

NOMINATION FORM
COMMISSION ON HIGHER EDUCATION SERVICE LEARNING COMPETITION

Institution The Citadel

Title of Project LDRS211 Sophomore Service Learning Lab: Learning by Serving the Community

Project Director Conway Saylor, PhD, Director of Service Learning and Civic Engagement

Contact Information for Project Director : Dr. Conway Saylor,
Professor of Psychology and Director of Service Learning and Civic Engagement
The Krause Center for Leadership and Ethics
The Citadel, 171 Moultrie St., Charleston, SC 29409

Telephone Number: 843-953-8064; **Email Address:** saylorc@citadel.edu

Establishment Date of Project: Fall 2010

Unit That Administers Project: The Krause Center for Leadership and Ethics, Office of Service Learning and Civic Engagement

Total Number of Students Involved: Every sophomore: 648 in 2014-2015, 593 in 2013-2014, 540 in 2012-2013 (estimated 1781 of our current 2200 students)

PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING THE NOMINATED PROJECT
(Insert your answer after each question.)

- 1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is *linked* in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution *and is related* to a college course with some type of reflection activity. How does your project meet the parameters of this definition?**

The Citadel's Sophomore Service Learning Lab (LDRS211) is a community-based experiential service-learning course taken in the same year as the required Sophomore Leadership Seminar (LDRS201). Both are part of a four year developmental leadership curriculum required of all students in all majors. The LDRS211 sophomore service learning lab first introduces all students to service learning in a classroom setting, then engages students in hands-on community service experience of their choice at off-campus partner sites specifically selected to meet community needs in four target areas: education, veteran support, empowerment of people with disabilities, and food/housing security. In 2013-2014 we tracked 7,445 hours of service directly to LDRS211 students. Based on Corporation for National and Community Service rates the estimated economic impact of these hours alone was \$162,227. All students conclude their service experience by participating in reflection (small group reflection on day of service as well as a reflective essay to follow) and evaluation (day of service brief survey and/or behavioral observations and an on-line evaluation survey to follow).

The primary community problem we address through this course is K-12 Education, specifically educational disparities in children and adolescents who live in poverty, attend Title I schools, are in schools rated as "low performing" schools, and/or whose personal test scores indicate that they are behind grade level. By direct service or leadership of freshman teams, LDRS211 participants contributed to 9,226 hours of educational intervention during the 2013-2014 academic year, including the 5,569 hours in a heroism-themed outreach on our fall Leadership Day in 21 Innovation Zone and Charleston Promise Neighborhood schools. The freshman teams for the Leadership Day intervention were all led by sophomores in LDRS211 who trained especially to lead this activity as part of their LDRS211 service learning lab. Apart from leadership day 246 LDRS211 students engaged with children in weekly school tutoring, after school mentoring and homework help, or special STEM events in 2013-2014. Students can also enroll in LDRS211 in the summer, assisting in our intensive collaborations with summer programs who work to prevent summer learning loss.

While the LDRS211 course is designed to introduce and reinforce the leadership curriculum, many of the LDRS211 students select activities related to their majors. For example, Science Technology Engineering and Math (STEM) majors have helped us offer weekly hands-one science demonstrations at our nearby partner school James Simons Elementary and a North Charleston leadership development program for high risk middle school students, Metanoia. Led by one of our Education faculty some sophomores earn their LDRS211 credit by joining the African American Society's outreach to minority youth at Fort Johnson Middle School.

2. Specifically, which segments of the college/university community does your project involve?

One of the most exciting aspects of the LDRS211 service learning lab is that it involves a wide and diverse group of faculty, staff, and students with a shared mission of educating principled leaders through service. The 31 instructors for the classroom-based sophomore leadership seminar (LDRS201) where LDRS211 service learning lab is first introduced are from all disciplines, schools, and departments and were selected from among more than twice that number of faculty and administrator applicants. Our Institutional Assessment office plays a key role in collection and analysis of our LDRS211 course evaluation data through an on-line quantitative surveys and a *Taskstream* reflective essay that is scored using the AAC&U rubric for Civic Engagement. Ten faculty fellows are funded to develop curricular and co-curricular outreach curricula that can be implemented with LDRS211 students and juniors or seniors who make a more in-depth commitment to service learning after finding an issue they are passionate about in LDRS211.

The LDRS211 lab is administered under the Krause Center for Leadership and Ethics under the supervision of Dr. Conway Saylor, Professor of Psychology and Director of Service Learning at the Citadel. Logistically the service learning placements are managed with the assistance of two full time South Carolina Campus Compact AmeriCorps VISTA Volunteers, and Krause Leadership Center staff. The staff work closely with the Commandant's office to coordinate the orders for cadets to leave campus and serve in the community. Two graduate students assigned to the course assist with the assessment process which includes examination of the impact on both college students serving and K-12 students served. In 2013-2014 nine peer-reviewed presentations by collaborating faculty and students showcased the impactful outreach initiatives that LDRS211 students are part of.

Our community partners are vital collaborators in the LDRS211 course. Staff from more than 30 community agencies participated in our annual training night, fall partner dinner, spring partner lunch, and/or summer partner brunch, training and mentoring our students in LDRS211 and beyond. On leadership day community partners teamed up with our faculty and staff to debrief and reflect with several hundred sophomores in LDRS211 as they came in from their day of service. Community partner reflection leaders included retired teachers, volunteer coordinators from four partner sites, AmeriCorps-VISTAs from other sites, a visiting Medal of Honor recipient. Campus reflection leaders included senior administrators, faculty, and interested staff from all levels of the campus. Besides increasing student learning and insight about their service experiences, small group reflection and subsequent reflective essays help engage a wide variety of faculty, staff, and partners in the service learning process. The scope and commitment of our on- and off-campus collaboration to educate principled leaders through service learning was nationally recognized this year by our first Carnegie Classification in Community Engagement (2015-2020), the 2013 Washington Center Higher Education Civic Engagement Award, and the 2013 (and 2014) President's Higher Education Service Honor Roll.

3. How many students (specify degree levels to the extent possible) does the project affect?

The LDRS211 Sophomore Service Learning Lab course involves every second year student in the Citadel's undergraduate day program, which was 540 in 2012-2013 (this year's graduating class), 593 in 2013-2014 (this year's juniors), and 648 in 2014-2015 (this year's sophomores including those currently enrolled). Each student will serve at least 10 hours in the community (includes training and reflection) and many will do more.

4. Describe the target community or communities your project serves.

Most, but not all of the LDRS211 efforts have been focused in the tri-county area (Charleston-Berkley, Dorchester). The preliminary effort in this arena was to target agencies working effectively toward resolution of problems in Education, Veteran support, Empowerment of people with disabilities, and Food/housing security. As noted above our primary target population is children and adolescents who live in poverty, attend Title I schools, are in schools rated as “low performing” schools, and/or whose personal test scores indicate that they are behind grade level. This year agencies with environmental impact were added. Examples of community partners for the sophomore service learning lab course include:

Education:

- Downtown Community Education after-school and summer programs
- Cannon Street YMCA after-school program
- Military Magnet Academy
- 21st Century Burke Middle School mentor program
- James Simons Elementary School
- Burns Elementary School
- Charleston Promise Neighborhoods

Food/Housing security:

- Sea Island Habitat for Humanity
- Johns Island Rural Mission
- One80 place
- LowCountry Orphan Relief

Health/Disabilities:

- Ralph H Johnson Veteran's Affairs Medical Center
- Charleston Miracle League
- Down Syndrome Association of the Low Country
- Special Olympics
- City of Charleston Unified sports

Environment/Animals

- Charleston Parks Conservancy
- Charleston Audubun Society
- Charleston Animal Society

Appended output report for the 2013-2014 school year summarizes the breadth and depth of our community involvement. More than half of the hours summarized in this report were provided by participants in the LDRS211 sophomore service learning lab course.

