

Ad Hoc Service-Learning Committee

Final Report --April 6, 2009

Service-learning as pedagogy unites the three goals of the JSCC Strategic Academic Master Plan: enhancement of academic quality; enhancement of student-centered learning; and leadership. Specifically we find in the JSCC Academic Master Plan (1.3.3) “*Increase by 20% annually the number of students participating in public service projects (Civic Responsibility).*”

In response to this strategic direction, the *Ad Hoc Service-Learning Committee* was established and developed a charge based on faculty desires to further engage the service-learning pedagogy and investigate appropriate program development at Jackson State Community College.

The Ad Hoc *Service-Learning* Committee deliberated about its charge for several weeks and suggested that a definition of *Service-learning* for the JSCC community was needed before any recommendations were made. The Committee proposed the following mission for *Service-Learning* at JSCC:

“To develop and oversee *Service-Learning* standards and programs at JSCC in order to increase civic engagement service hours annually while promoting academically meaningful service activities that meet community needs. The committee will identify and promote the professional development of faculty, provide information and support for service-learning course development, act as a liaison between community service opportunities, individual students and academic programs at JSCC, and develop and support community partnerships.”

And the JSCC Service Learning mission statement was revised to read as follows:

Service- Learning is an innovative teaching strategy that provides an opportunity for students to apply academic skills in real-life situations while helping to meet actual community needs through service. A premise of *Service-Learning* is that the integration of classroom theory with community experience will strengthen ties between student life and the community, enhance personal and academic growth, enrich the community, and foster a sense of civic responsibility.

At Jackson State Community College, *Service-Learning* is a program of study that allows students to engage academic study and learning while helping to meet actual community needs through providing service to community partner organizations. Service-learning is listed in the JSCC course catalog as *SLR2999*, and is a one credit hour course that can be taken up to three times. The course is supervised by faculty who arrange the approximately 30 hours of community service with one or more community partners.

Initial eighteen-month accomplishments and activities by the committee included:

1. Explored the *Service-Learning* activity in progress at JSCC; identified faculty using or interested in using the pedagogy.
2. Facilitated Vanderbilt University’s grant’s goal of developing *Service-Learning* within college campuses across Tennessee by utilizing training received.

3. Identified faculty who are currently using or might be interested in incorporating ***Service-Learning*** into their teaching.
4. Developed guidelines for the use of ***Service-Learning*** SLR2999 catalog course description.
5. Supported faculty during early implementation and formation of ***Service-Learning*** courses; several faculty integrated the one-hour ***Service-Learning*** course into their faculty workload during the two semesters it was available
6. Identified strategies for the professional development of faculty in the pedagogy.
7. Initiated ***Service-Learning*** related in-service presentations for faculty development.
8. Utilized the ***Service-Learning*** budget in the amount of \$600.00
9. Developed and continually supported community partnerships.
10. Incorporated ***Service-Learning*** into Student Awards Program, April 2008.
11. Developed a ***Service-Learning*** pre- and post-survey and distributed three semesters
12. Supported faculty member service on a the ***Tennessee Campus Compact Service-learning Advisory Board***
13. Obtained college membership in and support of the Tennessee Campus Compact.
14. Developed and worked with several, and identified other possible, community partners.

The Ad Hoc ***Service-Learning*** Committee has investigated the recent history and current use of ***Service-Learning*** as pedagogy on campus and has identified faculty who are currently using or might be interested in incorporating ***Service-Learning*** in their teaching. The following are representative examples of ***Service-Learning*** on the JSCC campus:

(See attached List of Faculty Projects)

Having defined ***Service-Learning*** at JSCC and after careful thought, discussion, and engagement of training and initial implementation and review of the service-learning pedagogy in the classroom during the initial eighteen months, committee members are now proposing long-term (three year) recommendations for a ***Service-Learning*** initiative based on the JSCC campus.

