The Carnegie Elective Classification for Community Engagement

2010 Documentation Reporting Form

Introduction

This documentation framework is intended to gather information about your institution’s commitments and activities regarding community engagement.

For application submission guidelines, click here.

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

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City: Baton Rouge

State: Louisiana

Institution: Our Lady of the Lake College

Institution President/Chancellor: President, Dr. Sandra Harper

President/Chancellor’s Mailing Address: 7434 Perkins Road
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I. Foundational Indicators

A. Institutional Identity and Culture

**Required Documentation** (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

   ☑ Yes  ☐ No

   Quote the mission (vision):

   From the very beginning, OLOL College's Mission Statement has had SERVICE as a primary core value: 1) Service (the privilege of reaching out to meet the needs of others), 2) Reverence and Love for all of Life (acknowledging that all of life is a gift from God), 3) Joyfulness of Spirit (an awareness of being blessed by God in all things), 4) Humility (being authentic in serving as an instrument of God), and 5) Justice (striving for equity and fairness in all relationships with special concern for those most in need).
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☐ Yes ☐ No

Describe with examples:

New activities and awards that celebrate the role of Our Lady of the Lake College in the community with our students, our alumni, and our community partners are constantly changing and increasing in numbers each semester.

At the Service-Learning/Civic Engagement & Outreach Luncheon held February 10, 2010, the following awards were given:

• Outstanding 2009-2010 Community Partners (Boys Hope/Girls Hope, Baton Rouge Food Bank, Catholic Charities recognized for outstanding reciprocal interactions with OLOL College students involving various types of community outreach projects)
  (Similar awards will be presented at the October 2010 Community Partners Luncheon).

At the Leadership Banquet held April 23, 2010, the following awards were given:

• Outstanding Service-Learning Students (5 students received awards for projects connected with specific academically-related curriculum objectives - Heather Boyette, Blake Hannegan, Tara Hollins, Lauren Miller, Catherine Rogers)
• Outstanding Community Outreach Students (3 students received awards for civic engagement projects involving a hospice/playground build/children's development center - Lauren Hingle, Brooke Richard, Stephanie Wheeler)
• The Student Nurses Association Student Organization was recognized as the Community Outreach Student Org for 2009-2010 - having completed 14 different outreach projects.

At the 85th Anniversary Celebration Luncheon, Nov 7, 2009, the following honors were awarded:

* 85 Graduates Who Made A Difference
* Distinguished Young Alumni Award - Mr. Jason Kutinac
* Distinguished Alumni Award - Dr. Wanda Raby Spurlock
* Franciscan Impact Award Recipient - Sister Mary Micheline Green
3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

☑ Yes ☐ No

Describe the mechanisms:

OLOL College has various assessment and evaluation tools that it uses to measure the perceptions of its overall effectiveness in the community.

- Community Board Memberships: Many of our administrators and faculty and staff members sit on various councils and boards, seats with various Chambers of Commerce, and different nonprofits. The College President is the incoming Chair of the Executive Committee for Louisiana Campus Compact.

- OLOL College Service-Learning Community Partner Evaluations: Annual Community partner service-learning survey sent to all community partners from the service-learning office at the end of the academic year. This is a short survey that assesses the community partner’s perception of the impact of engaging in service-learning activities including economic and social benefits, contribution to their mission, sustainability of the partnership and role as a valued member of the service-learning team.

In addition to the Community Partner Survey, the Service-Learning/Civic Engagement departmental secretary uses an Excel spreadsheet to track community partners demographics and a list of Louisiana parishes in which students reside and complete their service-learning projects. Community Partners can contact the Service-Learning Director at any time to update their opportunities and description at any time – as well as make requests for any additional assessments that they may require. Numbers of students and hours per community partner, students/hours/placements for each class or community project can be made available at any time during the semester.

- A review of the tracking information and survey results are conducted by internal committees including the Campus Life and Community Outreach committee, Service-Learning Subcommittee and one external committee, the Engaged Service Advisory Board.
b. Does the institution aggregate and use the assessment data?

☑ Yes  ☐ No

Describe how the data is used:

Assessment data obtained from the community partners are used by the service-learning office as a guide for developing strategic plans for the subsequent year. In addition, they are used to identify areas of improvement for the service-learning office. At the end of each academic year, the service-learning director completes an annual personal interview with each community partner to further discuss all aspects of the partnership which is important for maintenance of a positive relationship with our community partners. The community partner files are often updated with new volunteer coordinators, locations and needs as a result of the personal visits to the sites.

Our community partners often send comments to express the impact of the partnership on their agency. For example, Bonnie Bordelon, Director of the East Baton Rouge Food Bank wrote: "In this economy we are seeing so much need - even from working families who have never asked for help before. Our biggest assets are our volunteers, and Our Lady of the Lake College students have been invaluable." The Service-Learning/Civic Engagement Office systematically archives all comments from our community partners for future publications, including, but not limited to, newsletters, brochures, flyers, news articles, and magazines. Direct input from community partners is also included in assessment driven handouts and pictorial visuals that are presented at national venues such as the Gulf South Summits on Service-Learning and Civic Engagement.

Also see course specific examples of the student learning outcomes on pages 25 and 26.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☑ Yes  □ No

Describe the materials:

OLOL College systematically produces marketing materials that are used for both recruitment and retention of our students. There is always a large segment devoted to the College’s membership on the President’s Honor Roll for Service-Learning/Civic Engagement (having been selected for the Honor Roll in 2006, 2008, and 2009), snapshots of students participating in various events for either service-learning or civic engagement, and an emphasis on how community outreach is a huge part of the Mission of the College.

• Our Lady of the Lake Catalog Fall 2010 – Summer 2011. 500 hard copies printed – document available online. Our Mission and our Vision and the Message from the President (…”and unlimited possibilities for community involvement) all address our engagement with the larger Baton Rouge community.

• Website: The college website has a direct link for both service-learning and civic engagement. Updated contacts for our community partners are always kept current (www.ololcollege.edu).

• ETHOS: This is a new quarterly publication that is made available to our alumni and our community partners on a regular basis. Pictures and stories about our projects throughout the community are always highlighted in this colorful and informative marketing tool. The May 2010 Issue of ETHOS was devoted to articles and pictures of the most recently completed civic engagement/community outreach/service-learning projects at Our Lady of the Lake College during the 2009-2010 Academic Year. Special recognition was given to two OLOL College Certified Registered Nurse Anesthesia graduates who volunteered for a medical/mission trip to Haiti. Seventeen articles in the issue covered projects completed by current OLOL College students in the Baton Rouge area and in several surrounding Louisiana parishes.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☐ Yes  ☐ No

Describe examples such as annual address, published editorial, campus publications, etc.

OLOL College President, Sandra Harper, was a featured speaker for the session on "Community Engagement" on April 15, 2010 - sponsored by Directors of Volunteer Agencies, a United Way Agency. She is the current chair of the Executive Committee of Louisiana Campus Compact. Additionally, Dr. Harper will participate in the Summit on Civic Engagement at Georgetown University in October 2010. Members of the President’s Cabinet model commitment to communities in Baton Rouge by involving themselves in civic associations and boards, service clubs, and Reading Buddies. Moreover, during 2009-2010, the Presidential Fellow (Napoli) led the institution’s emerging leaders group, Leadership Lake College, in a year-long focus on servant leadership as the basis for building community. The aforementioned project has been interwoven with an administration-supported plan for the Fall 2010 OLOL College AmeriCorps Student Servant-Leadership Program. Ten (10) OLOL College AmeriCorps student participants will serve as advocates for curricular and co-curricular community engagement, role models for their peers, and long-term change agents in society.