5. Describe your project’s effectiveness in helping to solve the problems or concerns in the target community.

Implementation of the sophomore service learning lab experience has led both to tremendous increases in output for the community and measurable changes in the participating students. Some of the increased output is due to changes in requirements, programming and efficiency of our infrastructure for service learning placements. However, much to our delight, some is due to the

voluntary return of sophomores who did their 10 hours for credit but stayed on or returned as leaders and volunteers in subsequent semesters.

We are beginning to amass evidence that our service programs have measurable impact in the community. Child-report surveys from IRB research studies showed that our Leadership Day intervention in Innovation Zone (highest risk) elementary and middle schools impacted the knowledge, beliefs, and aspirations of the participating students. In elementary schools, 78% of 1612 (fall 2013) and 83.7% of 1740 (fall 2014) student respondents endorsed that they knew what a hero was and knew words to describe a hero more than before the lesson. Furthermore, 84.2% (fall 2013) and 87.8% (fall 2014) of students reported a belief that they might be good at helping others more than before the lesson. Remarkably, 87.4% (fall 2013) and 90.1% (fall 2014) endorsed that they believed they might be able to be someone's hero one day. Finally, even the brief exposure to college student role models and discussions of personal heroes and heroines led 84.6% (fall 2013) and 87.4% (fall 2014) of the students to endorse that they "know some adults who inspire me and show me a good way to be" more after the lesson. Though this lesson was not primarily designed to improve student's attitudes about going to college, 82.5% (fall 2013) and 85.8% (fall 2014) of respondents indicated they "might want to go to college someday" more after this opportunity to work with college students on the lesson (delivered by our trained LDRS211 sophomores) and service (facilitated by freshman who had been trained by the sophomore leaders).

The implementation of the Sophomore seminar service lab has also allowed us to support increasing numbers of community partners. In the first year LDRS211 was implemented as a course, 2010, 15 agencies partnered with us, training our cadets on and off campus, providing planning and evaluation feedback, and educating our students about the community needs and populations they serve, and educating our students about the community needs and populations they serve. In 2014-2015 the number of active partnerships had more than doubled to at least 37 partners. More importantly, the quality and reciprocity of these service experiences was enhanced. All approved LDRS211 options were discussed in face-to-face meetings with our partners and developed to optimally meet their needs.

6. Describe the degree to which your project enhances student learning while providing specific examples of the service learning activities the college students engage in. Also explain how the service learning activities reinforce or apply what the students learn in the classroom.

Cadets who participate in sophomore service learning lab experiences complete both reflective and quantitative evaluation processes that have been developed for this course and subsequently extended to other service learning as well. Reflection is accomplished through group reflections at the end of service days to individual on-line essays to standard prompts which will be scored using the AAC&U rubrics (see prompts in appendices).

All participants in LDRS211 are asked to complete an on-line evaluation survey that quantifies their perception of training, service, and what is learned. Scores for LDRS211 students from fall 2013, spring 2014, and fall 2014 verified that the majority reported increased exposure to diversity, learning something, and developing as leaders (all explicit objectives for LDRS211). Specifically: Of the 504 sophomores who completed the survey in 2013-2014 and 160 sophomores from fall 2014, 82.8% (2013-2014) and 83.8% (fall 2014) of cadets believed that they did work that met community needs. During 2013-2014 and fall 2014, 73.4% and 77.5%, respectively, respondents endorsed that they worked in a culture different from their own and/or worked with people that were different from themselves. Of cadet respondents from 2013-2014, 76.8% believed they learned something by doing service, whereas the rates for fall 2014 were 82.4%. When cadets were asked if serving helped them develop as a leader, 71.8% of respondents from 2013-2014 agreed or strongly agreed while, 76.6% of respondents from fall 2014 agreed or strongly agreed.

Most of our evaluation tools have been incorporated into IRB-approved research protocols that allow us to evaluate the impact of service on those served and those serving. Students can elect to have their responses used for program evaluation only or for research, including longitudinal follow-up. A study by an undergraduate-faculty team documented that sophomores in LDRS211 reported significant pre-post survey gains on Reeb's Community Service Self-Efficacy scale and increased life satisfaction on Diener's Life satisfaction scale.

Appendices include descriptions of some of our signature LDRS211 service activities, forms used for evaluation, impact data, and abstracts from conference papers.

7. Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.

LDRS211 is a zero hour pass/fail lab course whose completion is a prerequisite for graduation.

8. If funding is required, how is the project funded and what is the approximate annual budget for the project?

Funding for this program comes from multiple sources, Dr. Saylor's 12-month position as director of service learning and civic engagement is part of the College's permanent faculty and staff FTE salary pool budget. The administrative assistant and Graduate Assistant that support this program are paid by strategically prioritized operating and donor funds, while the AmeriCorps-VISTA positions are awarded through the SC Campus Compact. Apart from salaries, more than \$50,000 is awarded to support costs of offering these programs including supplies, travel (eg vans to carry students to sites), meals, training events, community partner grants, cadet grants, and Faculty Fellow awards. Service learning generally and the LDRS211 initiative in particular have been named as priorities in our 2013-2018 "LEAD" Strategic plan and fundraising to endow these programs is proceeding on a major scale.

9. Add any other comments you may have about your project.

The Citadel has made an unprecedented commitment to service learning by approving and implementing the Sophomore Service Learning lab course (LDRS211) over the last five years. While some students may not follow up after the service is not required (an empirical question we are positioned to track) we believe that giving every single student exposure to a carefully crafted curricular service experience when they are sophomores will lead to many electing to serve the community in additional ways in subsequent years. The ongoing strategic plan makes specific commitments to promotion of service as part of an overarching mission to develop principled leaders, beginning with the LDRS211 Service Learning Lab course.

In addition to appendices, please follow this link to our service learning sign up page. At the bottom of the signup page there is a **link to the LDRS211 orientation video** which explains and depicts the student experience in this course.

<http://www.citadel.edu/root/krausecenter-service-learning/service-signup>

Thank you for your consideration.

You may also include supplemental information about the project (such as brochures, pictures, etc.).

Please return this form via e-mail by **February 27, 2015**, to:

Trena Houp, Program Manager
Academic Affairs
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803.737.4853
thoup@che.sc.gov

Leadership Service Learning Lab (LDRS211) Syllabus 2014-2015

Instructor: Conway F. Saylor, PhD, Director of Service Learning and Civic Engagement,
Professor of Psychology, saylorc@citadel.edu 953-8064

Assisted by: SC Campus Compact AmeriCorps-VISTA Tyler Woolum, Citadelvista@gmail.com 953-4948
SC Campus Compact AmeriCorps-VISTA Brady Cobb,
Citadelvista2@gmail.com 953-8068

Service Learning Office: 2nd floor of the Krause Center for Leadership and Ethics,
201 Richardson (behind Bond Hall)

Course description: LDRS211, the Service Learning Lab, is a zero hour credit course required for graduation. While LDRS201 provides a classroom-based foundation in leadership and ethics, LDRS211 provides students with a hands-on learning experience in the community. Students individually select their approved Service Learning option of 10 or more hours. This potentially includes training and evaluation; exact hours may vary depending on the service site cadets choose, but ten hours is the absolute minimum for a passing grade. The Pass/Fail LDRS211 Service learning leadership lab is offered in the fall, spring, or (by professor consent) summer semesters. See page 104 of 2014-2015 catalog for full description of requirements.

