Meaningful Connections: Service-Learning, Peer Advocacy & Student Success

A Resource Guide for Integrating the Connect2Complete Approach into Developmental Education Courses

Shana Berger, author,
with co-authors Cathy Burack, Susan Lanspery, and Donna Duffy

Campus Compact is a national coalition of nearly 1,100 college and university presidents committed to fulfilling the public purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. Campus Compact's membership includes public, private, two-, and four-year institutions across the spectrum of higher education.

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. We envision colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

Campus Compact comprises a national office based in Boston, MA, and 34 state and regional Compacts in CA, CT, FL, HI, IL, IN, IA, KS, KY, ME, MD-DC, MA, MI, MN, MO, MT, Mountain West, NE, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

For more information, please visit www.Compact.org.

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Burack and Lanspery authored Section 4 of the Resource Guide on Program Evaluation and the document titled Developing Logic Models. In addition, many of the promising practices described throughout the guide are pulled directly from the full C2C Evaluation Report, which has been adapted for this volume.

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CONTRIBUTORS

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Mandy Savitz-Romer, PhD, is a senior lecturer and faculty director of the Prevention Science and Practice program at the Harvard Graduate School of Education. She is a leading expert on the topic of school counseling and college and career readiness. Earlier, Savitz-Romer served as associate director of the Boston Higher Education Partnership, where she led research, policy, and programmatic initiatives focused on promoting college access, readiness, and support for K-12 students. As a former urban school counselor, she writes and speaks extensively on how schools and nonprofits can structure college and career readiness supports that reach all students. Savitz-Romer is co-author of *Ready, Willing, and Able: A Developmental Approach to College Access and Success.* She holds a BA in psychology, an MEd in counseling, and a PhD in higher education.

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Donna Duffy has been an advisor and collaborator throughout the duration of the grant. Her expertise played a significant role in shaping the development of the program. Cathy Burack and Susan Lanspery worked collaboratively with the nine colleges in the C2C pilot program to design and execute a rigorous evaluation. Lyvier Conss, executive director of the Community College National Center for Community Engagement, provided resources and ongoing support to the piloting colleges. Karen Partridge of Pen + Pixels worked diligently to produce a polished resource guide. Robert B. Levers of Levers Advertising + Design was responsible for design and layout. Emily Wood, director of communications at Campus Compact, assisted with production and is responsible for the C2C website. C2C intern Monica Hayden from the Harvard Graduate School of Education (HGSE) conducted interviews and wrote C2C profiles included in the Resource Guide. C2C intern Sara Gordon, also from HGSE, helped write several of the sample materials.

Many individuals provided comprehensive and thoughtful feedback on the content of the Resource Guide, including Tara Appling (peer advocate – Cuyahoga Community College), Cathy Burack (senior fellow – Brandeis University), Sara Crockett (C2C program coordinator – Tallahassee Community College), Donna Duffy (professor – Middlesex Community College), Laryn Flikkema (Director of Operations – Florida Campus Compact), Daniel Griesbach (C2C faculty fellow – Edmonds Community College), Sara Gordon (C2C Intern – Campus Compact), Maggie Grove (director of operations – Campus Compact), Krista Kiessling (C2C program coordinator – Owens Community College), Susan Lanspery (scientist – Brandeis University), Cynthia Lynch (director of service-learning – Middlesex Community College), and Taylor Tye (peer advocate – Owens Community College).

Finally, this Resource Guide and the work that it draws from would not have been possible without the generous support of the Bill & Melinda Gates Foundation. Campus Compact is grateful for this support, which helped enable C2C program development, implementation, evaluation, and refinement, as well as the creation of resources like this guide to help colleges adopt the program.

Meaningful Connections: Service-Learning, Peer Advocacy & Student Success

INTRODUCTION

A Resource Guide for Integrating the Connect2Complete Approach into Developmental Education Courses

This C2C Resource Guide can also be found online in PDF format at
http://www.compact.org/c2cresourceguide/

For additional C2C materials not included in this C2C Resource Guide, please visit the C2C
webpage: http://www.compact.org/connect2complete/

About Connect2Complete

As community colleges serve large populations of underprepared and vulnerable students at a time of
decreasing budgets, they seek innovative and cost-effective ways to increase graduation rates while supporting
high-quality learning experiences for all students. Connect2Complete (C2C), developed by Campus
Compact, is a new model that takes advantage of existing resources to increase student learning
and success.

C2C integrates two key features—service-learning and peer advocacy—into developmental education courses
designed to support underprepared students in getting ready for college-level coursework. Peer advocates are
enrolled college students who, in addition to leading service-learning projects, serve as mentors, advocates,
and advisors to their peers in developmental education courses. This integrated strategy enables students to
connect in meaningful ways with their peers and instructors and to experience the relevance of their course-
work to the real world, both on campus and in their communities. The C2C strategy encourages academic,
personal, and social development, as well as development of students' cultural identity and critical civic
consciousness—all key factors for student persistence.