The executive leadership at OLOL College has succeeded in assessing faculty work in a manner consistent with its institutional values and commitments. That is why service provides the conceptual framework for its promotion in rank guidelines and for the annual assessment of faculty work. As indicated in response to question 1-A 1, OLOL College's Mission Statement specifically references service as does its Purpose Statement and Institutional Goals. Valuing the entirety of faculty efforts as service at once distinguishes the institution and makes its commitment to service highly meaningful and visible.

Finally, ETHOS (Educating to Help Our Society), OLOL College’s quarterly newsletter publishes the President’s message, a letter from the Academic and Student Affairs Office, and the Dean’s Update from both the School of Nursing and the School of Arts, Sciences & Health Professions - all articles focus on engagement.
B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?
   
   ✔ Yes  ☐ No

   Describe with purposes, staffing:

   Support for both Service-Learning and Community Engagement is housed in the Office of Service-Learning housed under Student Services. More specific support for student engagement comes from the Dean, Student Services, who also serves as the Advisor for the Student Government Association – with each of the SGA Senators being responsible for one major civic engagement project per semester. There is also specific support for student engagement via the Director of the Engaged Learning Through Writing (ELWI), and the ELWI Writing Center is also physically housed in Student Services. In the office of Service-Learning, there is a secretary and a Director of Service-Learning; these two individuals coordinate all of the Service-Learning projects with the forty-nine Community Partners referred to above.

   This infrastructure is also supported by the 13 faculty and staff members who presently sit on the Campus Life and Civic Outreach Committee - with monthly input and assistance on all civic engagement projects planned and/or implemented. The same is true for the 12 faculty and staff members who sit on the Student Engagement and Service Learning Committee who are actively involved with all present and future service-learning projects on Campus. There is a separate Curriculum Committee for all School of Nursing and for all School of Arts, Sciences and Health Professions Service-Learning Projects that approve both objectives and syllabi before new projects are implemented.
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

☑ Yes ☐ No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

Our Lady of the Lake College provides for the current operations and staff of the Office for Service-Learning including the annual salaries and benefits for the Office of Service-Learning Director and Secretary totaling $125,000.00. OLOL College has funded participation, presentation and travel fees for faculty at national SL/CE conferences since 2000.

b. Is there external funding dedicated to supporting institutional engagement with community?

☑ Yes ☐ No

Describe specific funding:

This past academic year, two different external funding grants were used for community outreach projects:
1) $5,000 READY CAMPUS GRANT – secured from the Louisiana Campus Compact and the Board of Regents – used for a disaster evacuation project for 3 long term care facilities in Baton Rouge by our bachelor level community nursing students and our associate level physical therapy assistant students.
2) $20,000 TOBACCO-FREE-LIVING Grant – secured from the Louisiana Public Health Institute – used for various projects including a huge writing campaign for our students to attempt to increase the present excise tax on Louisiana cigarettes by undergraduate students who comprised our TFL College Coalition Team. In addition:
   - The College received funding in July 2010 from a Community Advocacy Grant for grant money to be used in a number of proposed civic engagement projects – said grant to last through June 2011 in the amount of $16,640.00 via the La. Public Health Institute.
   - The College will participate in the first partial AmeriCorps Education Scholarship program during 2010-2011, sponsored by the La. Campus Compact which will fund ten partial scholarships totaling $11,320.00.
c. Is there fundraising directed to community engagement?

☑ Yes ☐ No

Describe fundraising activities:

Several of our community engagement projects spearheaded by various SGA Senators are directly related to fundraising (i.e., SGA Turkey Bowl Project raised $600 for the Baton Rouge Food Bank), as well as some of the faculty/staff-led projects (i.e., American Heart Walk raised $5400) planned throughout the academic year. Partners involved can be viewed on the graph included under Section B3.

The Office for Service-Learning at OLOL College supports community engagement/service-learning by researching funding sources, contacting and meeting with staff from government agencies and corporations. These activities are usually followed by proposal writing. Funded proposals are used for student-led community projects, new faculty development workshops, materials for on and off campus meetings with community partners, and for conferences and workshops for staff, students, faculty and community partners.
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

☑ Yes ☐ No

Describe:

The totality of faculty work is carefully reviewed each year in an "Annual Self Appraisal and Reflection" process in which each faculty member reviews the year’s work, summarizes it for the appropriate dean, meets with the dean, and receives written feedback. The two school deans carefully monitor all aspects of what the institution considers to be service: teaching, contributions to knowledge bases, and civic and community outreach and engagement. These reports are summarized and shared with the Executive Vice President for Academic and Student Affairs who in turn shares them with the President.

In addition, the Secretary for the Office of Service-Learning maintains records of community partners and obtains an affiliation agreement from each community partner involved in both curricular and co-curricular activities. Tracking information includes: the number of students, volunteer hours, student demographics, number of community partners, list of needs for the community partners, Louisiana parishes where students reside and volunteer, service-learning courses, number of faculty service-learning practitioners, graduates with service-learning experiences, surveys for students, faculty and community partners and types of reflection employed in each course.
b. If yes, does the institution use the data from those mechanisms?

☑ Yes    ☐ No

Describe:

The tracking information obtained for community partners is used by students and faculty engaged in service-learning and civic engagement activities. (See student learning outcomes on pages 25 and 26) in a wide array of mechanisms: improving policies and procedures in both the classroom and the community; increasing and prioritizing the details of the specific needs of the community partners; improvement with travel policies both to and from the community partner sites for the college students; and, extended venues and new communication with all community partners as a result of end-of-project surveys.

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

☑ Yes    ☐ No
d. If yes, indicate the focus of those mechanisms:

✔ Impact on students

Describe one key finding:

The Office of Service-Learning (OSL) sends end of semester service-learning surveys to students enrolled in service-learning courses across disciplines. Ninety students responded to the service-learning survey during 2009-2010. The results indicated that students found the process created by the SLO easy to follow without frustration. More than ninety percent of the students indicated that their instructors either occasionally or frequently connected the service to the subject matter or encouraged class discussion of the service-learning projects. Eighty percent said the course material including readings, lectures, etc. helped them connect the service to the course content, while seventy percent said that the service increased their understanding of course material. (2009-2010 Annual Report for OSL).

During the 2009-2010 academic year, 751 students engaged in service-learning courses and volunteered in 29 different parishes across the State of Louisiana. This number does not include the summer sessions. The total number of service-learning hours for fall and spring, 2009-2010 = 7,319.25 hours; the total number of civic-engagement/volunteer hours recorded for the same time period = 18,728 hours involving 1,465 students.

The first Service-Learning student panel presented at the Annual Student Conference hosted by the School of Arts, Sciences and Health Professions in April 2010.