Defining approved Service Learning experiences: Service Learning is defined as an experience in which the approved **Service** a) meets a community need, b) is provided through a community partner that has been determined to be effective in meeting a community need, and c) is a service that can be provided with someone of the skill-level of the cadet participant. It is an experience with high potential for **Learning** which a) begins with training about the issues, populations served, and the agency serving them b) continues through the hands-on engagement experience (which ideally allows cadets face-to-face contact with those they are serving), and c) culminates in reflection on and evaluation of the experience.

This is not volunteer work; it is learning outside of the classroom for a required course. Finally, the impact of service learning on those serving and those served comes down to what the cadets and collaborating community partners invest in and make of the opportunity. This year more than 100 approved service learning options have been identified and are available for student sign-up on the service learning website:

<http://www.citadel.edu/root/krausecenter-service-learning/service-signup>

Orientations in the first LDRS201 classes will guide sophomores through the sign-up process. Students begin their leadership and service experience by choosing an issue that is important to them and selecting an option that fits their schedules. Some options involve explicit leadership roles where you can request to be accountable for a service group (Cadet in Charge, CIC). We encourage you to utilize this "real world" opportunity to hone and practice your leadership skills.

Approval of alternative experiences: Dr. Saylor must pre-approve any alternative options to the approved Service Learning experiences on the website in order for a student to use them in fulfillment of his/her LDRS211 requirement. The request for pre-approval may come from the cadet, staff, or faculty leader of a group offering a comparable experience or may come from an individual student. In either case the request must be in writing (email is fine) and must include the specific details of the experience including dates, hours, and how the activity meets the standards above for Service Learning. Alternative experiences may not be approved retroactively.

Enrollment in LDRS211 and grading: Students taking LDRS201 in the fall of their second year at The Citadel (fall 2014) must also enroll in LDRS211 either fall (fall 2014) or spring (spring 2015) of the same academic year. There is no option for completing your Fall LDRS211 course requirements in the spring. If you are registered in LDRS211 lab in the fall but do not have a firm plan for completing your 10 hours, you should either make that plan immediately or drop the class (re-enroll in LDRS211 for spring 2015). We do have a provision that allows students to complete their

service in the fall 2014 and have it credited toward their spring 2015 course **if properly documented**. It is the student's responsibility to come to the VISTA office to insure that paper documentation of approved hours is in the LDRS211 (purple form) book if they elect this option.

Students enrolling in LDRS211 for spring 2015 will add the LDRS211 course at drop-add the week of November 10th, 2014. They should come to one of two open labs (Tuesday, Nov. 11th or Tuesday, Nov. 18th between 2:30-4) to register for their specific spring service assignments. Alternatively they can come by The Krause Center's service learning office between November 10th and 21st (special office hours 2-6 pm Mon-Thurs) to select their service option

All students will receive a grade of IP (in progress) at midterm. Pass or a Fail will be posted at the end of the semester based on the student's documented completion of required service and training (10 hours, as documented on sign-up sheets) plus completion of online evaluation survey and Taskstream Civic Engagement essay (under Military pillar). Students who do not Pass their LDRS211 course fall or spring of their sophomore year, regardless of the reason, must choose a different semester to enroll in the course and complete the requirement. Please alert the AmeriCorps-VISTAs if you are a junior or a senior still trying to complete LDRS211 so we can give you first priority for slots that will help you take care of this important requirement.

Links for sign up, training, communication, documentation, and evaluation:

- 1) Besides enrolling in the LDRS211 course in the regular class registration system, students must **sign up for approved LDRS211 service options on line** at <http://www.citadel.edu/root/krausecenter-service-learning/service-signup>. Slots are assigned on a first-come basis so make your choice and nail your slot as soon as you can access the system (first week of classes). ***It is assumed that you will record and know the details of your training and service commitments, including time, place, days, and uniform. Watch for emailed updates and confirmation of orders, especially the week service starts, but do not assume someone else will contact you to remind you what to do. You should leave your enrollment session with essential information and integrate it into your planners.***
- 2) **Please contact AmeriCorps-VISTAs Tyler Woolum or Brady Cobb using contact information above** if you need to change assignments or have any questions about logistics or hours credited to date. If you have a question related to your grade or approval of an option contact Dr. Saylor who is your professor for this course.
- 3) Some combination of **on-campus, off-campus, and on-line training is required** for any service you sign up for. In addition several sites have their own volunteer application forms and background checks. Please be sure you complete all required trainings and forms or you may lose your slot.
- 4) All sophomores must sign up for a **Leadership Day Service or Training** option apart from their LDRS211 semester or service option. While it is possible to earn 3-8 hours toward LDRS211 on Leadership Day, the LDRS211 course and the Corps-wide Leadership Day participation requirements are two separate issues. When you sign up for your Leadership Day option be sure you note whether the option you select can be credited toward LDRS211 credit.
- 5) At the end of the semester you enroll in LDRS211, you need to complete the brief online evaluation. You will receive a link to this assessment two weeks before exams and the evaluations must be completed before exams begin. In addition you need to complete the service learning/civic engagement essay in your TaskStream e-portfolio. Both elements are required for a passing grade in the LDRS211 course. **Students must complete training, engagement, and evaluation components no later than December 8th for fall 2014 credit and no later than April 27th for spring 2015 credit.**

Our goal is for 100% of you to enjoy, learn from, and pass LDRS211. Please do not hesitate to contact us if you see a way we can support your success in this course.

Service Learning Reflection: Final requirement to complete LDRS 211

This year you have been engaged in at least one approved service learning experience. In this 3-5 page essay, you will reflect on your experiences and the ways in which they might have impacted your perceptions and aspirations about future engagement with your community. Your essay should have an introduction and conclusion paragraph and four to six body paragraphs.

The introduction should grab the reader's attention. Your conclusion should integrate and summarize your key reflections and future implications both for your role as an engaged citizen and your role as a leader. The body paragraphs may vary according to what kind of service you did. The body paragraphs may vary depending on how you served, but here are some suggestions:

- **share the story of the service learning experience.** Enrich your story with details about your perceptions, expectations, and first impressions. Continue by describing shifts in your perceptions or the nature of the service itself that might have occurred in the course of your service day(s), weeks, or months.
- Specifically reflect on **what you learned about people you served who may be different from yourself and/or the agencies who serve them.** If you did not meet the people benefitting from your service, what do you think their needs and/or benefit of your service might have been? How might their life experiences and cultures have been different from your own?
- Finally, include **reflections about your commitment to your community in the long term** and how you see yourself contributing to make a contribution as an engaged citizen and principled leader. What have you learned about your strengths and interests that might help you zero in on causes or types of community engagement that best reflect your personal values and priorities, utilize your strengths as a citizen and/or leader, and maximize your personal impact on your community?

Upload your essay to your E-Leadership Portfolio under the *Service Learning LDRS211 (Third Class)* assignment, located under the *Moral & Ethical Pillar*. You may also view a copy of the rubric there. Contact Dr. Saylor (saylorc@citadel.edu) if you have difficulty entering your work, or if you do not have a portfolio.