The proposed three-year goal is based on the primary goal of the JSCC ***Service-Learning*** program: To facilitate the service-learning pedagogy and to foster a sense of community engagement in students. It has become apparent that the JSCC ***Service-Learning*** program is no different from any other successful program in its need for a formal and administrative support structure to achieve this goal. The committee's first recommendation is that an "Administrative House" be established for the ***Service-Learning*** initiative, and that this office be put in place at the earliest possible time. The common denominator of the most successful ***Service-Learning*** programs around the country is that they have support from the highest levels of academic administration. As the college expands its partnership arrangements, there will be an evident need for administrative oversight in order to ensure coordination, facilitate communication, and monitor progress.

The ***Ad Hoc Service-Learning Committee*** has made progress in development of the program; however, recent budget cuts have forced a change in incentives related to creating and engaging

service-learning courses. In Spring 2009 Semester, SLR2999 was not made available for students during registration.

The second recommendation by the committee is for the initial establishment of an Americorp/VISTA worker to facilitate and organize College/Community Partnerships.** Administration and coordination of *Service-Learning* would be a major function of this position. Finally, the committee recommends that the *Ad Hoc Service-Learning Committee* become the “*Service-Learning and Civic Engagement Standing Committee*” and appoint a Program Administrator (or co-Administrators) who serve as co-chairs (a faculty member and/or student services personnel with experience in *Service-Learning*). A similar administrative support structure and Americorp/VISTA** will enable focused Strategic Planning to address proposed three-year goals and beyond.

Listed below are the goals developed and reviewed by the Ad Hoc Service-Learning Committee at the end of Spring 2009. A condensed version of these recommendations was presented at the *Jackson State Community College Celebration of Partners, Projects, and Progress* in April 2009:

Three year Goal: Institutionalize Service-Learning at JSCC through Structural, Procedural and Cultural Integration

(Concept from: *Institutionalizing Service Learning in Community Colleges*, Prentice, 2002)

Institutionalize Service-Learning at JSCC:

I. **Structural Integration:**

- A. Establish an Administrative Office for *Service-Learning and Civic Engagement* beneath the Student Activities Office**
- B. Obtain an Americorp/VISTA worker**
- C. Maintain a *Service-learning* Advisory Committee (Standing) or create an Advisory Board with the Program Administrator serving as the chair
- D. Include *Service-Learning* into short- and long-range college plans
- E. Continue regular budget contribution

II. **Procedural Integration**—move service-learning and civic engagement to a standard operating rather than a “special project.”

- A. Catalog and class schedule to continue to include *Service-Learning* notation**
- B. Transcripts include service-learning notation **

- C. Establish regular *Service-learning and Civic Engagement* Hour Student Award Certificates (monitored and earned through Service-Learning and Civic Engagement Office Participation)

III. Cultural Integration

- A. Establish a *Service-Learning and Civic Engagement Club* with faculty sponsor(s) and student, faculty, staff, administrative engagement in activities. The *Service Learning* Program Administrator and the Advisory Board/Committee will oversee the club and meet at least once per semester.
- B. *Service-Learning* recognized in faculty roles/reward structures
- C. Experienced faculty mentor newer faculty
- D. *Service-Learning* faculty development offered
- E. Faculty leaders encourage faculty to use *Service-Learning*
- F. President and VPAA support *Service-Learning*
- G. Seek The Carnegie's Community Engagement Classification

Addendum to Final Report September 27, 2009

During Summer 2009, a decision was made that JSCC would not be a participating member in the Tennessee Campus Compact during the 2009-2010 school year. Due to these developments, it will not be possible to make application for an Americorp/VISTA support person. Furthermore, participation in SLR2999 is not available for faculty under the agreements initially established, and the organizational chart has changed which may result in the need for further discussion of the structure of the oversight of the program. In the recommendations listed above, underlined, starred (**) statements indicate areas of required and/or probable modification.

This semester, interest in Service-Learning continues at JSCC. Three additional faculty members have developed and are utilizing Service-Learning course incorporated projects, and Administration has been supportive in the establishment of the *Office of Service-Learning and Civic Engagement*. Office C154 has been designated as the office, a phone extension has been set up (321), and the office houses training materials gathered, projects developed, a student worker for assistance, and other resources for the pedagogy of Service-Learning.