✔ Impact on faculty

Describe one key finding:

The service-learning office sends end of the year service-learning surveys to faculty with service-learning courses across disciplines. A faculty survey was sent to all faculty with a service-learning component in their courses, during the week of finals. Ten faculty in courses from different disciplines (Religion 1310, Biology 4365, Psychology 3320, Computer Science 1310, Clinical Sciences 4770, Healthcare Marketing 4330, English 3335 and Nursing 1710) responded to the survey representing a 38.5% response rate. Ninety percent of the faculty said the service-learning experience helped students better understand course content and indicated that students learned more from this experience as compared to the same time being spent in the classroom. Most faculty (80%) valued working with the community partners and viewed it as a learning experience. Seventy percent said service-learning helped them identify professional strengths and weaknesses. Some faculty (40%) even indicated that it helped them clarify areas of focus for scholarship and resulted in changes in their teaching style. Overall, seventy percent of the faculty said participation in service-learning was an important component of their professional portfolio. Finally, 50% of the faculty indicated that THEY became more engaged with the students as a result of the service-learning.
The Office of Service-Learning sends end of the year service-learning surveys to all community partners linked with service-learning courses across disciplines. Sixteen community partners (44.4%) responded to the survey. Eighty-one percent said students were well prepared for the service and 93% indicated that they benefited from the activities of the service-learning projects. It is well established that reciprocity of teaching/learning between students, faculty and the community partners is a key component of the service-learning experience. Eighty percent of the community partners felt valued by the college providing evidence for reciprocity. Furthermore, 87.5% said they developed a good relationship with OLOL College faculty and they are interested in developing an extended partnership with the College as a result of the service-learning experience. In the 2009-2010 academic year, the total number of service-learning hours for fall and spring (7,319.25) translated to a savings of $146,305.00 ($20.00 per hour X 7319.25 hours according to www.nationalservice.org for the community partners).

The College immersion in community service and civic engagement has involved all of its stakeholders. Faculty members have been preparing for community engagement and are already directly involved with community partners. Experience in service learning and community engagement is listed among characteristics sought for incoming faculty as well as administrators. The conceptual framework for faculty evaluation in ALL aspects of faculty work is service. The College has succeeded in assessing faculty work in a manner totally consistent with its institutional values and commitments. That is why service provides the conceptual framework for its promotion in rank guidelines and for the annual assessment of faculty work. Support structures are institutionalized through a College-wide committee chaired by a direct report to the Executive Vice President for Academic and Student Affairs and strategic goals related to community outreach by students, faculty, and staff.
e. Does the institution use the data from the assessment mechanisms?

☑ Yes  ☐ No

Describe:

The institution uses information obtained from the formative and summative assessment mechanisms concerning the students to improve procedures, policies and curricula that involve student engagement with the community. These changes are implemented on an on-going basis at the course, program and institution level.

The College will continue to revise the process according to feedback from students and the community partners. In an effort to increase the number of students responding to the survey, we will ask the students to complete the surveys when they turn in their reflection papers. Tracking of individual assessment tools employed by individualized instructors for each course has played a vital role in both adding and deleting student learning outcomes in many syllabi. Results from the 2010 Summer Service-Learning courses have begun via a qualitative analysis of the reflection papers to determine service-learning outcomes from the 5 general college-wide service learning objectives already in place.

The Office of Service-Learning will continue to host faculty-development workshops and informal small group sessions. Most faculty indicated a need for more information on reflection activities and assessment tools to document the impact of service-learning on student learning outcomes. As a result of said data, an expert Louisiana Service-Learning Consultant, Jan Shoemaker, will be on Campus during Fall of 2010 to conduct various interactive faculty workshops regarding both reflection and assessment.
4. Is community engagement defined and planned for in the strategic plans of the institution?

☑ Yes ☐ No

Describe and quote:

The College’s Centennial Compass, which outlines the institution’s strategic goals includes the following: "...create a distinctive college identity by implementing the next phase of the Service-Learning program and applying for Service-Learning funding opportunities."

At the Gulf South Summit Conference held in Athens, Georgia, March 2010, O LOL College faculty quoted Dr. Sandra Harper, President of O LOL College, in their presentation:

"An important goal of the Service-Learning Program at Our Lady of the Lake College is to increase the social consciousness of our students. Service-Learning should enhance students’ awareness of problems in our society and encourage them to critically think of potential solutions."
5. Does the institution provide professional development support for faculty and/or staff who engage with community?

☑ Yes ☐ No

Describe:

OLOL College’s Institutional Goals for 2010:
“3. Recruit, Mentor, Reward, Retain a Diverse, Highly Qualified and Engaged Faculty and Staff by:
   e. finding new ways to promote and advance faculty development;…”

The Service-Learning Office held a faculty development session titled: “Getting Started” at various times in February, 2009. The sessions focused on the following topics: 1. How will service-learning improve my course? 2. Connecting with a community partner, 3. How to fill out the Service-Learning Application Packet, 4. Steps to revising your syllabus to include service-learning and 5. Reflection and Assessment. The sessions generated a lot of discussion which provided a list of needs. Approximately 25% of faculty attended the sessions. In addition, the Service-learning Office offers interactive small group faculty development sessions throughout the year.

The Office of the Executive Vice President for Academic and Student Affairs and the Faculty Senate will offer service-learning faculty development workshops for the 2010 and 2011 academic year. Among presenters will be Jan Shoemaker, nationally known Service-Learning Practitioner and former Director of the Community Engagement and Learning Center at LSU in Baton Rouge, La..

The College’s Library Dean provided both funding and expertise in compiling a collection of service-learning books and journals for OLOL College - continuing to build the collection with emphasis on discipline specific resources. Also, the College purchased the CD and transcript for the webinar presented by Barbara Jacoby entitled: “Service-Learning Course Design: What Faculty Need to Know”. Copies were distributed to the faculty.

The Director for Service-Learning attended the Reappointment, Promotion and Tenure Institute on Public Engagement sponsored by the Louisiana Campus Compact and Kentucky Campus Compact, April 13, 2010, in Alexandria, La. to assist the administration with the development of procedures and policies for faculty to incorporate service-learning activities in Faculty Performance Reviews.
6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

☑ Yes ☐ No

Describe:

The Engaged Service Advisory Board (ESAB) has a strong say about all service-learning and civic engagement projects at Our Lady of the Lake College from the planning stage to the final implementation and assessment stages. Active community partner representatives, faculty, staff, and student representatives sit on the ESAB. This group has become a very strong force in support of local efforts to create change, especially around health related, hunger and poverty issues. Their thoughts and opinions regarding community engagement and outreach directly influence the final type of projects that are approved for College students in the Arts, Science and Health Profession School as well as in the School of Nursing at the College. The Engaged Service Advisory Board meets twice yearly, has a slate of elected officers, has at least two undergraduate students in attendance at all meetings, and has recently been recognized by the Board of Trustees for OLOL College for various service-related initiatives.

In addition, community partners are invited to participate in small group faculty development sessions on service-learning sponsored by the Service-Learning Office. These sessions provide a venue for faculty and community partner interactions, exchange of ideas and planning.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.
Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

   ✔ Yes  ☐ No

   Describe:

   All search committees reference the College commitment to service-learning as part of position descriptions and advertisements. Search committees subsequently include discussions of service-learning and community service when interviewing candidates.

   A new Dean was recently hired for the School of Arts, Sciences and Health Professions. The following is a brief description of the Dean’s responsibilities published in the advertisement: "recruiting and retaining high quality faculty and staff, establishing effective organizational structures and processes, evaluating personnel, providing leadership in program assessment and improvement, creating student success initiatives, overseeing general education, advancing a stimulating and supportive teaching/research/service environment, supporting service-learning initiatives, developing new programs, and assisting in the implementation of the College’s strategic plan and quality enhancement initiative."

   OLOL College recently hired a full-time, twelve-month faculty member for its associate of science degree program in Radiologic Technology. The person hired is responsible for the following: Clinical, laboratory, and classroom instruction; supervision and evaluation; student advising; curriculum development; and participating in school and college-wide committees. The person hired must also supervise and engage in Service-Learning Projects as well as model the Franciscan value of service, reverence, love for all life, joyfulness of spirit, humility and justice and the spirits of Ex Corde Ecclesiae.