Do not wait to the last minute to attempt your submission. The deadline for essay submission for FALL LDRS211 enrollees is Wednesday December 5th. The deadline for Spring LDRS211 enrollees is Wednesday April 24th. Essays must be completed and in the system in order for your Passing LDRS211 grade to be entered.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valuel@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be in campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Crysx Press, 2000, Preface, page v actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of civic learning outcomes are framed by personal identity and commitment, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. 1
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.
In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community collaborators in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefit, conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valuel@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page 1 actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	Milestones 3	Milestones 2
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.



Service Learning Evaluation Form

Evaluation of Service Learning Experience

Thank you for taking the time to reflect on and evaluate your service learning experience at The Citadel. We will use the data from your evaluation to identify sites and procedures that are working well for students as well as things that need to be improved.

Those of you completing this survey for a course may find that completing the evaluation is a required final step to receiving your credit. Others may be completing the form completely for the purpose of contributing your observations. Either way we thank you.

We are hoping that many of you will give consent for us to use your evaluation data, along with current and future data about your service activities and academic record, in research studies to evaluate the impact of service learning experiences on our college students. If you are willing to allow your data to be used in this way please check the third option (consenting to research) below.

If you decide to become part of the research studies, you have the rights as a research participant. First, your confidentiality will be protected. Your name will be used to connect your surveys and other data about your participation, coursework, and service but your name will never be included and ultimately (once you have graduated) the research dataset will not even contain your name. All study results will be reports of students as a group and there will be no way to identify your personal responses or experiences. You may elect not to choose this option without penalty and can remove yourself from the research database at any time by contacting Dr. Saylor at saylorlc@citadel.edu, again with no negative consequences. You should also contact Dr. Saylor if you have any questions or discomfort with any aspect of the research process.

1. Please check one box to indicate which option you are choosing for the uses of your evaluation data.

- I am not providing my name. I am not required to complete this evaluation for any course and do not wish my answers to be linked to me in any way.*
- I am providing my name only so I can be credited in a course for completing this component of my service learning activity. I am electing the option to not have my data included in research.*
- I am providing my name and I consent for my responses to be entered in a research database that will include linking my responses to current and future service learning*

activities at The Citadel. I have read and understand the description of the study given above and my rights as a research participant.

2. Please enter your name in the box below, unless you chose the first (no credit, no research) option above.

First Name:

Middle Initial:

Last Name:

3. Gender

- Male Female

4. Academic Classification

- Freshman Sophomore Junior Senior Other

5. Please estimate your previous experience with service learning in

	Never	<10 hrs/yr	10-30 hrs/yr	30-80 hrs/yr	>80 hrs/yr
High School	<input type="radio"/>				
College	<input type="radio"/>				

6. Did you offer to be a team leader (CIC) and/or did you serve as leader (CIC)?

- N/A- No CIC needed for this activity. Did not offer to lead. Offered to lead but was not asked to. Offered to lead, was asked to, but ended up not serving. Offered, was asked to, and served as team leader (CIC).

7a. Are you currently affiliated with the U.S. Military? If so, please indicate the nature of your commitment role:

- None (N/A) Contract Reserves Active Duty Veteran

7b. Please check the branch of the military with which you are affiliated:

- None (N/A) National Guard U.S. Air Force U.S. Army U.S. Coast Guard U.S. Marines U.S. Navy

8a. Are you a varsity athlete?

- Yes No

8b. What sport(s)? (Please check all that apply.)

- Baseball Basketball Cross Country Football
- Golf Rifle Soccer Tennis
- Track Volleyball Wrestling

9a. Please check the name(s) of the agency or site where you have completed any service during this school year. Please check all that apply.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Krause Center Service Team | <input type="checkbox"/> Military Magnet Academy | <input type="checkbox"/> Charleston Parks Conservatory | <input type="checkbox"/> Trebuchet |
| <input type="checkbox"/> Freshman SHARE Team | <input type="checkbox"/> James Simons Elementary School | <input type="checkbox"/> Charleston Audubon Society | <input type="checkbox"/> Girl Scouts Design Day |
| <input type="checkbox"/> Upperclass SHARE Team Leader | <input type="checkbox"/> Salvation Army | <input type="checkbox"/> Sea Island Habitat for Humanity | <input type="checkbox"/> Follypalooza Cancer Benefit |
| <input type="checkbox"/> Therapeutic Horseback Farm | <input type="checkbox"/> Carolina Youth Development Center | <input type="checkbox"/> Johns Island Rural Mission | <input type="checkbox"/> Race for the Cure |
| <input type="checkbox"/> First Lego League Service Project | <input type="checkbox"/> Cannon St. YMCA | <input type="checkbox"/> Operation HOME | <input type="checkbox"/> Veteran's Day Parade |
| <input type="checkbox"/> SHARE Card Distribution Team | <input type="checkbox"/> Charleston Promise Neighborhood | <input type="checkbox"/> Connie Maxwell House | <input type="checkbox"/> Veteran's Day Lunch |
| <input type="checkbox"/> Burns Elementary-Young Authors | <input type="checkbox"/> VA Medical Center | <input type="checkbox"/> Lowcountry Food Bank | <input type="checkbox"/> Teddy Bear Picnic |
| <input type="checkbox"/> Burns Elementary-Smart Strengths | <input type="checkbox"/> Healing Farms | <input type="checkbox"/> Crisis Ministries | <input type="checkbox"/> Relay for Life |
| <input type="checkbox"/> Charleston Development Academy-Young Authors | <input type="checkbox"/> City of Charleston Therapeutic Recreation-Unified Sports | <input type="checkbox"/> Tri-County Family Ministries | <input type="checkbox"/> Cooper River Bridge Run |
| <input type="checkbox"/> Charleston Development Academy-Smart Strengths | <input type="checkbox"/> Youth Baseball Academy | <input type="checkbox"/> Lowcountry Orphanage | <input type="checkbox"/> Ashley River Plantation Valentine's Dance |
| <input type="checkbox"/> North Charleston High/Jenkins Academy-Smart Strengths | <input type="checkbox"/> Charleston Miracle League | <input type="checkbox"/> Buddy Dance | <input type="checkbox"/> Other- Please specify below: |
| <input type="checkbox"/> Burke Middle School-Century 21 | <input type="checkbox"/> DSAL Buddy Walk | <input type="checkbox"/> Special Olympics | |
| <input type="checkbox"/> Sanders-Clyde Elementary School-Kaleidoscope | <input type="checkbox"/> Charleston Animal Society | <input type="checkbox"/> Science Night | |
| <input type="checkbox"/> Mitchell Elementary School-Kaleidoscope | <input type="checkbox"/> SCORE | <input type="checkbox"/> Arts Night | |

Other:

9b. Please check the name of the agency or site that you will rate in the questions that follow. We suggest you rate the one you spent the MOST time in or the one that was most meaningful to you. Please check one.

