

*LEDUC CENTER
ANNUAL REPORT 2012-2013*



Building the Bridge Between Learning & Community

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WELCOME FROM THE DIRECTOR

Dear Friends,

Clearly, the most important thing that happened this academic year was the arrival of our new Chancellor, Divina Grossman, who comes with a rich background in civic engagement having served as the founding Vice President for Engagement at Florida International University. Her passion for developing engaged learning opportunities for students and mutually beneficial partnerships with the community was evident from day one. In just a few short months, she has been on three Community Tours that highlighted the key challenges facing our community - education, economic development, health care, and community building.

The Leduc Center for Civic Engagement at the University of Massachusetts Dartmouth is proud of the work that our students, faculty, staff, and community partners have achieved this academic year. Once again, it has been a banner year for civic engagement at UMass Dartmouth as evidenced by our recognition as being among the elite Colleges and Universities in the country (top 15 out of 4,500) by the Presidents Higher Education Honor Roll - and a finalist for the national award for the second year in a row. In addition, Washington Monthly ranked UMass Dartmouth 25th in the nation among Master's-Granting Universities for our efforts in civic engagement, keeping education affordable, and serving our community.

In the 2012/13 academic year, UMass Dartmouth students performed 195,063 hours of service in our community. The value of that service is estimated to be over \$5.3 million. Roughly one half of that service was service-learning (98,220 hours) - classroom-based instruction accompanied by student work that has a direct benefit to the community. The remainder of the hours came as community service by volunteers involved in student organizations, clubs, and service activities organized by the Leduc Center for Civic Engagement. This report highlights some of that work. These figures and the aforementioned accolades are impressive, but the impact of this work is even more impressive because it is reinforcing the value of service for our students, changing the lives of people in our community, and building the bridge between learning and community.

The University of Massachusetts Dartmouth has embarked on a new strategic planning initiative (UMDTransform2020) and we, in the Leduc Center, are excited to be a cornerstone that reinforces Engagement as a centerpiece of the UMD experience. The vision of our Chancellor, the desire of our students to serve, and the support of our community partners unite us to meet the challenges ahead. And by all indications it will be another banner year for the Leduc Center for Civic Engagement at UMass Dartmouth!

M.H. Roy

Matthew H. Roy, Ph.D.
Assistant Provost and
Director of the Leduc Center



CHANCELLOR'S COMMUNITY TOURS



In her first year, Chancellor Grossman started her outreach to the surrounding communities through community tours, which better acquainted her on the issues of education, community service, public health, and economic development in the area. These tours, hosted by the Leduc Center, provided the Chancellor with the opportunity to meet community leaders and plan for impactful change. The Chancellor and UMass Dartmouth continue to understand the community's assets and needs, develop and reinforce mutually beneficial partnerships, and maximize learning opportunities for our students and benefits to the community.

In August, we hosted the Community Engagement Tour, where we visited the New Bedford Community Economic Development Center (CEDC), the Dartmouth YMCA, New Bedford Park Service, Fall River Boys and Girls Club, South Coastal County Legal Services, the Trustees of Reservation, and People, Inc.

In November, our Education Tour brought the Chancellor to the following Fall River schools: Henry Lord Middle School, Alfred S. Letourneau Elementary School, and B.M.C. Durfee High School.

In April, the Public Health Tour the Chancellor visited the Greater New Bedford Community Health Center, Massachusetts Department of Public Health, Heritage House, Healthfirst Family Care Center, and Stanley Street Treatment & Resources (SSTAR).

SERVICE-LEARNING

Defining Service-learning and Linking to UMD Strategic Plan

Service-Learning is defined at UMass Dartmouth as a pedagogical method used in credit-bearing courses that is designed with the dual mission of:

- a) Student attainment of discipline-specific knowledge through creatively designed, active-learning community-based projects and
- b) Community benefit through the thoughtful identification and completion of community-based service.