   OLOL College is also recruiting for a full-time faculty position in the area of Theology. In addition to teaching, the successful candidate is expected to assist in coordination of the general education and service-learning implementation, and engage in scholarly activities relevant to engaged teaching and learning.
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

☑ Yes ☐ No

Describe:

As pointed out earlier, the promotion in rank criteria (as revised and adopted in 2008) are all related to service as revised—i.e. teaching as service; scholarship as service. More specifically, engagement in the community is expressed as increasingly robust expectations that faculty members must meet as they matriculate through the academic ranks. For example, to attain the rank of Full Professor, the expectation is that candidates will have "...provided leadership in appropriate community and other groups" with the emphasis at this level on the provision of leadership.

To assist the Administration with the development of procedures and policies for faculty to incorporate service-learning activities in Faculty Performance Reviews, the Director of Service-Learning attended the Reappointment, Promotion and Tenure Institute on Public Engagement sponsored by the Louisiana Campus Compact and Kentucky Campus Compact, April 13, 2010, in Alexandria, LA. The Guest Speaker was Dr. Carole Beere, North Kentucky University. The administration has begun to investigate criteria that should be used to evaluate engaged teaching, service and scholarship at OLOL College.
b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

The institution classifies “community engaged service” just as it does all faculty activity: it is, in keeping with the institutional mission, a dimension of service and on equal par with other ways faculty serve their students, profession, and institution. Faculty evaluation guidelines for reappointment and promotion at OLOL College include Professional Service (active participation in local, state, national, international professional agencies), Community Service (active participation in community groups as related to the College Mission), and Institutional Service (committee work at the program, school, or institutional level with roles delineated).

b (cont’d). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

☑ Yes  ☐ No

Describe:

Please see above!
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

☑ Yes  ☐ No

Examples:

Students have a very active “voice” or leadership role in Community Engagement at Our Lady of the Lake College. Student representatives are assigned to and invited to attend and actively participate in the following College Committees: 1) Academic & Student Services Board Committee, 2) Engaged Learning through Writing Initiative, 3) Facilities Planning, 4) Health & Safety & Security, 5) Library & Instructional Resources, 6) Mission Effectiveness, 7) Student Engagement & Service-Learning, 8) Technology & Learning, and 9) Campus Life & Civic Outreach. Students DO have a voice in any new projects the Committees implement. During the last academic year, two different community outreach projects were implemented as a result of the student representatives who sit on the Campus Life and Civic Outreach Committee - one involving a College Wellness Fair and the other involving a project for our current military service men/women who are serving in Iraq and Afghanistan.

Two undergraduate students sit on the Engaged Service Advisory Board which was recently formed so that the students can have more input with our Community Partners regarding upcoming projects. Also, these two students will play a larger part in assessment data at the end of the academic semesters – so that they can report back about how the student population can improve on overall participation when working in the larger Baton Rouge area. Each of the 10 SGA Senators not only creates and designs a civic engagement project for the academic year, they have to plan the budget, solicit other students to participate, perform and implement the project, provide some type of reflection piece, and then assess the project’s failures or successes when reporting back to the SGA Advisor. Examples of such projects include working with young children who are developmentally impaired, tutoring at an Adult Learning Center, creating a playroom for children who are visiting at a Hospice in-house center, promoting Swine Flu vaccinations in a low-income housing area, and building playgrounds.
4. Is community engagement noted on student transcripts?

☐ Yes  ☑ No

Describe:

The Office of Service-Learning is currently communicating with other campuses that note community engagement on student transcripts, in order to learn about the various methods employed to do this. Administration at Our Lady of the Lake College is strongly promoting this as a new initiative on our Campus.

The audit stage of a student’s tenure prior to graduation documents the service-learning experiences for each student. Future plans include documenting the experiences on the transcript.

5. Is there a faculty governance committee with responsibilities for community engagement?

☑ Yes  ☐ No

Describe:

There are two separate committees at Our Lady of the Lake College that report directly to the Executive Vice President of Academic and Student Affairs that give monthly updates about all service-learning and civic engagement projects that are occurring and/or planned.

The Campus Life and Community Outreach Committee (with 13 members) reports specifically about the civic engagement initiatives, and the Student Engagement and Service-Learning Committee (with 13 members) reports specifically about the classroom connected service-learning projects. Both chairs of these two committees meet regularly with the Vice President for Academic and Student Affairs to plan and coordinate events with our community partners, to give reports about connecting with new community partners, and to report on any incentives given by the Engaged Service and Advisory Board.

These two committees are involved in the visioning, implementation, funding, and assessment of all civic engagement/service-learning projects at Our Lady of the Lake College. Minutes of these two committees are made available to all faculty via our Sharepoint intranet webpage.
II. Categories of Community Engagement

A. Curricular Engagement
Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

☐ Yes  ☐ No

Describe requirements:

Service Learning Definition adopted by OLOL College:  “Service-learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility,” (Bringle and Hatcher 1995:112)

In the schedule for classes each semester, for any course, there may be multiple sections and not all sections have a service-learning component. Sections of a course with a service-learning component are designated by the addition of "SL" linked to the section number and not the course number; for example: Introduction to Theology: Religion 1310-1SL.

b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 14
What percentage of total courses? 4.5%

c. How many departments are represented by those courses? 4
What percentage of total departments? 100%
d. How many faculty taught Service Learning courses in the most recent academic year? 26
What percentage of faculty? 34%

e. How many students participated in Service Learning courses in the most recent academic year? 751
What percentage of students? 40%

2. a. Are there institutional (campus-wide) learning outcomes for students’ curricular engagement with community?

✔ Yes  ☐ No

Provide specific learning outcome examples:

(1) Demonstrate an ability to apply theoretical knowledge of a specific subject or topic learned within a course to a format which addresses a need in the community. (Example: ENGL 3325 - brochures were created for the Council on Aging by the students)
(2) Demonstrate an awareness and sensitivity to individuals within the community of diverse ethnic, socioeconomic and cultural backgrounds. (Example: CLSI 1310 - Clinical Science Lab - elementary children at Dunham School were taught about blood samples and viruses).
(3) Demonstrate an ability to communicate with individuals in different age groups, with different learning styles, academic training and intellectual development within the community. (Example - RELS 1310 - Religion Class - students in low academically achieving Wildwood Elementary were tutored in math and reading by the College students).
(4) Demonstrate an ability to develop or create effective educational tools, surveys, teaching aids, etc. to assist in communicating with individuals in the community. (Example: CSCI 1310 - Computer Application Class - older adults from low socioeconomic areas were taught computer skills by the College students at various sites).
(5) Document impact of the service learning experience by completing a reflection journal, paper, exercise which summarizes the service-learning experience. (Ex: HSER 4330 - student-led marketing campaign).
b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?  

☑ Yes ☐ No

Provide specific learning outcome examples:

HEALTH SERVICES ADMINISTRATION PROGRAM:  
Program Outcome #5: Provide specialized areas of study in health service administration that contribute to fulfilling the needs of society.  
Program Outcome #8: Respond to the needs of the community that the College serves.

BIOLOGICAL SCIENCES PROGRAM:  
Program Outcome #2: Apply theories and techniques of intellectual inquiry to search for well-reasoned solutions to human problems.  
Program Outcome #3: Apply techniques of effective written communication within a variety of discourse communities.

NURSING (ASN) PROGRAM:  
Program Outcome #4: Communicate effectively through verbal, nonverbal, written venues with individuals, families and health care providers.  
Program Outcome #5: Utilize teaching and learning processes to promote, maintain and inform individuals and families across the health care continuum.

PHYSICAL THERAPY ASSISTING PROGRAM:  
Program Outcome #4: Communicate appropriately and interact effectively with a variety of audiences, with sensitivity and awareness of individual differences.
c. Are those outcomes systematically assessed?

