

# Development of the Center for Engagement, Learning, and Leadership (CELL)

Breakout Session

Doctor of Nursing Practice Conference

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September 29, 2010

# Overview

- Setting
- Synthesis of Evidence
  - Problem
  - Review of Literature
- Proposed Change
- Implementation Strategies & Evaluation
- Recommendations

# The Setting: Allen College

Private, specialty focused

- Associate Degree in Radiography (ASR)
- Bachelor of Health Science (BHS)
- Bachelor of Science in Nursing (BSN)
- Master of Science in Nursing (MSN)



# The Setting: Allen College

- **Fall 2009:**
  - **447 students**
    - 95% from Iowa
    - 2.16% minority
    - 31 ASR program
    - 10 BHS program
    - 271 BSN program
    - 128 MSN program
  - **38 full/part-time faculty**



# Background to the Problem

(Furco, 1996; Fawcett et al., 1995)

- Community service
- Service-learning
- Community engagement



# Synthesis of Evidence: The Problem

## ■ Unable to fulfill the mission of Allen College

- Mission statement: “. . . promoting community service, scholarship, and lifelong learning.”
- Service-learning and community service are optional
- Required for Higher Learning Commission (HLC) accreditation

# Synthesis of Evidence: The Problem

- **Omission from the 2003-2008 Strategic Plan**
  - Limited resources to expand service-learning and service
- **Faculty reluctance**
  - No incentive to change
  - Fall 2008 – 5 (6%) of AC courses used service-learning
- **Lack of community engagement by students**
  - Volunteer rates lower than the state average

(Corporation for National & Community Service, 2006)

# Synthesis of Evidence: Review of the Literature

## Benefits of Service-Learning to Institution

- Increased student connection and improved student retention (Worrell-Calisle, 2005; Eyler & Giles, 1999)
- Faculty and students strongly agree this should be a major focus of colleges & universities (AAC&U, 2008)
- Role of higher education to promote responsibility, service & citizenship among Americans (Corporation for National and Community Service, 2006)



# Synthesis of Evidence: Review of the Literature

## Benefits of Service-Learning to Students

- Impacts student's critical thinking ability, application of knowledge, and development as a community member (Eyler & Giles, 1999)
- Increased interest in the subject, learn new problem solving skills, perform better on traditional measures of learning (Bringle & Hatcher, 1997)

# Implementation Strategies

## Phase One:

Development of an Office of Community Engagement

(April 2008-Dec. 2008)

## Phase Two:

Implementation of an Office

(Jan. 2009 – Dec. 2009)

## Phase Three:

Sustainment of an Office of Community Engagement

(Jan. 2010 - )

# Implementation Strategies and Evaluation Methods

Framework: Bringle & Hatcher (1997)

■ Institution

■ Students

■ Faculty

■ Community

Used for Organizing  
Project Implementation  
and Evaluation

# Implementation Strategies & Evaluation: Institution

- 1) Business plan for an office of community engagement is approved by May 2009.
  - Fall 2008: Task force formed
    - Center for Engagement, Learning, and Leadership (CELL)

# Implementation Strategies & Evaluation: Institution

- Spring 2009: Business plan approved
  - 0.5 FTE McElroy Endowed Chair (CELL Director)
  - 0.3 FTE Service Coordinator
  - 0.2 FTE Service-Learning Coordinator
  - Undergraduate Honors Program
  - Service-Learning Scholars Program

# Implementation Strategies & Evaluation: Institution

- 2) Service and service-learning are included as key components in the new strategic plan by August 2009.
- Strategic plan not yet approved
  - Verbal commitment by Chancellor
  - Revision of the mission statement where community service has more visible presence
  - Service-Learning Scholars program maintained despite mid-year budget cuts

# Implementation Strategies & Evaluation: Institution

- 3) External funding for the development of an office of community engagement is secured by December 2009.
  - Poor economy as well as institutional capital campaign has limited potential funding streams
  - Support received internally

