provide credit to outstanding students, offer ownership to participating students and be a marketing tool for both the community partners and Palomar College. This would be compiled and distributed at the end of the school year.

Timeline

Beginning in summer/fall of 2016, offer workshops and incentives to instructors to increase service-learning courses for students. At this time, we would also begin the process of collaborating with community partners to meet the needs of these instructional components to target the populations addressed in this project. Then, we would build on the students' accomplishments and reward the efforts appropriately. The certificates would be available at the end of each semester, and the tea would be at the end of the school year. This would be a three-year commitment.

References:

The following research articles and texts support the interventions of increasing retention and student engagement. The outcomes of service learning include: increase in self-knowledge and self-awareness, a sense of reward from helping others; changes in personal efficacy and competence; and an ability to reflect on and apply best practices to tolerance and diversity. Additionally, students are able to develop interpersonal and workforce skills, such as working with others, developing leadership skills, and increasing communication competency.

When students volunteer in the community, students benefit, the college benefits and the community benefits.

Ash, S.L. Clayton, P.H, & Atkinson, P.P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning, 11* (2), 49-60.

Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass, Inc.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Mundy, M. & Eyler, J (1999). *Service-learning & retention: Promising possibilities, potential partnerships.* Retrieved from http://files.eric.ed.gov/fulltext/ED482320.pdf

Anticipated Outcome
More instructors will be implementing service learning in the courses so students will have increased opportunities for this learning experience.
Community partnerships would readily match the instructional needs.
Students will further engage in their courses of study and increase retention, and expand their work-experience by obtaining "real-world experiences. These students will have opportunities to build their resumes and increase their success rates for self-sufficiency.

Evaluate Progress
We will continue our survey process with students, community members and participating faculty. We will continue to monitor the number of service hours, students participating and partners who offer service. The success data will be analyzed each semester.

Evaluation Support
Development of a satisfaction survey.
Tracking students (esp. targeted students) who have completed service learning and their retention/completion data.
(would love to have service hours on the transcript)

Available Funding
N/A

Budget:

Need:	One Year	Three Year
Strategy 1 and 2		
Staff: 15 hours/week at $70.00/hour for 12 months:	$54,600	$163,800
Strategy 1.		
Workshop and incentives for implementing service learning		
Workshop		
Curriculum Adaptation Reimbursement for instructors (NOHE)	$3750	$11,250
Current Instructors receive NOHE at hourly rate		
Strategy 1, 3 and 4		
Printing: Certificates, Fliers/Marketing	$5,000	$15,000
Strategy 1 and 3		
Food		
Lunch for 50	$1000	$3000
Tea (Faculty, students and community partners)	$850	$2550
Strategy 4	$800	$2,400
Publication of student reflections		
(approx. 300 copies through Comet Copy)		
TB tests ($10/test Immunizations for 100 students)	$1000	$3000
Totals	$67,000	$201,000