The methodology of Service-Learning requires a clear link between academic objectives and service experience that is mutually beneficial to the goals of the course and community need. Student reflection as a means to gain a greater understanding of course content and a broader sense of civic responsibility is also

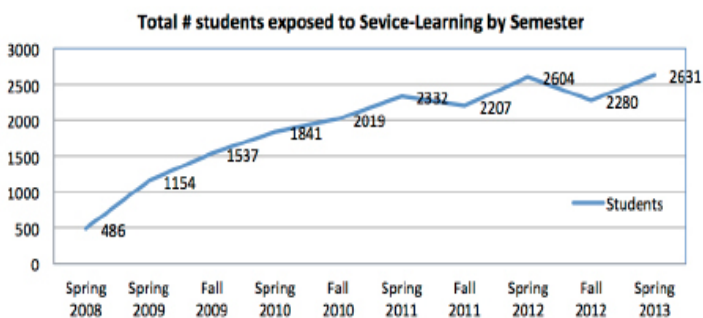


Figure I

Figure I shows the total number of students exposed to service-learning each semester. The figure shows a positive trend of increased student exposure to service-learning. In the Spring of 2013, we reached a new high with 2,631 students exposed to service-learning pedagogy.

necessary. Service-Learning (SL) and civic engagement are clearly identified in the University's strategic plan as we seek to "utilize the intellectual capacity of our faculty and students to positively impact the community." This manifests itself in a goal that every student will graduate with a minimum of one service-learning experience.

Faculty Fellows Program

Students do not get exposed to SL pedagogy without faculty understanding of and commitment to this method of teaching. We have always recognized the need to build internal capacity to offer SL classes via the development of a faculty knowledgeable in SL methods. The primary means to do that has been through the Service-Learning Faculty Fellows Program. The program has grown from 6 faculty members in FY2008/09 to a total of 41 faculty members involved today.



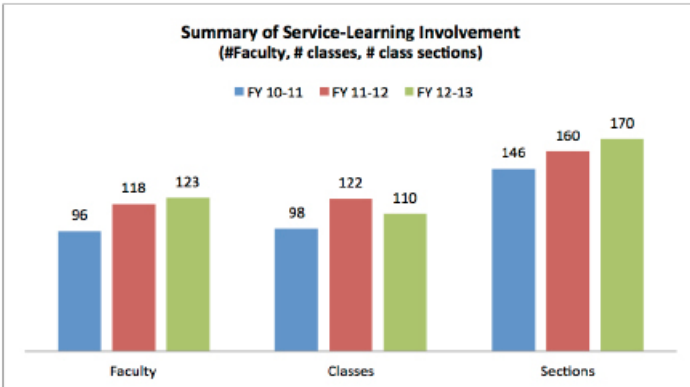


Figure II

However, not all faculty using SL are SL Fellows. Figure II shows the increase in faculty, classes, and class sections offered from last year (2011/12) to this year (2012/13).

The data shows an increase in the number of faculty offering service-learning classes and the number of class sections offered. Roughly two-thirds of the class of 2013 met the goal of graduating with at least 1 SL experience.

Assessment of SL

Each year the Leduc Center surveys students across all the colleges to determine the impact of SL classes on civic knowledge, skills, and abilities; class learning objectives, and desire to stay at UMD. The data has been overwhelmingly positive. This academic year we surveyed 334 students.

Sixty-nine percent of respondents reported that their SL class experience had a strong positive impact on their attitudes regarding the importance of being involved in a program that works on community problems, being concerned about local community issues, and taking responsibility for finding solutions. College participants reported increases in their civic skills following their participation in service-learning classes. The following table shows the difference in the civic skills of participants before and after program participation. The means below are based on a 5 point scale, with 1 being “I cannot do this at all” to 5 being “I can do this very well.” Mean scores of skills before and after program participation were compared using a paired samples t-test. The t-test shows that there is a positive relationship between participation in the service-learning classes and reported gains in civic skills relating to addressing social problems.