☑ Yes ☐ No

Describe:

All departments at the College have at least three service-learning courses. The service-learning objectives are assessed at the course level for student learning outcomes each semester. These objectives are mapped to the specific program objectives, thereby providing supportive evidence towards achievement of specific program outcomes.

For example, Health Services Administration Program Outcomes:
#5: Provide specialized areas of study in health service administration that contribute to fulfilling the needs of society.
#8: Respond to the needs of the community that the college serves.

Learning Objectives from the service-learning course HSER 4330:
#3: Apply marketing concepts to meet the marketing needs of a community agency.
#4: Analyze and incorporate social and economical factors in the community that affect marketing strategies.

The student must achieve a passing grade on the service-learning project which demonstrates that they have achieved the service-learning outcomes in #3 and #4. This provides supportive evidence towards the program outcomes for the Health Services Administration Program.
d. If yes, how is the assessment data used?

Describe:

Formative and summative assessment data is used during the annual review of program outcomes. Revisions to the program outcomes reflect changes in student learning outcomes at the course level. The service-learning objective may be modified to increase student proficiency in an area of the course content in which the student is weak. Also, the learning objective may also be altered in response to feedback from the community partner.

In addition to assessment of program outcomes, students complete exit interviews which requests their feedback concerning the impact of their community experience. One year post graduation, alumni receive a survey which contains two questions that refer to the impact of community engagement on their education. Information from these items are also used for continual updates of the program outcomes.
3. a. Is community engagement integrated into the following curricular activities?

- [✓] Student Research
- [✓] Student Leadership
- [✓] Internships/Co-ops
- [ ] Study Abroad

Describe with examples:

OLOL College has had students involved in both research and internships in national venues in Houston and Washington D.C. during 2009-2010. Because of the aforementioned, as well as student research involved with the Annual Student Conference held at OLOL College every April, both our clinical and nonclinical students are becoming more research-oriented and engaged with our Baton Rouge nonprofit community partners. Our students attended in-state Leadership Conferences in both New Orleans and Hammond this past academic year. The College has had student-lead leadership sessions involved with curricular activities throughout the past year by both our SGA Senators and our Student Ambassadors. The College had eleven active student organizations this past year that participated in more civic engagement projects than ever before - including the following: Constitution Day, Turkey Bowl Fundraiser for the Food Bank, Adopt-A-Family-for Christmas via Catholic Charities, CI HealthCare Day of Service, McMains' Children’s Development Center Bike-A-Thon, SGA MLK Day of Service, Buzzed Driving is Drunk Driving Project at Wildwood Elementary, Have-A-Heart-Project at St. Paul Adult Learning Center, Habitat for Humanity 3-Home Build, Brusly Elementary Playground Build, American Heart Walk, Epilepsy Walk, Carpenter House Project with St. Joseph Hospice, SGA YellowDay/Wellness Fair, and Twin Oaks Elementary Playground Project Build. Yearly totals of civic engagement hours by our students for 2009-2010 resulted in 1,465 of our students being involved in 18,728 total hours of engagement and outreach. With the new Generation Engage Project in place for Fall 2010 with SGA Senators taking the lead, the College will have even more students involved with policy formation, legislative contact, and direct involvement with both second-hand smoke issues for tobacco-free-living and with environmental issues related to the recent Gulf Oil Spill.
b. Has community engagement been integrated with curriculum on an institution-wide level?

✔ Yes  ☐ No

If yes, indicate where the integration exists:

✔ Core Courses  ☐ Graduate Studies
✔ First Year Sequence  ✔ Capstone (Senior level project)
✔ In the Majors  ✔ General Education

Describe with examples:

Traditional students entering OLOL College must complete a general education curriculum prior to acceptance into their specific major. The first year sequence of general education classes includes the Academic Seminar Class, ACSM 1110, which provides a thorough introduction to service-learning theory. In addition, students complete their first service-learning experience in the Religion 1310 course. The first level chemistry course offers service-learning experiences, CHEM 1310. During the 2009-2100 academic year, other core courses that will offer service-learning include English 1315 and Psychology 1310.

There has been integration of both civic engagement and service-learning on an institutional-wide level, including, but not limited to, the following courses: Religion, Physical Therapist Assisting, Respiratory Therapy, Nursing, Computer Science, Health Service Administration, Psychology, Sociology, Biology and English.

General Education and Core Courses: Religion 1310, Introduction to Computer Science, Introduction to English Course.

Majors: All programs at OLOL College have at least one service-learning course for students, including NURSING (ASN and BSN), Surgical Technology, Liberal Arts, Physical Therapy Assistance Program, Health Service Administration, Natural Sciences (Chemistry and Biology), Clinical Laboratory Sciences and Respiratory Therapy Cardiopulmonary Rehabilitation.

All graduating seniors in the BSN Nursing program complete a service-learning capstone project. The students are required to give an oral presentation on their project prior to graduation.
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

☑ Yes ☐ No

Provide a minimum of five examples from different disciplines:

<table>
<thead>
<tr>
<th>Example</th>
</tr>
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</table>
| a. Inquiry-Based Service-Learning: A Unique Approach to Service-Learning in the Health Professions Curriculum – Rethinking Student and Faculty Roles  
  Presenter: Rhoda Reddix, Associate Professor  
  Co-Presenters: Albert Swafford, Francine Thomas, Phyllis LeBlanc. The session focused on a strategic plan for integrating Service-Learning into the Undergraduate Nursing and Physician Associate Programs, with an emphasis on Inquiry-Based Service-Learning (IBSL). IBSL is designed to promote the development of critical thinking skills and the discovery of knowledge. |
| b. Presentation at the 2010 Gulf South Summit on Service-Learning and Civic Engagement in Athens, Georgia. Presenter: Rhoda Reddix, Associate Professor  
  Co-Presenters: Eric Seneca, Kasey Baldwin, Leah Geheber, Elizabeth Berzas (Panel Discussion)  
  The panel discussed strategies and techniques used to integrate service-learning pedagogy into courses across disciplines, challenges of implementation, student/faculty experiences, student learning outcomes and the impact on the local community. The panel consisted of OLOL College faculty from the Physical Therapy Assistant Program, Department of Health Sciences, Nursing, Distributive Education and General Education/Service-Learning Program. |
| c. Presentation at the AUPHA Conference in June 2010 in Colorado. Presenter Elizabeth Berzas from Our Lady of the Lake College joined Beth Bradley, Louise Meret-Hanke, Teta Barry and Margaret Neal. Participants discussed service-learning in a long-term care management course as well as in an international context. |
| e. In Aug. 2010, OLOL College faculty gave Service-Learning Pedagogy Presentations in small group Faculty Service-Learning Connection Sessions sponsored by the OSL. |
B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

- ✔ learning centers
- ✔ tutoring
- ✔ extension programs
- ✔ non-credit courses
- □ evaluation support
- ✔ training programs
- ✔ professional development centers
- □ other (specify)

Describe with examples:

OLOL College Students established both learning centers and tutoring for 2nd graders at Wildwood Elementary and at Magnolia Woods Elementary. These mini-lessons and tutoring sessions covered both the math and reading areas. OLOL College Surgical Technology students conducted mini-lessons with kindergarten students at Wildwood Elementary about the proper techniques of hand-washing. A poster competition and a learning center were created by OLOL College Students for 55 5th graders at Wildwood focusing on the topic "Buzzed Driving is Drunk Driving". An extension program that involved OLOL College students also occurred at Capitol High School. An OLOL College Certified Nursing Assistant instructor provided instruction at the high school and then brought the high school students to Our Lady of the Lake Regional Medical Center for clinical instruction; additionally, extra side projects involving the community connected the h.s. students (including distribution of HIV Positive/AIDS information) with our College students serving as mentors. The Health Career Institute at Our Lady of the Lake College is a professional development center that provides several year-round educational opportunities for the community-at-large, including non-credit courses, and continuing education courses for health care personnel across the State of Louisiana. Regarding professional development, during 2009-2010 the Health Career Institute at OLOL College involved 2,219 Registered Nurses in courses that provided continuing education units. During the last academic year, continuing education courses provided 3,170 individuals with topics ranging from Diabetes Management, Obesity, Prostate Cancer, to Coagulation Disorders. During the same time period, over 1,100 Advanced Cardiovascular Life Support Provider Cards were issued to individuals, 6,550 Provider Cards were issued for Basic Life Support, 302 Provider Cards were issued for Heartsaver Pediatric First Aid, and 570 Provider Cards were issued for Pediatric Advanced Life Support. All projects have increased the College's outreach.
2. Which institutional resources are provided as outreach to the community?