- | | | | |
|---|--|---|---|
| <input type="radio"/> Krause Center Service Team | <input type="radio"/> Military Magnet Academy | <input type="radio"/> SCORE | <input type="radio"/> Science Night |
| <input type="radio"/> Freshman SHARE Team | <input type="radio"/> James Simons Elementary School | <input type="radio"/> Charleston Parks Conservatory | <input type="radio"/> Arts Night |
| <input type="radio"/> Upperclass SHARE Team Leader | <input type="radio"/> Salvation Army | <input type="radio"/> Charleston Audubon Society | <input type="radio"/> Trebuchet |
| <input type="radio"/> Therapeutic Horseback Farm | <input type="radio"/> Carolina Youth Development Center | <input type="radio"/> Sea Island Habitat for Humanity | <input type="radio"/> Girl Scouts Design Day |
| <input type="radio"/> First Lego League Service Project | <input type="radio"/> Cannon St. YMCA | <input type="radio"/> Johns Island Rural Mission | <input type="radio"/> Follypalooza Cancer Benefit |
| <input type="radio"/> SHARE Card Distribution Team | <input type="radio"/> Charleston Promise Neighborhood | <input type="radio"/> Operation HOME | <input type="radio"/> Race for the Cure |
| <input type="radio"/> Burns Elementary-Young Authors | <input type="radio"/> VA Medical Center | <input type="radio"/> Connie Maxwell House | <input type="radio"/> Veteran's Day Parade |
| <input type="radio"/> Burns Elementary-Smart Strengths | <input type="radio"/> Healing Farms | <input type="radio"/> Lowcountry Food Bank | <input type="radio"/> Veteran's Day Lunch |
| <input type="radio"/> Charleston Development Academy-Young Authors | <input type="radio"/> City of Charleston Therapeutic Recreation-Unified Sports | <input type="radio"/> Crisis Ministries | <input type="radio"/> Teddy Bear Picnic |
| <input type="radio"/> Charleston Development Academy-Smart Strengths | <input type="radio"/> Youth Baseball Academy | <input type="radio"/> Tri-County Family Ministries | <input type="radio"/> Relay for Life |
| <input type="radio"/> North Charleston High/Jenkins Academy-Smart Strengths | <input type="radio"/> Charleston Miracle League | <input type="radio"/> Lowcountry Orphanage | <input type="radio"/> Cooper River Bridge Run |
| <input type="radio"/> Burke Middle School-Century 21 | <input type="radio"/> DSAL Buddy Walk | <input type="radio"/> Buddy Dance | <input type="radio"/> Ashley River Plantation Valentine's Dance |
| <input type="radio"/> Sanders-Clyde Elementary School-Kaleidoscope | <input type="radio"/> Charleston Animal Society | <input type="radio"/> Special Olympics | <input type="radio"/> Other- Please specify below: |

Other:

- 10. How many hours did you deliver service at this site?**
- 11 to 15 Hours

Zero to
Four
Hours

Five to
Ten
Hours

More
Than 15
Hours

11. How many total days did you go to this site?

- All One Day 2-4 Days 5 or More Days

12. Course/requirement related to your service assignment (check all that apply).

- Not Related to a Course or Requirement LDRS 201/211 English Course Science Course PSYC 418/419 Other, please list below.
- Leadership Day Requirement Engineering Course History Course PSYC 201/202 PSYC 410/463

Other:

13. Area of service

- Animals Elderly People with Disabilities Veterans Other, please specify below.
- Environment People in Poverty School Children I Don't Know

Other:

14. Please check all forms of training you completed for this service activity.

- Self Guided on Computer Training on Campus Training On Site None

15. Please check one option in each row to reflect your experience of preparing for and completing your Service Learning experience.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I learned about the population I would be serving before I did service.	<input type="radio"/>				
I learned about the agency/tasks before I did service.	<input type="radio"/>				
I received prompt and complete communications about how/when to serve.	<input type="radio"/>				
I looked forward to doing this service activity.	<input type="radio"/>				
I was able to choose an activity that was potentially meaningful to me.	<input type="radio"/>				
On site supervisors and staff were helpful to me.	<input type="radio"/>				
The work I did met community needs.	<input type="radio"/>				
I met the people I was serving.	<input type="radio"/>				

I worked in a culture different from my own and/or worked with people who are different from me.

This was an experience that was new to me.

I worked hard while doing service.

I had fun while doing service.

I learned something by doing this service.

This helped me develop as a leader.

Based on this service learning experience, I would like to do this specific kind of service again.

Based on this service learning experience, I would like to do more volunteer service of some kind in the future.

I talked about my service experiences outside of class.

This changed one or more of my perceptions or beliefs.

This was a worthwhile use of my time.

I would recommend my placement to a future student looking to serve.

16. For each of the items below, please rate your confidence using the following scale, with 1 being "Quite Uncertain" and 10 being "Certain":

	<i>Quite Un- Certain</i>	2	3	4	5	6	7	8	9	<i>Certain</i>
If I choose to participate in community service in the future, I will be able to make a meaningful contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I will be able to find community service opportunities which are relevant to my interests and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that, through community service, I can help in promoting social justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that, through community service, I can make a difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help individuals in need by participating in community service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that, in future community service activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that, through community service, I can help in promoting equal opportunity for citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through community service, I can apply my knowledge in ways that solve "real-life" problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By participating in community service, I can help people to help themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Reeb, 2006)

17. Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item. Please be open and honest in your responding.

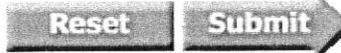
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
In most ways my life is close to ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far I have gotten the important things I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over I would change almost nothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Diener, Emmons, Larsen, & Griffin, 1985)

18. What did you learn about the people or agencies that you served?

19. What did you learn about yourself?

Please submit (blue SUBMIT arrow below) your survey before closing your web browser. Thank you for your participation.



Overview of The Citadel's Positive Enrichment Programs (PEP) for K-12 students

Conway F Saylor, PhD, Director of Service Learning and Civic Engagement,
The Krause Center for Leadership and Ethics, The Citadel, 201 Richardson Ave,
Charleston, SC, 29409 saylorc@citadel.edu 843-953-8064

Background: A major priority for The Citadel Service Learning and Civic Engagement programs has been to develop, implement & evaluate replicable programs designed to impact high-risk students in four key areas: Literacy, STEM Sciences, Health & Well-being, and Leadership Development. In collaboration with community partners who offer in-school, after-school, and summer programs we currently offer seven (PEP) programs during the academic year

Common ingredients: All of our programs

- are empirically-based and are being developed in collaboration with Citadel faculty and community educators with expertise in the target areas
- have been piloted in Title I schools, after-school programs, and/or summer programs that serve high-risk youth.
- develop and affirm students' diverse strengths and skills
- promote a college-bound culture and engage students in positive experiential learning assisted by college students
- are designed to be delivered in 8-12 sessions to coincide with college semesters

Specific programs and recommended grade levels:

- **Reading Festival (RF)** engages K-2nd graders in individualized reading instruction designed to make reading more fun while increasing reading skills (literacy)
- **Young Authors (YA)** guides 3rd-6th grade students in telling their stories- past, present, and future- in multimedia including a professionally printed autobiography. Includes one field trip/semester (literacy)
- **STEM Science (STEM)** engages 3rd-6th grade students in hands-on experiential lab demonstrations designed to peak their interest and skills in Science, Technology, Engineering, and Mathematics (STEM)
- **Citadel Health Education, Exercise, and Fitness program (CHEEF)** promotes fitness and healthy lifestyles through active and guided play (requires gym and/or safe indoor/outdoor recreation space; health and well-being)
- **Peer EXPRESS Service Club (PEX)** engages 6th-12th graders in the process of planning and executing team community service. Includes in-class activities as well as 2 community field trips per semester (health and well-being, leadership development)
- **Smart Strengths** applies processes from positive psychology and character strengths literatures to identify and apply 6th-12th graders' personal strengths toward success in academic, social, and leadership endeavors (health and well-being, leadership development).
- **Teen Leadership Collaborative (TLC)** mentors nominated teens in a process of identifying strengths and future goals, assisting with programs above with younger students, and developing leadership skills (leadership development).