Table I

Civic Skills	Pre-mean Skill Score	Post-mean Skill Score
Identify needs and resources of the community*	2.85	4.11
Apply knowledge and skills gained to real problems/opportunities in my community*	3.00	4.06
Make connections between learning and issues/needs of the community*	2.97	4.07
Articulate the value of engagement to other members of the community*	2.93	4.00
Communicate effectively orally and in writing*	3.35	4.12
Evaluate and integrate information from multiple sources*	3.38	4.18
Organize other students to take action on a community problem*	2.75	3.38
Create a plan to address the issue*	2.97	3.57
Get people to care about the problem*	3.01	3.59
Organize and run a meeting*	3.06	3.59
Find and examine research related to the issue*	3.25	3.80
Apply what I learned in my service-learning class*	2.99	3.80

*p<.001

SERVICE-LEARNING

Perhaps more importantly, Table II shows that an overwhelming majority of students (76%) responded that their service-learning class is associated with their desire to graduate from UMD.

Table II

Student Retention "As a result of my service-learning class here..."	Cum Totals: Agree & Strongly Agree	
	N	% of total
I will be returning next semester or year	286	45.5
I am more involved in the campus community	309	30.9
I have gotten friends involved in service	315	32.0
I feel a part of the UMD campus	320	47.7
I am choosing to graduate from UMD	318	76.1
I feel a part of the local community	317	53.5

In addition to the aforementioned findings on retention, 63% of respondents answered that they are “thinking about/preparing for a career that helps my community.”

The University of Massachusetts Dartmouth has made great strides toward achieving its Service-Learning strategic goals. We are recognized in our region and nationally as being at the forefront of engaged educational processes. There has been significant growth in faculty involvement and co-jointly a considerable increase in the number of class offerings using this pedagogy. We have grown service-learning to a point where 63% of our graduating class in 2012 was exposed to this pedagogy. Service-learning classes have helped the community address critical issues of educational attainment, environment, community development, youth development, health, economic development, and public safety.

Perhaps most importantly an assessment of SL classes has shown its positive impact on student civic participation and skills, connection to UMD, intention to continue and graduate from UMD, and intent to embark upon a career that helps others. Clearly, SL classes are assisting the University in meeting its goals of educating our students to be active citizens beyond graduation.



EDUCATION PROGRAMS

AmericaREADS & Counts

Our AmericaREADS & Counts program places college students in local elementary schools and community centers to serve as tutors and mentors, and provide classroom support and individual attention to struggling and at-risk students. Our program continues to grow and improve with expanded training and transportation services.

During the 2012-13 academic year, 160 UMass Dartmouth students provided over 17,600 hours of tutoring and mentoring in the region. This year's sites included:

- Alma del Mar Charter School, New Bedford
- Boys and Girls Club of Fall River
- Boys and Girls Club of Greater New Bedford
- Harbour House Homeless Shelter, New Bedford
- John J. Doran Elementary School, Fall River
- Samuel Watson Elementary, Fall River
- Sargent William H. Carney Memorial Academy,
New Bedford
- St. Andrew's After-School Program, New Bedford
- William S. Greene Elementary School, Fall River
- YMCA of Greater Fall River

To further the civic engagement, literacy, and service goals of the program, our student tutors also participated in a variety of events, including the Get Out the Vote Campaign and the African American –READ IN.

This year, the program's student coordinator and a few teachers from Sargent William H. Carney Memorial Academy presented a session at the Civic Engagement Summit, speaking about the program and its impacts, highlighting the importance of a collaborative relationship between the program, the university, and the school site.



EDUCATION PROGRAMS



Kids2College

This year we embarked on a new initiative with the Fall River Public Schools. The Kids2College initiative included a college-awareness curriculum designed to increase students awareness of how education impacts their future life choices. Over 200 fourth graders from the William S. Greene and John J. Doran schools participated in this eight-week initiative, which included a campus tour and parent engagement activities. Students involved in the initiative had the opportunity to learn more about college, explore careers, make the connection between college and job opportunities, and begin planning for their future. This upcoming academic year we plan to expand the program to a third school in Fall River.