☑ co-curricular student service
☑ work/study student placements
☑ cultural offerings
□ athletic offerings
□ library services
☑ technology
☑ faculty consultation

Describe with examples:

Our Lady of the Lake College offers students the opportunities to serve the community as work study students. During the 2009-2010 academic year, eight OLOL College students were placed at the OLOL Regional Medical Center to assist the volunteer services with various clerical activities. Other work study students assisted with tutoring at elementary schools for math.

The institution donated eleven Dell Notebook computers to the Boys Hope Girls Hope organization of Baton Rouge, Louisiana for the young readers in the program. OLOL College students in the Introduction to Computer Science course, CSCI 1310 worked one-on-one with the students to teach basic computing skills and applications as their service-learning project.

Eric Seneca, Director of Distributive Education, delivered a lecture on basic computing skills to seniors in the Foster Grandparents Program at Catholic Charities in Baton Rouge, Louisiana.

The Nursing faculty at OLOL College and senior nursing students delivered lectures focused on health care and prevention, performed blood pressure screenings, and conducted question and answer sessions with seniors in the Foster Grandparents program at Catholic Charities in Baton Rouge, Louisiana.

OLOL College students donated poster paper, markers, stickers, and glue to 5th Graders at Wildwood Elementary (a total of 55 students) for a Poster Competition. This activity was coordinated with specific lessons at the College level involving alcohol abuse and prevention.

OLOL College staff sponsored “Giving Trees” for the Salvation Army during Christmas 2009.

OLOL College students donated paint, paint brushes, and cleaning supplies to the residential home in Denham Springs for Boys Hope of Baton Rouge - as well as donating time to paint all of the bedrooms in the facility. This activity was coordinated with specific lessons at the College level involving psychological and sociological needs of at-risk youth.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.
4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

☑ Yes ☐ No

Describe the strategies:

A key feature of service-learning is reciprocity with the community partners, students and faculty in the learning process. The Service-Learning Office offers informal faculty development workshops in which the community partners are invited to participate. In addition, community partners have given presentations to students during classes. For example, Sandi Bongiovanni gives an hour long presentation to students in the Religion 1310 classes on "What is Hospice? The Importance of Hospice in the Community." Dr. Pamela Behan is an associate professor at OLOL College. She teaches a class on Death and Dying. Dr. Behan and Mrs. Bongiovanni will work together during 2010-2011 to revise the course on Death and Dying for the students. School Principals from University Terrace, Brusly Elementary and Lanier Elementary each contacted the OLOL College Director of Civic Engagement and Community Outreach regarding the possibility of forming new partnerships so that the College students could assist with huge playground build projects; all 3 projects ended up being a phenomenal experience for the College students as well as the elementary students in the greater Baton Rouge area. As a result of the playground builds, new partnerships are being discussed for the College students to serve as tutors in both the reading and math areas for two of the three elementary schools. Greater reciprocity between OLOL College and Habitat for Humanity has also occurred. Because the new project manager at Habitat, Erin Rice, asked members of the OLOL College Campus Life and Civic Outreach Committee for assistance with the 2010 Women's Build Home on Bimini Drive in Baton Rouge, additional funding from faculty members was secured for that build; actual participation from committee members at the build held in February 2010 on Chinn Street in Baton Rouge was also beneficial to both Habitat and the College. Another reciprocal event occurred between our community partner, McMains’ Children’s Development Center, and OLOL College in January of 2010 for a fundraiser bike-a-thon event.
b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

☑ Yes  ☐ No

Describe the mechanisms:

The Service-Learning office conducts end of the year personal interviews with the community partners for reciprocal feedback concerning the sustainability of the partnership and areas for improvement. Feedback from the community partners is essential to our institution for assessment and for future project plans. Weekly emails and phone calls in both the service-learning and civic engagement areas to various partners occur regularly. Problems that need to be addressed are always expeditiously handled. DIRECT contact with both the Service-Learning and the Civic Engagement Directors remains a priority for both Directors.

From the director of the Greater Baton Rouge Area Food Bank, Bonnie Bordelon: "The OLOL College students have provided invaluable assistance to us this past year. Stocking the shelves and boxing up the canned goods for needy families is hard work, but the students never complained."

From the director of the Carpenter House, Sandi Bongiovanni: "The toy chest that was given to us for the Children's Room as well as the 100 children's books was quite a gift -- but the gift of so many OLOL College students giving their hours of volunteer time has been a gift, too."

From the director of OLOLRMC's Volunteer Services, Ceil Alonzo: "The 3-board displays and handouts prepared by the OLOL College students for our Annual Diversity Fair were phenomenal. The boards for Viet Nam and Honduras were especially artistically creative."

After the Brusly Playground Build Project, Assistant Principal Goins wrote the following: "As far as volunteers for our playground build - everything was wonderful. The best aspect of this experience for me was the energy and excitement of the volunteers. Thank you and your team for their support!"

From the director of Charlie's Respite House, Ed Picard: "The students from Our Lady of the Lake College's PTA not only donated a Wii for our elderly seniors, they also played games with the seniors for hours on end - never complaining about the time or the patience required -- great group of kids to work with!"
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☑ Yes  □ No

Provide a minimum of five examples from varied disciplines:

a. Building Bridges: Using Service-Learning and Mobile Computing to Increase Social Presence in Online Education (2011). Presenter - Eric Seneca. Using seven net-books given to children in need by the Mobile Learning Center, students enrolled in an introductory online computer application course are required to establish mentoring partnerships with those individuals for the purpose of tutoring in the area of technology literacy. Also, Eric Seneca redesigned the introduction to Computer Science course based on the service-learning experience.

b. As a result of a service-learning project in HSER 4330, Professor Elizabeth Berzas has modified the syllabus of her course. Because her students actually designed and created a marketing campaign tool for promoting a graduate level program in Health Service Administration, she changed both course content and student learning objectives.

c. As an outgrowth of a service-learning project in PTAP 2725, Instructors Leah Geheber and Marty Aime have adapted new curriculum requirements in the class that involve both a quantitative and qualitative reflective piece from the students who assist elderly residents in a respite center, Charlie’s Place, in Baton Rouge, Louisiana. Student Learning Outcomes have also been modified as a result of the project.

d. Due to numerous projects conducted in NURS 1710 this past academic year, Instructor Kasey Baldwin has instituted new assessment tools for both pre and post tests concerning knowledge and importance of service-learning. Since the College students had varied experiences in the nursing homes with the patients for their projects, new and better assessment tools have been implemented as a direct result of the interactions.