Attachment: Faculty Projects

Service Learning Projects

Spring 2008, Fall 2008 and Spring 2009

Approximate numbers involved:

274 students, 2065 hours

Carol Norman, Art

Spring 2008, Fall 2008: (Art-SLR 2999)—Assisting in various community art projects

Richard Coppings, Biology

Fall 2008 (Biology-AP) Extra Credit Project –Students prepared a health survey for the elderly population related to Food Safety in their refrigerators.

Rebecca Rhea, Communications

Fall 2008, Spring 2009- Extra Credit Project (Voice and Diction)

Abbey Lackey, Communications

Spring 2008: Course Incorporated Project (Mass Comm)-- Electronic media students
Partner: GEMS program in the Jackson Madison County School System, creating various media presentations (students assisted middle school students in small production projects, including podcasts, broadcasts, commercials and even a music video)

Danya McMurtrey, English

Fall 2008: (English SLR 2999)—Partner: Humane Society assistance in developing written materials

Diana Fordham, History

Spring 08 to Spring 09-- Course incorporated Project--Students educated in the High Schools regarding Darfur crisis

Larry Gundersen, History

Spring 2008: History-related public service was performed, various locations

Vickie Paris, Nursing

Fall 08 and Spring 09 (Nursing 200) Course Incorporated, continuing project. Nursing students who are in Mental Health Nursing receive clinical lab credit for a four hour service-learning project and another two hours for a seminar for the whole class to share their results with one another..

Charla Smith, Nursing

Fall 2008 and Spring 2009: (Nursing 120) *Course Incorporated, continui Project*

Partners: Kiwanis Center for Child Development ; West Tennessee Center for Child Development (to assist with caring for children with developmental delays.); Jackson Madison County School Health Screenings.

Dee Jones, Nursing

Spring 2008 (Nursing 220, *Course Incorporated Project*)

Implemented a 30-45 minute health maintenance/promotion program to an identified target population in the student's local area. All students were required to assess local area and identify one specific health maintenance/promotion need and the target population, develop specific learning objectives for the target population and the nursing interventions to meet those objectives, develop handouts, visual aids, etc to supplement the program, and develop a summative evaluation tool for the program.

Vivian Grooms, Psychology

Spring 2008, Fall 2008 (Developmental Psychology SLR 2999)—

Partners: Rosehill Middle School (ISS Program); TN Christian Academy; JCM High School

Fall, 2008:

Introductory Psychology (101) students developed a survey for their community (rural Hardin County, TN) that assessed recycling, reusing, and conservation behaviors—*course incorporated project*

(Psychology 261-Developmental Psychology) Course incorporated project: Approximately 60 students engaged in inter-teaching book groups with each student reviewing a course-appropriate book from the JSCC library. The service aspect involved reviewing the books and giving recommendations for continued housing in the library (many needed to be reviewed and GO!)

Spring 2009: (Introductory Psychology 102)—Students in Hardin County will design Behavior Plans for recycling, reusing and conservation at their campus site—*Course Incorporated*

Nell W. Senter, Social Work

Spring 2008: *Course Incorporated Project* --Human Diversity and Oppressed Populations-- Ombudsman; work with the elderly in residential facilities- Volunteer work at these agencies, working with at-risk populations, including African American Males (the "endangered species") suffering from substance addiction, the homeless, the elderly and those suffering from dual diagnoses (substance abuse plus a mental health diagnosis)
Partners: JACO and West Tennessee Legal Services

Spring 2009 *Course Incorporated Project:*

Partner: Gibson County Public Defender's Office, Tom Crider

Mary Wadley, Spanish

Fall 2008: (Spanish SLR 2999)—Taught Spanish lessons to three classes of fifth graders

Partner: Jackson Christian School

Spring 09: (Spanish—SLR 2999)—Students engaged in a variety of services working with the ESL population. Mary Wadley received an MTV one-time grant for the project's success. Students distributed bilingual books to an Afterschool English Club.

Partner: Jackson Madison County School System; Contact: Monica Shorter

Students distributed books to ADELANTE—Hispanic non-profit community service organization. Contact: Ida Yelverton