College Positive

The College Positive Program is dedicated to helping local youth achieve the dream of a college education by assisting and advising students on the college-bound path. This year, six UMass Dartmouth students assisted Durfee High School Seniors with their college search, selection, and application process.

Our College Positive outreach included a collaboration with New Bedford High School where the Freshmen class was invited to participate in a “college positive” tour of UMass Dartmouth, hosted by our UMass Dartmouth College Positive Corps. Over 400 freshman students were able to attend and learn about the possibility of a college education. After completing the tour, many students felt more optimistic about their ability to afford college and felt encouraged that attending college was a possibility for them. Feedback from the guidance counselors was extremely positive, and they would like to continue holding the tours annually.

Summer Camps

This summer we hosted three summer camps, one Leadership camp and two Sustainability camps, for students in local elementary and middle schools that participate in the 21st Century Summer program. Over 180 students participated in the summer camps and were engaged in fun, interactive activities that increased their knowledge and skills about leadership and sustainability.

LEADS

LEADS (Leadership for Educational Attainment Developed through Service) teaches students leadership skills through service-learning projects that address community needs. This year, five Commonwealth Corps members, funded through the Massachusetts Service Alliance, served 1,188 hours at three public schools and addressed community needs, such as, hunger and homelessness, the importance of education, and health and wellness.



COMMUNITY SERVICE

VITA

Our Volunteer Income Tax Assistance program in partnership with the Community Economic Development Center celebrated its 10-year anniversary this year. We successfully recruited 28 UMD students who performed 1,016 hours of service helping prepare tax returns for 1,100 families. Through these efforts, the VITA program helped low-income families residing in Greater New Bedford claim \$1.9 Million in tax refunds, including over \$500,000 in Earned Income Credit.

First Saturdays of Service

To increase opportunities for volunteering and community service, we developed the **First Saturdays of Service** program. On the first Saturday of each month during the school year, we offer a community service opportunity for students to encourage students to engage in their surrounding community. In its inaugural year, 70 students served 175 hours, participating in activities that included cleaning up broken tree limbs and debris after Superstorm Nemo and helping prepare the UMD community gardens for planting.

Alternative Breaks & Other Collaborations

We also lead and/or collaborated on 4 Alternative Spring Break programs, including the first ever with the Wampanoag Tribe of Gay Head Aquinnah, which resulted in 18 students serving approximately 945 hours. The other Alternative Spring Break programs included Hunger and Homelessness, Sustainability, and a Law Clinic in the Dominican Republic.

This year, we assisted with several collaborations between the university and our community partners. For the Chancellor's Inauguration, a mural was created jointly by Dartmouth High School and Professor Kathy Miraglia's Art Education class. We submitted two grants: one to the National Endowment for the Arts for the Acushnet River Arts Project with Professor Rebecca Hutchinson from the College of Visual & Performing Arts and an internal Healy grant for a "Virtual IT Dept." grant with Professor Tim Shea from CCB.



ENDEAVORS SCHOLARS

Endeavor Scholars

The Endeavor Scholars is a program that provides talented students, who might otherwise be unable to afford a college education, the opportunity to attend UMass Dartmouth on a merit scholarship that covers the student's tuition, fees, and room and board. Endeavor Scholars spend a significant amount of time together in leadership training and development, innovative community-related coursework, that includes service and outreach activities. Scholars participate in a cohort experience that nurtures civic-minded responsibility.