The Citadel Service Learning and Civic Engagement with our Downtown Community

I. Background

In the past five years The Citadel has significantly invested in strategic priorities that integrate service learning and civic engagement into our Leadership Development Model. Our engagement efforts were recognized with two national awards in 2013-2014. Our service initiatives prioritize key issues of importance in our neighboring communities including education, economic opportunity, health/disability, and veteran support. We partner with community agencies to maximize impact, primarily in the downtown Charleston and North Charleston areas. As summarized in Attachment A, we documented more than 15,305 hours of service in the 2013-2014 school year with an estimated economic impact of \$333,497.

II. Partnerships in Downtown educational settings

The single biggest commitment we make for our service resources is to support education of students in Title I school programs. We partner with:

- A) **Downtown Community Education - Kaleidoscope** in several elementary after-schools; **21st Century** afterschool program at Burke; summer **Little Bulldogs** program for downtown Pre-K through 8th graders
- B) **Charleston Development Academy - Young Authors** and **Smart Strengths** enrichment programs including summer program; Dr. Saylor on CDA Governance Board
- C) **Charleston Promise Neighborhood** - Year-round initiatives plus summer k-2 program at Sanders-Clyde
- D) **James Simons Elementary** - Primary partner we have followed to Brentwood campus an back again; emphasis this year on STEM science; Dr. Saylor on JSE School Improvement Council and Downtown Middle School task force as JSE community representative
- E) **Gadsden Green Housing Authority** - after school and summer programs; emphasis this year on literacy; Anita Meyers)
- F) **Innovation Zone of Charleston County School District** (Heroism outreach, special events, summer fifth quarter program; James Winbush)
- G) **Magnet programs available to downtown youth** including Military Magnet and Jenkins Academy.
- H) **Healthy Play WIFFLE Ball league** Summer program for high risk downtown 3rd-6th graders in collaboration with City of Charleston Recreation Dept. (Jennifer Molizon)
- I) **Cannon Street YMCA** afterschool and summer programs

III. In addition to volunteer hours, The Citadel is investing other resources directly into the success of downtown educational initiatives.

In 2013-2014:

- A) Funded the “Young Authors” program** with a national literacy grant from Phi Kappa Phi
- B) Contributed resources for the data collection, entry, and analysis of** Downtown Community Education parent survey data
- C) Partnered with the Scholastic Publishing FACE program** to put more than 400 books into the homes of students who may not ordinarily access reading opportunities
- D) Offered STEM Science and Engineering outreach** and special events for downtown schools, youth, and their families
- E) Placed Education and Psychology interns** in downtown schools
- F) Collaborated with partners to document impact of specific programs** such as reading interventions

IV. Leadership Day (this year on October 22nd) and Saturday service events provide Citadel teams to engage in other “brick and mortar” or landscaping projects that benefit downtown populations.

In summer/fall 2014:

- A) Worked with Stewards of Hampton Park, Charleston Parks Conservancy** to address landscaping and neighborhood beautification projects
- B) Collaborated on refurbishing of Shaw Community Center** and repairs, improvements at the **First African Child Development Center**
- C) Partnered with Greenheart Garden project** at Mitchell Elementary school and helped move **Memminger Elementary school garden** from Brentwood campus to new school

The Citadel is “All in” when it comes to identifying community needs that we are positioned to meet. Please do not hesitate to call or email if you become aware of downtown Charleston partner programs or special projects that are a good fit for our skills, schedules, and safety parameters.



Conway F. Saylor, PhD

Director of Service Learning and Civic Engagement

saylorc@citadel.edu

843-953-8064

I- Summary of Output: Service Learning Fall 2013- Spring 2014

I- ECONOMIC OPPORTUNITY	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Connie Maxwell Children's Home	A home for children that have been abandoned, abused, or neglected	N/A	N/A	9 Volunteers; 81 Hours	9 Volunteers; 81 Hours
Crisis Ministries	Downtown homeless shelter and soup kitchen, VA lunch	10 Volunteers; 12 Hours	N/A	N/A	10 Volunteers; 12 Hours
Florence Crittenton	Non-profit residential-facility for young, pregnant women between the ages of 10 and 21	N/A	N/A	10 Volunteers, 35 Hours	10 Volunteers, 35 Hours
John's Island Rural Mission	Serve low-income families in need of home repairs	15 Volunteers; 96 Hours	1 Volunteer; 5 Hours	12 Volunteers; 90 Hours	28 Volunteers; 191 Hours
Krause Center Service Team Leader Training	See Appendix	52 Volunteers; 52 Hours	N/A	N/A	52 Volunteers; 52 Hours
Low Country Food Bank	Food distribution center that serves area soup kitchens and food pantries	33 Volunteers; 33 Hours	N/A	18 Volunteers; 135 Hours	51 Volunteers; 168 Hours
Sea Island Habitat for Humanity	Serve low-income families in need of housing; Families put in 500 hours of labor. MLK Day of Service	25 Volunteers; 186 Hours	4 Volunteers; 24 Hours	9 Volunteers; 72 Hours	38 Volunteers; 282 Hours
St. Thomas Church	Community church in rural South Carolina	N/A	N/A	10 Volunteers; 80 Hours	10 Volunteers; 80 Hours
Subtotal		135 Volunteers; 379 Hours	5 Volunteers; 29 Hours	68 Volunteers; 493 Hours	208 Volunteers; 901 Hours

II- EDUCATION	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Burke Middle School (DCE)	Title I school in Charleston County; Focus on social and academic growth	8 Volunteers; 103 Hours	10 Volunteers; 47 Hours	N/A	18 Volunteers; 150 Hours
Sanders-Clyde Elementary School (DCE)	Title I school in Charleston County; Focus on social and academic growth	N/A	3 Volunteers; 41 Hours	N/A	3 Volunteers; 41 Hours
Burke Middle School Smart Strengths	Title I middle school in Charleston County. Program designed to identify and use strengths	4 Volunteers; 60 Hours	N/A	N/A	4 Volunteers; 60 Hours
Downtown Community Education (DCE)	Afterschool programs for Title I Charleston County Schools	N/A	6 Volunteers; 18 Hours	N/A	6 Volunteers; 18 Hours
Burns Elementary School Young Authors	Title I school. Children's autobiography and literacy program	6 Volunteers; 84 Hours	3 Volunteers; 11 Hours	N/A	9 Volunteers; 95 Hours
Cane Bay High School/ Eagle Harbor Ranch	After school tutoring program for high school students	2 Volunteers; 11 Hours	N/A	N/A	2 Volunteers; 11 Hours
Cannon Street YMCA	After school childcare focusing on youth development	1 Volunteer; 25 Hours	4 Volunteers; 33 Hours	10 Volunteers; 35 Hours	15 Volunteers; 93 Hours
Carolina Youth Development Center	Tutoring at non-profit organization offering shelter for and assisting children who have experienced abuse or neglect	4 Volunteers; 52 Hours	N/A	N/A	4 Volunteers; 52 Hours

