Under the auspices of Instructional Support and Interdisciplinary Studies, the Department of Experiential Learning is charged to create and sustain systems that support innovative curriculum and teaching/learning practices leading to student success focused on three forms of experiential learning (service learning, honors and study away).

The Department of Experiential Learning is held accountable for administering the following institutional processes. The processes represented the fundamental work and role of the department. The department is charged with reporting the results of this work as part of the annual Teaching and Learning Quality Model report. For each process data is collected and analyzed.

**PROCESS MEASURES:**

1. **Faculty are introduced, trained and consulted in experiential learning methods and practices.**
   Faculty are introduced and trained by Faculty Scholars within the Department who have experience in experiential learning. Each program has a specific faculty member who provides program-specific professional development.

2. **Courses that offer service learning, are taught as Honors or have a study away experience are designated appropriately.**

3. **All stakeholders follow risk management procedures.**
   To ensure the safety of faculty and students and overall protection of the College, stakeholders work through the Department of Experiential Learning to ensure College policy and procedures are followed.
## Part 1: Documentation of Activities

### Assignment 1

Work in collaboration with the Associate Director of Experiential Learning and the Director for the Center for Teaching Excellence to provide a range of quality faculty professional development and effective technical assistance.

- Work through the **Center for Teaching Excellence** to offering workshops throughout Summer, Fall and Winter semesters.
- Create, manage and market resources available through a **Blackboard** community organization page.
- Create, manage and market **tips sheets**.
- Provide **consultation** to faculty and track your service.

### Results

**A. List the professional development activities offered.**
**B. How many faculty were supported through these activities?**

Professional development activities were not offered during the summer as most faculty were away from campus. Instead this time was done to make important updates to our process of providing professional development. This included collaboration with service learning faculty to develop and refine a series of tip-sheets that will serve as the “self-help” vehicle to disseminate information to faculty. In addition, a series of meetings helped identify the specific training needs of faculty during the 2014-2015 academic year and to identify work flow processes necessary to handle Curriculum Integration Plan reviews and faculty consultations for 2014-205

Two dates for training sessions in September were identified and work on the curriculum began

### Assignment 2

Review and make recommendations for program improvement in terms of policy, processes, and procedures related to the Honors Program.

- Assist in the facilitation of the **Service Learning Task Team**.
- Attend monthly service learning **EOL update meetings** with department staff.
- Assist in the implementation of the new **Service Learning Designation form**.
- Review and make recommendations to the **service learning “faculty resources” web page**.
- Review and make recommendations to the **Service Learning Faculty Guide**
- Receive **professional development** to strengthen program integrity.


| Research best practices among peer institutions and awareness of scope.  
| Assist in the review of program data for internal improvement and external promotion (student success data and student satisfaction surveys). |

**Results**

A. *List the recommendations for program improvement and why.*  
B. *How would these recommendations be implemented?*

A. Continued revising of professional development opportunities for service learning will be needed as we respond to evolving faculty needs. Integration of tip-sheets as a self-help modality is a much needed update. Monitoring of attendance trends for in-face sessions will be critical to either refine the date/time of such sessions or to adopt an online/hybrid format to professional development trainings supported by one-on-one consultations.

B. The offerings for Fall 2014 are set, but based on attendance we could potentially implement adjustments for the Winter 2014. These recommendations would involve a continued shift in training modalities away from the traditional in-face training sessions.

| Assignment 3  
| Cultivate a campus culture that values the service learning.  
| Promote and attend the Armen Awards Celebration event. |

**Results**

A. *Describe what actions you took to cultivate this culture.*

Development of the work flow processes to handle CIP review and an update to the training programs to include less face to face sessions and more self-help content should greatly expand the ability of service learning faculty to reach our peers.
| Reflections on effectiveness of current assignment | Development of tip-sheets to provide information outside of the trainings and identification of work flow processes to review CIP went particularly well. From my perspective these updates to the modalities of support that service learning faculty liaisons provide will be a great benefit to the program.

This upcoming year should be an important one for service learning as community service will be at the forefront of the institutional consciousness because of the 100 year anniversary. Likewise updates to the CIP process should hopefully re-engage existing faculty who have done service learning in the past that, along with the addition of a large cohort of new faculty at GRCC, has the potential to create a dynamic year for service learning. |
| Suggestions for future work | None at this time. Suggestions will be needed in response to our Fall 2014 experiences. |