This year 42 UMass Dartmouth Students served over 7,530 hours with the following community partners:

AHA! New Bedford	UMD Compeer
ArtWorks	UMD Leduc Center Alternative Break Program
Beacon Hospice	UMD Leduc Center AmericaREADS
Big Brothers Big Sisters	UMD Leduc Center SouthCoast Serves
Buttonwood Park Zoo	UMD Math and Business Center
Buzzards Bay Coalition	UMD Model UN Club
CARE SouthCoast	UMD Nursing Alternative Break in Haiti
The Cedar's Assisted Living	UMD Office of Sustainability
Citizens Schools	UMD Writing and Reading Center
Community Nurse and Hospice of Fairhaven	UMD Science and Engineering Center
Findhorn Foundation College Scotland	UnitedWay of Greater New Bedford
Gifts to Give	The Washington Center
Kiva.org	Water.org
New Bedford High School Twilight School	World Hula Hoop Day
Ocean Explorium	YMCA SouthCoast Dartmouth
RAW Haiti	YWCA Southcoast
UMD Center for Women, Gender & Sexuality	



The Endeavors Scholars undertook their first group project, the “Corsairs Care” campaign, in response to the Boston Marathon tragedy. Through pledges of kindness, fundraising, and cards for victims and emergency rescue personnel, the Endeavors Scholars engaged the campus community to help transform the impacts of a tragedy into an opportunity for community healing.

SOUTHCOAST SERVES

SouthCoast Serves (SCS), a collaborative facilitated by the Leduc Center that fosters service and volunteerism to meet the needs of our community by leveraging resources, expertise and capacity to maximize impact, continues to develop the infrastructure for service and volunteerism in the region. Highlights for the year include:



Participation in the *White House Interfaith Call to Service* by planting a Peace Pole at our 9/11 Service and Remembrance Rally and hosting a “Why We Serve” panel featuring Rev. Dave Lima, Rev. Ann Fox, Bristol Community College President, Jack Sbrega, and Professor Marlene Pollack at our annual Service Showcase.

MLK Day of Service at Gifts to Give, which attracted over 600 volunteers and featured Chancellor Divina Grossman and Lee Blake, Director of the New Bedford Historical Society and SouthCoast Education Compact.

National Volunteer Week resulted in 1,208 volunteers serving over 3,000 hours. Activities included City of Service mural project on South Main Street with the City of Fall River; trail maintenance with Buzzards Bay Coalition and Allens Pond Wildlife Sanctuary; cedar swamp restoration with Trustees of Reservation; farm preparation with Share the Harvest, Dartmouth YMCA; city beautification with Operation Clean Sweep in New Bedford; and the production of a new video to promote service and volunteerism in the region.

At the **annual Massachusetts Service Alliance Conference** on June 6, 2013, we presented with our colleagues from Bristol Community College on the role SouthCoast Serves plays in community service in our region. The presentation titled “*SouthCoast Serves: A Model of How Higher Education Can Lead Regional Service and Volunteerism*” also included the development of an asset mapping tool that will guide our collaborative into the future.



The **annual Earth Eve parade** on April’s AHA! night featured approximately 50 UMass Dartmouth students and New Bedford Mayor John Mitchell. AHA! (Art • History • Architecture) Night is a free arts & culture event which takes place the 2nd Thursday of every month in Downtown New Bedford.

The reach of our collaborative increased with the addition of new members and the development of new projects. Our new members include YouthBuild New Bedford, St. Anne’s Hospital, Veterans Transition Assistance House, Dog Tag Navigators, United Way Fall River, and Bristol County District Attorney’s Office. Our new projects include the “Sole Food Foot Clinic” program with Mercy Meals and More, where UMD nursing students evaluate and treat foot health of guests, and Adopt-a-Park with Veterans Transition Assistance Center, New Bedford Parks and Recreation, and Greater New Bedford Regional Vocational Technical High School, where veterans help clean up local parks in exchange for the opportunity to attend classes. In addition, sixty people, mostly youth, enrolled in our SouthCoast 60 pledge, where individuals pledge to perform 60 hours of community service in one year.

SPEAKER SERIES & SERVICE PLACEMENTS

The past year has been one of creation and growth, with the start of new programs and extensive community outreach. Last year, we held public interest law panels and worked on a new partnership with a local high school to expose UMass Dartmouth students to many different aspects of and avenues for civic engagement.