II- EDUCATION (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
The Citadel's Introduce a Girl Scout to Engineering	Interactive outreach led by Citadel engineering students	N/A	11 Volunteers; 55 Hours	N/A	11 Volunteers; 55 Hours
Charleston Development Academy	Charleston County Charter school.	N/A	4 Volunteers; 20 Hours	14 Volunteers; 98 Hours	18 Volunteers; 118 Hours
Charleston Development Academy Smart Strengths	Program designed to identify and use strengths	2 Volunteers; 45 Hours	3 Volunteers; 46 Hours	N/A	5 Volunteers; 91 Hours
Charleston Development Academy Young Authors	Children's autobiography and literacy program	1 Volunteer; 18 Hours	2 Volunteers; 20 Hours	N/A	3 Volunteers; 38 Hours
Charleston Housing Authority: Gadsden Green Afterschool Program	Afterschool program which serves Title I students aged 5-15	18 Volunteers; 111 Hours	6 Volunteers; 62 Hours	N/A	24 Volunteers; 173 Hours
Charleston Promise Neighborhood	Title I and Innovation Zone Schools	45 Volunteers; 98 Hours	14 Volunteers; 77 Hours	N/A	59 Volunteers; 175 Hours
First African Child Development Center	Preschool for children of low income families	N/A	N/A	22 Volunteers; 198 Hours	22 Volunteers; 198 Hours
First LEGO League Statewide Competition	Assembled packets for statewide student engineering competition	N/A	N/A	19 Volunteers; 114 Hours	19 Volunteers; 114 Hours
Green Heart Garden Project	Organization that pairs local volunteers with youth to teach knowledge for a healthy lifestyle through gardening	2 Volunteers; 26 Hours	N/A	24 Volunteers; 180 Hours	26 Volunteers; 206 Hours

II- EDUCATION (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
James Simons Elementary School (DCE)	Title I School; Move from old to new school. Tutored and mentored children in afterschool program	9 Volunteers; 55 Hours	1 Volunteer; 6 Hours	42 Volunteers; 313 Hours	52 Volunteers; 374 Hours
Jenkins Academy Smart Strengths	Title I school. Program designed to identify and use strengths le school.	3 Volunteers; 52 Hours	N/A	N/A	3 Volunteers; 52 Hours
Low Country Orphan Relief	Non-profit organization provides services to children who have been abused or neglected.	N/A	N/A	15 Volunteers; 54 Hours	15 Volunteers; 54 Hours
Memminger Elementary School Garden Project	Garden project for CCSD Title I school	N/A	N/A	11 Volunteers; 88 Hours	11 Volunteers; 88 Hours
Military Magnet Academy	Title I school in Charleston County; Focus on social and academic growth	12 Volunteers; 198 Hours	3 Volunteers; 14 Hours	See SHARE (Table 1)	15 Volunteers; 212 Hours
Mitchell Elementary School (DCE)	Title I school in Charleston County; Focus on social and academic growth	5 Volunteers; 43 Hours	11 Volunteers; 101 Hours	N/A	16 Volunteers; 144 Hours
North Charleston High School Smart Strengths	Title I high school. Program designed to identify and use strengths	6 Volunteers, 94 Hours	N/A	N/A	6 Volunteers, 94 Hours
Salvation Army Afterschool Program	Afterschool program for youth living in poverty	2 Volunteers; 73 Hours	N/A	28 Volunteers; 182 Hours	30 Volunteers; 255 Hours

II- EDUCATION (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
SHARE Card Sorting and Distribution	Sorting and distributing of child made cards to local heroes	12 Volunteers; 16 Hours	N/A	11 Volunteers; 28 Hours	23 Volunteers; 44 Hours
SHARE Team and Preparation	Title I school Heroism-themed outreach	214 Volunteers; 369 Hours	N/A	913 Volunteers; 5,569 Hours	1,127 Volunteers; 5,938 Hours
STEM: Sciences Outreach to Elementary School Students	STEM program for elementary school students	N/A	46 Volunteers; 200 Hours	15 Volunteers; 83 Hours	61 Volunteers; 283 Hours
Subtotal		356 Volunteers; 1,533 Hours	127 Volunteers; 751 Hours	1,124 Volunteers; 6,942 Hours	1,607 Volunteers; 9,226 Hours

III- HEALTH, DISABILITIES, AND RECREATION	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Charleston Miracle League	Baseball league that serves adults and children with mental and physical disabilities	29 Volunteers; 262 hours	16 Volunteers; 55 hours	N/A	45 Volunteers; 317 Hours
Summerville Miracle League	Baseball league tha serve adults and children with mental and physical disabilities	N/A	18 Volunteers; 128 Hours	N/A	18 Volunteers; 128 Hours
Down Syndrome Association of the Low Country	Offer programs to promote growth and development of people with down syndrome Buddy Walk	14 Volunteers; 91 Hours	N/A	N/A	14 Volunteers; 91 Hours
Ralph H. Johnson Veterans Affairs Hospital	Serves veteran IP/OP community and provides support and medical treatment	36 Volunteers; 512 Hours	11 Volunteers; 153 Hours	20 Volunteers; 140 Hours	67 Volunteers; 805 Hours
The Citadel's Buddy Dance	Fully inclusive dance for adults with disabilities	97 Volunteers; 189 Hours	89 Volunteers; 168 Hours	N/A	186 Volunteers; 357 Hours
Salvation Army Toy Sort	Sorting toys for families with demonstrated financial needs	8 Volunteers; 31 Hours	N/A	N/A	8 Volunteers; 31 Hours
Blissful Farms	Therapeutic Horseback riding farm	N/A	N/A	14 Volunteers; 98 Hours	14 Volunteers; 98 Hours
Susan G. Komen Race for the Cure	Race benefiting breast cancer research and treatment	28 Volunteers; 223 Hours	N/A	N/A	28 Volunteers; 223 Hours

III- HEALTH, DISABILITIES, AND RECREATION (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Relay for Life	Annual cancer awareness and fundraising event	N/A	30 Volunteers; 170 Hours	N/A	30 Volunteers; 170 Hours
Cooper River Bridge Run	Annual 10K race that bring thousands of people to Charleston	N/A	19 Volunteers; 128 Hours	N/A	19 Volunteers; 128 Hours
Ronald McDonald House Charities	Ronald McDonald House creates, find and support programs that directly improve the health and wellbeing of children	N/A	23 Volunteers; 97 Hours	8 Volunteers; 43 Hours	31 Volunteers; 140 Hours
Achieving Wheelchair Equality	Basketball competition for individuals in wheelchairs	20 Volunteers; 194 Hours	N/A	N/A	20 Volunteers; 194 Hours
Healing Farms	Center that cares for adults with intellectual disabilities	3 Volunteers; 93 Hours	1 Volunteer; 20 Hours	8 Volunteers; 60 Hours	12 Volunteers; 173 Hours
City of Charleston Unified Sports	Sports programs for individuals with special needs and their allies	6 Volunteers; 55 Hours	2 Volunteers; 6 Hours	N/A	8 Volunteers; 61 Hours
Follypalozza Cancer Benefit	Annual cancer benefit and street festival on Folly Beach	21 Volunteers; 162 Hours	N/A	N/A	21 Volunteers; 162 Hours
Dream Center Clinic	Medical clinic for underserved people	3 Volunteers; 14 Hours	N/A	N/A	3 Volunteers; 14 Hours