# Implementation Strategies & Evaluation: Institution

## Outcome Objective

- By 2015, 100% of Allen College programs have incorporated a service-learning activity into their curriculum.
- By August 2009, at least one program at Allen College has incorporated a service-learning activity.
  - Upper Division BSN program
  - Spring 2010 - BHS programs



# Implementation Strategies & Evaluation: Faculty

- 4) By August 2009, four (12%) of the faculty have chosen to incorporate service-learning into a course.
- Fall 2009: Eight (24%) faculty members participated in Service-Learning Scholars program
    - Representatives from undergraduate nursing and health sciences

# Implementation Strategies & Evaluation: Faculty

## Outcome Objective

- By 2015, ten (30%) of the faculty have chosen to incorporate a service-learning activity into a course.
- Eight faculty participated in 2009-2010
- Service-Learning Scholars program offered again in the future

# Implementation Strategies & Evaluation: Students

## Outcome Objective

- By August 2010, 20% (baseline 13%) of undergraduate students report they often/very often participate in off-campus committee, organization, or project.
  - College Student Experience Questionnaire

# Implementation Strategies & Evaluation: Students

## Outcome Objective

- By 2015, increase to 50% (baseline 39%) of respondents of alumni survey report at least an “average level of involvement” in community activities and organizations.
  - ACT Alumni Outcomes Survey

# Implementation Strategies & Evaluation: Students

## Factors Influencing Outcomes

- Transition to new BSN curriculum
- Effects of required service-learning course
- Undergraduate honors program
- Student involvement in service

# Implementation Strategies & Evaluation: Community

- 5) Contracts will be established with five community partners to participate in service-learning activities with Allen College students by August 2010.
- April 2010: Partnerships recognized with 13 community agencies
  - Plans underway for additional partnerships

# Implementation Strategies & Evaluation: Community

## Outcome Objective

- By 2015, an increase to 70% (baseline of 55%) of the respondents of the community agency survey strongly agree that they feel that the services provided by Allen College are beneficial to their agency.
  - Survey will be completed again in 2011
  - Formative evaluation through service-learning courses

# Implementation Strategies & Evaluation: Budget - Year 1

	<b>Budgeted</b>	<b>Actual</b>
Personnel	\$30,564	\$30,564
Non-personnel	\$1,300	\$700
<u>Total Expenses:</u>	<u>\$31,864</u>	<u>\$31,264</u>
<u>Total Revenue</u> <u>(in kind):</u>	<u>\$31,864</u>	<u>\$31,264</u>



# Implementation Strategies & Evaluation: Budget - Year 2

	Budgeted	Actual
Personnel	\$76,166	\$91,265
Non-personnel	\$8,660	\$1,800
<u>Total Expenses:</u>	<u>\$84,826</u>	<u>\$93,065</u>
<u>Total Revenue</u> <u>(in kind):</u>	<u>\$84,826</u>	<u>\$93,065</u>

# Recommendations

- **Skills Used by DNP Nurse Educator**
  - Organizational and Systems Leadership
  - Collaboration with Diverse Stakeholders
  - Program development, implementation, and evaluation

# Recommendations

- Implications for other institutions
- Support of key stakeholders
  - Institution
    - Administrative Support
  - Faculty
    - Engagement
    - Open, ongoing communication
    - Service-Learning Scholars program

# Recommendations

- **Support of key stakeholders**
  - Community Partners
    - Previously established relationships
    - Mutually beneficial partnerships
  - Students
    - Capturing enthusiasm
    - Service and service-learning opportunities

# Maintaining the Change

- Sustainable funding stream
  - Project-specific grants
- Moving from conceptualization to application
  - Allen College “provides service”

# Conclusion

## Allen College

- The establishment of the CELL will facilitate meeting the institution's mission of promoting community service, scholarship, and lifelong learning.



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