Public Interest Law Panel Discussions

Panel discussions are hosted monthly at the Law School to expose students to various practitioners in the numerous areas of public interest law. While the panel discussions are open to the entire student body, it is particularly geared towards our Public Interest Law Fellows. Students with this fellowship are required to work in public interest law area for four years after graduation. Some of the topics that were covered were criminal prosecution and defense, municipal law, court administration, and legislative issues.



Internships and Placements

Over the past academic year, more than 70 graduate students were placed in both paid and unpaid internships across Massachusetts and Rhode Island. This was achieved through a variety of different programs, including the law school field placement program, summer stipend program, and the traditional internship placement program. In addition, we placed three Dukakis Fellows in different government offices across the state. The internships were in both public and private settings, providing the local community with thousands of service hours.



This year, a comprehensive report of the law school internship program was completed, reflecting the increasing role the law school has in the local community.



Law Primer for Youths

A pilot program is being developed to introduce basic legal concepts to local high school students at Durfee High School in Fall River. While still in the early stages of development, the goal of the program is for law school students to visit classrooms at Durfee High on a regular basis to both educate high school students on legal concepts and help law school students practice their presentation and oral advocacy skills.

CIVIC ENGAGEMENT SUMMIT



Civic Engagement Summit

The fifth annual Civic Engagement Summit was held at Woodland Commons on April 25th with over 200 attendees. The keynote speaker was Dr. Ira Harkavy, the founding Director of the Netter Center for Community Partnerships at the University of Pennsylvania. This year's Summit focused on University-Assisted Community Schools. Following the keynote were numerous joint presentations from university and community partners about their individual partnerships as examples of University-Assisted Community Schools.

Following the Summit, Dr. Harkavy hosted a visit from a group of faculty, school administrators, and community leaders in Philadelphia to learn more about the best practices relating to university-school collaborations.



GRANT ACTIVITIES

From July 2012 to date we have received \$147,333 in grants, an increase of \$84,233 from last year, have 4 grant applications outstanding totaling \$875,000 and applied for an additional 4 grants that were not funded totaling \$272,048. We received \$75,433 from the Massachusetts Department of Higher Education through their Performance Incentive Fund that increased the breadth and depth of our civic engagement initiatives, including: the development of service-learning modules for training; engaging over 1,200 students in tutoring and mentoring programs; offering four alternative spring breaks; the development and implementation of Kids2College, a college and career awareness program for all fourth grade students (200) at two elementary schools in Fall River; and 12 service internships.

Additionally, we received a \$29,100 Creative Economy Grant that facilitated a collaboration between the Charlton School of Business and the New Bedford Glass Museum to implement marketing, outreach, and strategic planning with the assistance of student interns; \$27,000 from the Commonwealth Corps that funded the UMD CARES (Community Action Requires Engaging Students) program, where 9 students served 1,188 hours in elementary and middle schools in Fall River engaging students in service-learning and community engagement while increasing their aspirations for higher education; \$10,000 from Bristol County Savings Bank Foundation to support a Student Leadership Intern and our SouthCoast Serves initiative, a collaborative of community organizations facilitated by the Leduc Center that fosters service and volunteerism to meet the needs of our community by leveraging resources, expertise, and capacity to maximize impact; \$5,000 from the Massachusetts Service Alliance for our National Volunteer Week activities that engaged over 1,000 volunteers in 3,000 hours of service at seven locations throughout the SouthCoast; and smaller grants totaling \$800.

Our pending grants include a \$700,000 Working Cities grant in collaboration with the Fall River Public School District to establish University-Assisted Community Schools as a cross-sector vehicle for increasing student success, strengthening families/community, and as a catalyst for long-term economic development and a \$175,000 Out-of-School grant in collaboration with the Fall River Public Schools that will support service-learning training for teachers at the Fonseca School and the implementation of two programs at the Fonseca School: our LEADS (Leadership for Educational Attainment Developed through Service) program that teaches leadership skills to middle school children through service-learning projects and our Kids2College program that raises students awareness about college and careers.



Final Note:

The staff at the Leduc Center would like to thank our faculty, students, and community partners for building the bridge between learning and community.

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