e. Dr. Francis Vanderwall, a noted author, teaches Religion 1310 at OLOL College. He is presently writing an article that was a direct result of service-learning experiences in his 09-10 class. Previous research indicates that 20 hours of interaction are required to change a College student’s outlook on Service. Dr. Vanderwall’s research indicates 4 hours!
III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

Section II, #4: Is community engagement defined and planned for in the strategic plans of the institution:

OLOL College Mission Statement: ..."we extend the healing ministry of Jesus Christ to God’s people, especially those most in need."
OLOL College Institutional Purpose Statement: ..."The College seeks to advance a collegial environment that promotes individual and collective social responsibility within the concepts of community, democracy, social justice, and the culture of life."
OLOL College Institutional Goal: ..."Foster an engaged community of civic-minded scholars that encourages a culture of social responsibility and service."
OLOL College Vision: ..."OLOL College will become increasingly known as a health focused, service-oriented and academically sound Catholic College. In an engaged learning climate, the College community designs education for individuals who seek to help our society, especially those most in need."
OLOL College Faculty Assessment Process: ..."the totality of faculty work is carefully reviewed each year in an "Annual Self Appraisal and Reflection" process in which each faculty member reviews the year’s work, summarizes it for the appropriate dean, meets with the dean, and receives written feedback. The two school deans carefully monitor all aspects of what the institution considers to be service: teaching, contributions to knowledge bases, and civic and community outreach and engagement. These reports are summarized and shared with the Executive Vice President for Academic and Student Affairs who in turn shares them with the President of the institution."

During the past academic year, with support from Administration, participation from faculty, and engagement of our students, OLOL College had over 750 students involved in 7,319 hours of service-learning as well as 1,465 students involved in 18,728 hours of civic engagement/community outreach. Strategic plans for the coming year involve similar projects in both scope and direction for outreach to the greater Baton Rouge area.
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution’s community engagement? If so, please provide the information in this space.

Contextual and student demographic factors make OLOL College students' widespread adoption of civic engagement and service-learning even more exceptional. For example, the College is a commuter campus. Students' average age is 27 and 84% are female. Over 80 percent of the student population receives financial aid; a great many are single mothers and the majority of students are first generation college students. Many must maintain part-time employment. The far-reaching community engagement by students with such a profile attending a commuter campus is noteworthy.

COLLEGE MISSION STATEMENT

Inspired by the vision of St. Francis of Assisi and in the tradition of the Roman Catholic Church, we extend the healing ministry of Jesus Christ to God's people, especially those most in need. We call forth all who serve in this healthcare ministry, to share their gifts and talents to create a spirit of healing ----- with reverence and love for all of life, with joyfulness of spirit, and with humility and justice for all those entrusted to our care.

We are, with God's help, a healing and spiritual presence for each other and for the communities we are privileged to serve.

Seeking to be faithful to the ideals of its heritage and its sponsors, Our Lady of the Lake College is committed to meeting the educational needs of the people of God.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

The restrictive nature of the text boxes for each section created limitations that were at times cumbersome.

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

☑ Yes ☐ No

Thank you! Please remember to save and print this application for your records.
<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
<th>Number of students</th>
<th>Grant funding</th>
<th>Institution Impact</th>
<th>Community Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Together for Hope &amp; Homes Project</td>
<td>Habitat for Humanity Baton Rouge</td>
<td>Student Services/Student Government Association/Student Organizations/School of ASHP</td>
<td>To connect students with real-world problem solving experience, that re-enforces their civic responsibility and increases their awareness of needs in the community.</td>
<td>3 years</td>
<td>3 to 5</td>
<td>30 to 50/sem</td>
<td>None</td>
<td>OLLOL College Students engage in a real-world experience which promotes our college mission of service to those most in need in our community</td>
<td>Low-socioeconomic level families work collaboratively with students and faculty to build their first home which is empowering.</td>
</tr>
<tr>
<td>Tobacco-Free-Living Project</td>
<td>Louisiana Public Health Institute</td>
<td>TFL College Coalition Team/Student Organizations/SGA</td>
<td>Purpose: To promote/protect our smoke-free campus at the College, and to raise an awareness of health risks associated with tobacco use and nicotine addiction.</td>
<td>4 years</td>
<td>5</td>
<td>5 to 27</td>
<td>$25,000 in 2007-2008, $20,000 in 2008-2009, $16,640 in 2010-2011</td>
<td>OLLOL’s partnership has involved faculty, students and staff in learning about community grass roots organizing; learning about legislative actions regarding tobacco use in Louisiana.</td>
<td>More students moving into health related professions gain a better understanding of the severe health risks related to smoking – to better assist and help local communities with clean-air initiatives in Louisiana.</td>
</tr>
<tr>
<td>Fight the Hunger Project</td>
<td>Greater Baton Rouge Area Food Bank</td>
<td>School of ASHP (Arts, Sciences, Health Professions) with RELS 1310 Students</td>
<td>To encourage students to work collaboratively and to increase college awareness of socioeconomic challenges faced by low-income families in Louisiana.</td>
<td>2 years</td>
<td>4</td>
<td>30 to 250 students</td>
<td>None</td>
<td>This partnership has involved Faculty and students in learning about the dire food shortage in communities in the College’s service area and evaluation of needed community initiatives to meet the needs immediately</td>
<td>This project helps diversify the College’s outreach and provides better service to the greater Baton Rouge area</td>
</tr>
<tr>
<td>Disaster Training/Long-Term Care Communities Project</td>
<td>St. Clare Manor/Ollie Steel Burden Manor/St. James Place</td>
<td>ASHP School (NURS 4710)(PTAP 2750)</td>
<td>To increase students’ awareness of the needs associated with Disaster Preparedness and Response for seniors in three long-term care settings.</td>
<td>6 years</td>
<td>3</td>
<td>53</td>
<td>$5,000.00 Ready-Campus Grant via Campus Compact</td>
<td>The partnership has allowed the College to develop a stronger relationship with area long-term care facilities and has increased the importance of gerontology studies at the college</td>
<td>Residents and personnel of the long-term care facilities gained a better understanding of the relevance of disaster preparedness in a state prone to hurricane/storm damage on a YEARLY basis.</td>
</tr>
<tr>
<td>SGA MLK Day of Service Project</td>
<td>Boys Hope/Girls Hope of Baton Rouge, Greater Baton Rouge Area Food Bank</td>
<td>Student Government Association/Student Organizations/ASHP School, SON School, Health Career Institute, American Heart Association</td>
<td>To increase an awareness of multiple needs in the community and to provide different service projects for students to engage in honor of Martin Luther King Day. For example, students mentored girls from Boys Hope/Girls Hope in Baton Rouge.</td>
<td>3 years</td>
<td>5</td>
<td>30</td>
<td>None</td>
<td>To offer the College students an opportunity to reach out to economically disadvantaged students and to assist them with developing long-term goals that included a College education.</td>
<td>The partnership provided access to a College education to those students presently living in very dis-advantaged and low socio-economic areas very close to the College campus.</td>
</tr>
<tr>
<td>Playgrounds for Safe Play Projects</td>
<td>Louisiana State University Community Playground Project</td>
<td>Student Government Association/Student Organizations/ASHP School, SON School, RELS 1310 Classes</td>
<td>To build and construct safe composite play structures for low-socioeconomic disadvantaged elementary schools in the Baton Rouge Area. More specifically, to work with students from LSU in a collaborative effort to construct playgrounds for various schools.</td>
<td>3 years</td>
<td>2</td>
<td>20 to 30</td>
<td>None</td>
<td>The College has enjoyed increased participation in these builds and this has fostered a greater sense of partnership with the community and collaborative spirit with local colleges and universities.</td>
<td>The project gives many parents an unexpected &quot;link&quot; to Our Lady of the Lake College for future consideration of where their child will be attending college in the very near future.</td>
</tr>
<tr>
<td>Partnership Name</td>
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<tr>
<td>7 Vital Signs for Seniors Project</td>
<td>St. Martha's Nursing Home/Catholic Charities Foster Grandparent Program</td>
<td>School of Nursing/NURS 1710/NURS 2725</td>
<td>To apply skills learned in pre-clinicals in a real-world patient setting with senior patients in area long-term-care facilities. In addition to enhance communication skills with the senior population.</td>
<td>2 years</td>
<td>7</td>
<td>126</td>
<td>None</td>
<td>The project provides the College with extensive external community visibility, helps in building relationships with long term care facilities in the Baton Rouge area, and helps young nursing students with a real-world experience of nursing care of elderly patients.</td>
<td>The quality of health care personnel serving the community will be enhanced as well as health care delivery specifically targeting the senior population.</td>
</tr>
<tr>
<td>8 It's Never Too Late To Learn: A Mobile Learning Center Project</td>
<td>Foster Grandparents Program/Catholic Charities</td>
<td>ASHP Students (CSCI 1310)</td>
<td>To increase student competency in computer science and enhance their communication skills through the creation of teaching learning modules for senior citizens.</td>
<td>2 years</td>
<td>1</td>
<td>12 to 20</td>
<td>None</td>
<td>To promote the college mission of service to God’s people especially those most in need by equipping senior adults with computer skills important for health literacy.</td>
<td>The project promotes outreach and building relationships with older adults which assists them in understanding that it is never too late to learn very basic skills that can assist them in many ways that they had previously thought to be impossible</td>
</tr>
<tr>
<td>9 Healthcare Marketing Project</td>
<td>OLDRMC, American Heart Association, American Cancer Society</td>
<td>ASHP students (HSER 4330)</td>
<td>To help students in a marketing class to have real-world interaction with established companies by creating, producing, implementing and evaluating marketing tools that they, themselves, have to present to a company.</td>
<td>3 to 5 years</td>
<td>3</td>
<td>18</td>
<td>None</td>
<td>Course objectives completely align themselves with the College’s Centennial Compass and Institutional Goals.</td>
<td>New relationships with future employees were established between OLOL college students, due to the service-learning project as well as more interaction between the various community partners and the Health Services Program at OLOL College.</td>
</tr>
<tr>
<td>10 Charlie’s Place Respite Center Project</td>
<td>Charlie’s Place for Alzheimer’s Disease Day Center</td>
<td>ASHP Students (PTAP 2745)</td>
<td>To help students develop effective communication and interpersonal skills through interaction with geriatric patients; to compare and contrast strategies utilized to overcome communication barriers in the presence of cognitive defects.</td>
<td>6 years</td>
<td>3</td>
<td>23</td>
<td>None</td>
<td>This project increased the importance of the College Mission to students as they learn that they represent our Franciscan values every time they encounter an older patient in the healthcare setting where they will be working in the future.</td>
<td>The patients at Charlie’s House are representative of a growing population of older adults who suffer from the terrible loss of memory due to Alzheimer’s, and the relationships that are built between the students and the patients have a far-reaching impact of understanding and tolerance for both students and families of the patients.</td>
</tr>
</tbody>
</table>
## Our Lady of the Lake College

