

Instructional Comprehensive Program Review: Service-Learning Program Review 2024-2025

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title Service-Learning Program Review 2024-2025

Year of Last Comprehensive Review Fall 2019

Originator Schultz, William

Area Dean Sean Stewart

Division

SocSci, Humnt, Arts, & PE

Department

Service Learning

Subject

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Ho, Jack

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The mission of the Service-Learning & Public Service (SL&PS) program is to promote active participation by students in their communities in order to foster a generation of competent leaders committed to the advancement of civic engagement and social justice.

Service-Learning (SL) is a teaching and learning methodology that enhances student learning through active participation in meaningful community service that is directly connected to course content and theory. Through real world experiences, students enhance their course learning and develop a sense of social and civic responsibility. SL invites instructors to leave the podium as “experts’ and join their students as active learners. Through journals, class discussions, essays, multimedia presentations, and various academic reflection assignments, students reflect on their service in order to enhance their understanding of course content, and gain a broader appreciation of the discipline.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

- In the last four years, the Service Learning Program has had some significant challenges, with the largest being the coronavirus pandemic. During that time, membership in the Service Learning Program dropped significantly, as did enrollment at Evergreen Valley College across the board.
- Faculty Coordinator. The Service Learning Program endured a period of dormancy due to the absence of a faculty coordinator (Fall 2023-Spring 2024). This further impacted student

enrollment, as without a faculty coordinator, there was no professor working with the Service Learning Program to communicate with fellow faculty members, and the number of students enrolled in Service Learning decreased drastically. From the start of Fall 2024, there is now a new faculty coordinator for the Service Learning Program, which has brought new life into the program.

- The new program coordinator's offset time is currently at 20%, which is down from the 40% it was prior to the Fall 2023 semester and the 30% that it was reduced to during the 2008 economic recession. That being said, the new program coordinator is utilizing the time that he has to ensure that the needs of the program are met, that communication with faculty continues and expands, and that the Service Learning Program continues and thrives.
 - Administrative Support. The addition of a Program Assistant for Honors has been a massive help. A classified professional has administrative and record experience that is of great assistance to the faculty coordinator.
- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**
- Constitution Day Presentation. The Service Learning Program provided a presentation on Constitution Day informing students about the electoral college, propositions and encouraging students to fight for a more equitable society and to actively promote social justice, both at the college and beyond.
 - Why Should Students Vote Presentation. The Service Learning Program teamed up with the Women & Gender Studies Program to promote an event explaining the importance of voting.
 - Women in Non-Traditional Careers. The Service Learning Program teamed up with the Women & Gender Studies Program promoting women in non-traditional career roles, with a focus on construction and promoting equity amongst the college population. The goal with these programs is to actively empower students from diverse backgrounds to become civically responsible citizens.
 - Expansion of Partnerships. The Service Learning Program created a partnership with the non-for-profit organization History San Jose, dedicating to preserving the historical legacy of the city of San Jose. This will offer more students different opportunities for public service in the area, encouraging service learning in the History area (an area traditionally not offered for Public Service and Service Learning). The goal in mind by expanding partnerships is to offer more opportunity to students in the Service-Learning Program to actively serve the community and push for positive social change.
- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**
- Expand Partnerships. The Service Learning Program will look to reach out to more non-for-profit organizations in the area that offer volunteer opportunities for EVC students to benefit the community. It is the firm belief of the Service-Learning Coordinator that the more partnerships that Service-Learning is able to set up, the more opportunity there is for students to serve, to lead, and to become active in the fight for social justice.
 - Expand the Number of Faculty Members offering Service Learning. The Service Learning coordinator intends to reach out to more faculty members, promote Service Learning on campus, and expand the number of classes that offer SL opportunities.

- Active Promotion of Events on Campus. The program will look to create and promote more events on campus that look to expand opportunities for students on campus, and promote equity and social justice.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Courses with no Degree or Certification

Program Success Rate 58.33%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 52.2%

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 60%

- Is your program success rate higher or lower than the campus?

The success rate is lower for the Service-Learning Program, but one also does have to consider why this is the case. Service-Learning requires that students complete up to 20 hours of volunteer community service (they are not paid), and not completing those hours would in no way interfere with their ability to graduate. Service-Learning asks that the student takes on extra work for the chance to better their community and become active volunteers promoting opportunity, equity, and social justice both inside and outside of the college.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

There are definitely opportunities for the Service-Learning Program to increase its program success rates, with the chief method being to actively work to promote students to complete the required number of Service-Learning hours. More active communication with students to ensure that they complete their hours would probably be an excellent start.

- Is the current program success rate higher than the program set standard?

The current program success rate is about on par with the average program set standard. There are a handful of outlier semesters where numbers were much lower. The biggest example would be the Spring and Fall 2020 semesters, where the pandemic shut down the campus and much of the outside world. As a result of this, most students were unable to complete their Service-Learning hours (we only had a 26.42% completion rate for the year of 2020), but aside from unforeseen circumstances, the Service-Learning Program has consistently worked to ensure that a clear majority of our students work towards completing their community service hours successfully.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 73 - 74.340%**
Program Average Total Enrolled
2.000
Program Success Rate
0.000
- **Asian: 8733 - 81.380%**
Program Average Total Enrolled
302.000
Program Success Rate
67.550
- **Black or African American: 459 - 62.330%**
Program Average Total Enrolled
11.000
Program Success Rate
18.180
- **Hawaiian/Pacific Islander: 64 - 63.480%**
Program Average Total Enrolled
7.000
Program Success Rate
57.140
- **Latinx: 8737 - 65.770%**
Program Average Total Enrolled
132.000
Program Success Rate
59.000
- **Two or More Races: 595 - 71.790%**
Program Average Total Enrolled
14.000
Program Success Rate
42.860
- **Unknown: 933 - 73.560%**