III- HEALTH, DISABILITIES, AND RECREATION (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Woofer Street Playhouse	Arts and Performance theater	N/A	6 Volunteers; 30 Hours	N/A	6 Volunteers; 30 Hours
Seacoast Church Valentines Dance	Large interdenominational church in Mt. Pleasant, SC	N/A	2 Volunteers; 8 Hours	N/A	2 Volunteers; 8 Hours
Mt. Pleasant Recreation Department	Track clinic for middle and high school students	1 Volunteer; 12 Hours	3 Volunteers; 125 Hours	N/A	4 Volunteers; 137Hours
Charleston Folk: Palmetto Bug Stomp	Non-profit organization to promote, sponsor, and encourage participation in American folk and dancing	N/A	13 Volunteers; 67 Hours	N/A	13 Volunteers; 67 Hours
Medical University of South Carolina	MUSC Children's Hospital	N/A	5 Volunteers; 10 Hours	N/A	5 Volunteers; 10 Hours
Cooper River Bridge Run: Kids Run	Races for children in Hampton Park	N/A	14 Volunteers; 53 Hours	N/A	14 Volunteers; 53 Hours
Isle of Palms Recreation	Halloween Carnival	11 Volunteers; 55 Hours	N/A	N/A	11 Volunteers; 55 Hours
James Island Elementary	Charleston County elementary school	7 Volunteers; 36 Hours	N/A	N/A	7 Volunteers; 36 Hours
Shaw Community Center	Downtown Charleston community center	N/A	N/A	41 Volunteers; 364 Hours	41 Volunteers; 364 Hours
Subtotal		284 Volunteers; 1,929 Hours	252 Volunteers; 1,218 Hours	91 Volunteers; 705 Hours	627 Volunteers; 3,723 Hours

IV- ANIMALS AND ENVIRONMENT	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Charleston Audubon Society	Service to protect and preserve the McAlhany Nature Preserve; provides site for recreation and education of students	4 Volunteers; 47 Hours	N/A	N/A	4 Volunteers; 47 Hours
Department of Natural Resources and Bear Island Wildlife	The Citadel's Rifle Team served the SCDNR and the Staff of Bear Island Wildlife	2 Volunteers; 16 Hours	N/A	N/A	2 Volunteers; 16 Hours
Pet Helpers	Non-profit animal welfare and adoption center	11 Volunteers; 164 Hours	11 Volunteers; 46 Hours	N/A	22 Volunteers; 210 Hours
Charleston Animal Society	Animal welfare and adoption center	4 Volunteers; 49 Hours	2 Volunteers; 16 Hours	N/A	6 Volunteers; 65 Hours
South Carolina Oyster Restoration & Enhancement Program	SCORE aims to restore and enhance oyster habitat	2 Volunteers; 5 Hours	2 Volunteers; 6 Hours	15 Volunteers; 54 Hours	19 Volunteers; 65 Hours
Southeastern Wildlife Exposition	Celebration of wildlife & nature through fine art, education, and sport	N/A	2 Volunteers; 8 Hours	N/A	2 Volunteers; 8 Hours
Charleston Parks Conservancy	Organization designed to beautify parks in the Charleston area	2 Volunteers; 11 Hours	N/A	8 Volunteers; 43 Hours	10 Volunteers; 54 Hours
Stewards of Hampton Park	Provides needed assistance to the Charleston Parks Department	N/A	18 Volunteers; 54 Hours	N/A	18 Volunteers; 54 Hours

IV- ANIMALS AND ENVIRONMENT (continued)	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Hampton Park Teddy Bear Picnic	Picnic hosted by Charleston Parks in effort to connect children to nature	N/A	5 Volunteers; 22 Hours	N/A	5 Volunteers; 22 Hours
Sweetgrass Garden	Farm on John's Island that provides free & naturally grown, local produce to charitable food agencies	N/A	7 Volunteers; 31 Hours	N/A	7 Volunteers; 31 Hours
Subtotal		25 Volunteers; 292 Hours	47 Volunteers; 183 Hours	23 Volunteers; 97 Hours	95 Volunteers; 572 Hours

V- Other	Description	Fall 2013 Service Hours	Spring 2014 Service Hours	Leadership Day 2013	2013-2014 Academic Year Total Hours
Subtotal	Special events and service projects that are approved by the Director of Service Learning for service learning credit	67 Volunteers; 378 Hours	93 Volunteers; 376 Hours	N/A	160 Volunteers; 754 Hours

II- Summary of 2013-2014 Direct Service Learning Hours and Economic Impact by Category and Semester

Table A: Fall 2013 Hours Excluding Leadership Day Numbers

Total Service Fall 2013 By Category (no LD)			
<i>Category</i>	<i># Volunteers</i>	<i>Total Hours</i>	<i>\$ Value</i>
Economic Opportunity	135	379	\$8,258
Education	356	1,533	\$33,404
Health/Disabilities/ Recreation	284	1,929	\$42,033
Animals/ Environment	25	292	\$6,363
Other	67	378	\$8,237
Totals	867	4,511	\$98,295

Table B: Fall 2013 Hours Including Leadership Day Numbers

Total Service Fall 2013 By Category (with LD)			
<i>Category</i>	<i># Volunteers</i>	<i>Total Hours</i>	<i>\$ Value</i>
Economic Opportunity	203	872	\$19,001
Education	1,480	8,475	\$184,670
Health/Disabilities/ Recreation	375	2,634	\$57,395
Animals/ Environment	48	389	\$8,476
Other	67	378	\$8,237
Totals	2,173	12,748	\$277,779

*Economic value estimate estimated on Corporation for National and Community Service rate of \$21.79/hr.
See www.volunteering.com/national.

II- Summary of 2013-2014 Direct Service Learning Hours and Economic Impact by Category and Semester (continued)

Table C: Spring 2014 Hours

Total Service Spring 2014 By Category			
<i>Category</i>	<i># Volunteers</i>	<i>Total Hours</i>	<i>\$ Value</i>
Economic Opportunity	5	29	\$632
Education	127	751	\$16,364
Health/Disabilities/ Recreation	252	1,218	\$26,540
Animals/ Environment	47	183	\$3,988
Other	93	376	\$8,193
Totals	524	2,557	\$55,721

Table D: 2013-2014 Academic Year Total Hours Including Leadership Day Numbers

2013-2014 Academic Year Total Hours By Category (with LD)			
<i>Category</i>	<i># Volunteers</i>	<i>Total Hours</i>	<i>\$ Value</i>
Economic Opportunity	208	901	\$19,633
Education	1,607	9,226	\$201,035
Health/Disabilities/ Recreation	627	3,852	\$83,935
Animals/ Environment	95	572	\$12,464
Other	160	754	\$16,430
Totals	2,697	15,305	\$333,497

*Economic value estimate estimated on Corporation for National and Community Service rate of \$21.79/hr.

See www.ccs.gov.

III- Service Totals by Semester

Fall Semester 2013: In the Fall 2013 semester, The Krause Center for Leadership and Ethics provided coordination for the following service outputs:

Economic Focused Service:	203 individuals served 872 hours
Education Focused Service:	1,480 individuals served 8,475 hours
Health, Disability, and Recreation Focused Service:	375 individuals served 2,634 hours
Animal and Environment Focused Service:	48 individuals served 389 hours
Other:	67 individuals served 378 hours
Total Hours Served:	2,173 individuals served 12,748 hours

Spring Semester 2014: In the Spring 2014 semester, The Krause Center for Leadership and Ethics supported by providing coordination for the following service outputs:

Economic Focused Service:	5 individuals served 29 hours
Education Focused Service:	127 individuals served 751 hours
Health, Disability, and Recreation Focused Service:	252 individuals served 1,218 hours
Animal and Environment Focused Service:	47 individuals served 183 hours
Other:	93 individuals served 376 hours
Total Hours Served:	524 individuals served 2,557 hours

2013-2014 Academic Year: In the 2013-2014 academic year, The Krause Center for Leadership and Ethics supported by providing coordination for the following service outputs:

Economic Focused Service:	208 individuals served 901 hours
Education Focused Service:	1,607 individuals served 9,226 hours
Health, Disability, and Recreation Focused Service:	627 individuals served 3,852 hours
Animal and Environment Focused Service:	95 individuals served 572 hours
Other:	160 individuals served 754 hours
Total Hours Served:	2,697 individuals served 15,305 hours