<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
<th>Number of students</th>
<th>Grant funding</th>
<th>Institution Impact</th>
<th>Community Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 The “SAM I AM” PTA Project</td>
<td>McMains’ Children’s Development Center</td>
<td>ASHP School (PTAT 2750)</td>
<td>To ensure that students in the physical therapist assisting program experience a hands-on relationship working with children with several different types of developmental disabilities and to learn new and better ways to use varying types of “therapy.”</td>
<td>6 years</td>
<td>3</td>
<td>23 to 25</td>
<td>None</td>
<td>Heightened visibility for the College in the Community and provides one-on-one relationships between the developmentally disadvantaged children and the College students.</td>
<td>The partnership assists children and their parents in learning about our College students’ dedication and commitment to the College Mission. Also, the college students allowed the staff at McMains to have just a bit of free time during the days that the College students come over to do “play therapy”</td>
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<tr>
<td>12 Henry The Hand Surgical Technology Project</td>
<td>Wildwood Elementary School</td>
<td>Surgical Technology Program</td>
<td>To teach kindergarten students the importance of effective hand washing in the prevention of infection, i.e., H1N1. In addition, to enhance the knowledge for aseptic techniques by surgical Technology students.</td>
<td>1 semester</td>
<td>3</td>
<td>8</td>
<td>None</td>
<td>Promotes the college mission to provide a spiritual and healing presence for the community.</td>
<td>Increases the awareness and safety of elementary school students and their families concerning protection from the spread of infectious diseases.</td>
</tr>
<tr>
<td>13 “C.N.A’s: the First Stepping Stone to an RN Future” Project</td>
<td>Capitol High School/100 Black Men Organization</td>
<td>Health Career Institute (technical branch of the College)</td>
<td>To allow high school juniors and seniors to receive actual certification to become a Certified Nursing Assistant before their high school graduation ceremony</td>
<td>2 years</td>
<td>2</td>
<td>8 to 15 high school students and 10-12 OLOLC students</td>
<td>None</td>
<td>To provide an educational opportunity for at-risk, economically- disadvantaged high school juniors/ seniors to pursue health care careers as a certified nursing assistant or licensed practical nurse as an extension of our mission of service.</td>
<td>Partnership informs the high school students and their parents (many are single-parent households) that College is attainable for Capitol High students from low- income, socially disadvantaged</td>
</tr>
<tr>
<td>14 “Facts about FAS via Spanish Radio Waves” Project</td>
<td>Christ the King’s Church Alcohol Anonymous Group</td>
<td>SON Students (NURS 4720)</td>
<td>To provide vital teaching lessons about Fetal Alcohol Syndrome, Cirrhosis, Kidney Disease, Stats, etc. to members of an Alcoholics Anonymous group who only speak Spanish in the Baton Rouge &amp; New Orleans areas.</td>
<td>1 year</td>
<td>1</td>
<td>2</td>
<td>None</td>
<td>Partnership allowed the College to significantly address the critical problem of the importance of having RN graduates who are fluent in both Spanish and English in the Baton Rouge area; to assist in the ever-increasing numbers of Spanish-speaking patients living in the greater Baton Rouge area.</td>
<td>The critical need for health literacy related to alcohol abuse information can have a much, much larger Spanish-speaking population via the medium of radio and the community can only profit from such vital information</td>
</tr>
<tr>
<td>15 Know Your OTC Medications: A Teaching/Learning Project for Seniors</td>
<td>Baton Rouge Council on Aging</td>
<td>Human Medicine Students</td>
<td>To increase the knowledge and awareness of the proper use of over the counter medications by members of the senior population.</td>
<td>1 semester</td>
<td>1</td>
<td>15-Jan</td>
<td>None</td>
<td>An important mission of the college is to improve healthcare literacy in the general population with specific emphasis on the geriatric population. This project addresses the concern for misuse and abuse of over the counter medications most often observed in adolescents and the elderly.</td>
<td>Community outreach projects at OLOLC College help to improve health literacy in communities across the state of Louisiana and increase the percentage of competent healthcare personnel with an increased sensitivity to socioeconomic and cultural differences among individuals in the community at large.</td>
</tr>
</tbody>
</table>