Program Average Total Enrolled

202.000

Program Success Rate

55.940

- **White: 1193 - 70.900%**

Program Average Total Enrolled

38.000

Program Success Rate

65.790

Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**

Program Average Total Enrolled

200.000

Program Success Rate

57.970

- **Male: 9287 - 71.460%**

Program Average Total Enrolled

116.000

Program Success Rate

63.040

- **No Value Entered: 91 - 72.150%**

Program Average Total Enrolled

179.000

Program Success Rate

54.190

Success Rates: Measures by Age

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Overall, the Service-Learning Program does not seem to have major equity gaps.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Overall, the success rates by ethnicity, race, and gender more or less seem to fall in line with the program average. One outlier that is noticed is the low completion rate by African American students (of the 11 that have registered in the program over the last 5 years, only 2 have successfully

completed public service hours). More outreach through the AFFIRM program on campus could help secure higher participation in Service-Learning amongst African American students, and could help raise the success rates.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

N/A

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

Student Enrollment Type: Academic Load

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4755 - 55.610%**
Program Headcount
345.000
Program Percentage of Total
48.730
- **Male: 3758 - 43.850%**
Program Headcount
184.000

Program Percentage of Total

25.990

- **No Value Entered: 46 - 0.540%**

Program Headcount

179.000

Program Percentage of Total

25.280

Student Demographic: Age

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

Program Headcount

2.000

Program Percentage of Total

0.280

- **Asian: 3526 - 41.210%**

Program Headcount

302.000

Program Percentage of Total

42.660

- **Black or African American: 213 - 2.500%**

Program Headcount

11.000

Program Percentage of Total

1.550

- **Hawaiian/Pacific Islander: 26 - 0.310%**

Program Headcount

7.000

Program Percentage of Total

0.990

- **Latinx: 3519 - 41.150%**

Program Headcount

132.000

Program Percentage of Total

18.640

- **Two or More Races: 248 - 2.920%**

Program Headcount

14.000

Program Percentage of Total

1.980

- **Unknown: 419 - 4.830%**

Program Headcount

202.000

Program Percentage of Total

28.530

- **White: 578 - 6.750%**

Program Headcount

38.000

Program Percentage of Total

5.370

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Overall, the Service Learning Program has faced a decline at times, largely due to the coronavirus pandemic and the subsequent decline in enrollment across the campus and for the Fall 2023-Spring 2024 academic year there was no faculty program coordinator. Since the Fall 2024 semester, the Service Learning Program once again has a faculty coordinator, resulting in it once again being promoted to instructors and students. It has once again seen its numbers recover, and it should continue to see its numbers recover in the coming semesters.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Overall, the enrollment of the Service Learning Program reflects the campus population and the campus ethnic composition.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

At this point, there does not appear to be enough statistical variation with the overall campus numbers to merit any specific changes.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity**Program Productivity**

Is your capacity rate higher or lower then the campus?

Is your productivity goal higher or lower than the campus?

If the program capacity and/or productivity is lower than the campus, please provide rationale

Curriculum

Related Assessments

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

William Schultz; Faculty Coordinator

- Professor Schultz is a part-time instructor of History who accepted the position of Honors Coordinator this semester (Fall 2024) at 20% F. T. E. He is responsible for marketing, communication, promotion, and advising. He is active in recruiting faculty and promoting student participation. (Talk about how position contributes to success of program)

Tiffany O'Brien; Program Assistant

- Tiffany O'Brien is a part-time program assistant for the Honors Program since the Fall 2023 semester. She is responsible for daily maintenance of student records, following up with students on Honors contract forms, and sending reports to Admission & Records. (Talk about how position contributes to success of program)
- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

No additional professional development needs.

Additional Information

Part G: Additional Information

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

No

If yes, how much funding did you request?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment

Supplies

Technology

Other (Contract, Subscriptions, Memberships, etc.)

Total

Are you requesting additional resources?

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

Equipment, Technology and Supplies

Total

Criteria for Resource Allocation

Department Background & Performance

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Assessment results (could include: SAO/SLO)

Additional Resources

The Service-Learning will require funds to support its students. A priority budget need for the program is funds for the purchasing of office supplies, Service-Learning honors and awards (specifically the President's Volunteer Service Award, and Special Academic Program Awards, and stoles and chords for graduation, and giveaway items for program events).

In past years, the Service-Learning Program has been allotted 1200 dollars per year, but did not receive any funding most recently.

Previous use of funds

Previously, the Service-Learning Program has used funds it has received before to purchase office supplies, honors and awards for students, stoles and chords for graduation, and giveaway items for program events. For the last academic year, however, the Service-Learning Program did not receive funding.

Manager/Vice-President Prioritization

Total Amount Requested 1200.00

Total Amount Requested by Manager

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

Supplies Ranking

Equipment

Equipment Ranking

Technology

Technology Ranking

Other (Contract, Subscriptions, Memberships, etc.)

1200.00

Other Ranking

1

Attach Files

Attached File

IEC Reviewers

IEC Mentor

William Sapigao

IEC Second Reader

Guy Ras