Campus Compact & the C2C Pilot Program

Developed by Campus Compact—a national coalition of 1,100 college presidents committed to fulfilling the
civic purposes of higher education—C2C grew out of Campus Compact's 2010 white paper, *A Promising
Connection: Increasing College Access and Success through Civic Engagement,* which highlights local and
national studies that demonstrate positive connections between civic engagement and college success.

In 2011, the Bill & Melinda Gates Foundation awarded funds to Campus Compact to develop and manage
the C2C pilot project with nine community colleges in Florida, Ohio, and Washington and their related
Compact state affiliates:

Florida
Broward College
Miami Dade College
Tallahassee Community College

Ohio
Cuyahoga Community College
Lorain County Community College
Owens Community College

Washington
Big Bend Community College
Edmonds Community College
Green River Community College

INTRODUCTION

Over the course of the pilot (January 2012–May 2014), the nine colleges engaged more than 6,500 low-income, underprepared students. The C2C pilot program provided the colleges with an opportunity to test and fine-tune various approaches to C2C implementation.

Campus Compact partnered with researchers at the Center for Youth and Communities at Brandeis University to evaluate the C2C program. Data from the evaluation demonstrates that C2C is a promising model. C2C students benefited from the program in a variety of ways; most notably, when colleges implemented the model with fidelity, retention among C2C participants was higher than among a comparison group of developmental education students not in the program. After six semesters, the retention rate among C2C students was six percentage points higher than among the non-C2C comparison groups—a significant increase.

Evaluators also reported that C2C students demonstrated increased civic skills and awareness and that peer advocates had a positive impact on C2C students' adjustment to college. Not surprisingly, peer advocates' growth and leadership development was noteworthy and sometimes dramatic, and faculty members found inspiration in the C2C strategy for helping the most underprepared students succeed. For more detailed results, see the C2C Pilot Program Evaluation Report in Section 4. Based on the experiences of the pilot's participating colleges and results from the implementation evaluation, Campus Compact has identified a promising model that can be adapted to a wide range of campus cultures.

Navigating the C2C Resource Guide

The success of the C2C program has prompted Campus Compact to create this Resource Guide to help colleges implement the C2C model on their own campuses. The guide is designed for a broad range of audiences, including community engagement professionals, faculty, student leaders, administrators, and presidents. While resources contained within this guide were developed on the basis of the experiences, needs, and cultures of community colleges, the model has garnered interest from four-year institutions offering developmental education, which can adapt the information here for their own use.

The guide is divided into four sections, each focusing on a different aspect of the program. Section 1 provides an overview of the program; as such, it is a good starting point for all readers. Section 2 looks specifically at classroom application and is of particular interest to faculty and peer advocates. Section 3 focuses on the administrator's role in structuring work with peer advocates and faculty. Section 4 focuses on program evaluation. Following is a more detailed breakdown of the contents of each section.

Section 1, **The C2C Model,** provides readers with a high-level understanding of the C2C strategy. It begins with an overview that paints a picture of what the program looks like on the ground. A review of the theory and assumptions underlying C2C connects theory with outcomes for participants. Discussions of service-learning and peer advocacy summarize research on the positive impact of these approaches on student success, review the integrated C2C approach in depth, and lay the foundation for C2C implementation (explored in later sections).

Section 2, **Implementing C2C in the Classroom,** presents a comprehensive view of what C2C looks like in the classroom. It begins with two documents that explore considerations for faculty implementing the C2C strategy in their developmental education and college success courses: how to implement service-learning with a particularly vulnerable population, and approaches for integrating the C2C strategy into redesigned developmental education courses. The section also offers sample materials for supporting faculty and peer advocates in integrating C2C into the classroom, including faculty-created descriptions of peer-assisted service-learning coursework and activities.

Section 3, **Program Administration,** includes resources for planning and managing a C2C program. While this section addresses faculty and peer advocate roles, it focuses more closely on the administrator's role. This section offers resources for planning and launching a C2C program on campus, including information on assessing readiness, staffing, structuring, and budgeting for such a program. It also provides resources for recruiting and supporting faculty as well as for recruiting, screening, training, and supporting peer advocates.

Section 4, **Program Evaluation,** provides resources for conducting a C2C evaluation, including information on measuring program impact and the C2C Evaluation Report from the C2C pilot program. While program evaluation is included near the end of the Resource Guide, it's important to note that evaluation is not an event that occurs at the end of a project; rather, it's an ongoing process that should start at the outset, with systems put in place to support evaluation in the early stages of program planning.

Two final sections with sample materials offer additional information and insight. The first is a series of profiles of C2C students, peer advocates, and faculty. The profiles provide a window into the range of program participants, including their background, experience with C2C, and the personal impact the program has had on them. A second appendix provides sample hands-on materials developed by participating colleges, such as organizational documents, brochures, training guidelines, a classroom planning guide, and more. These materials provide models to help make the start-up process easier.

Next Steps for Launching C2C at Your College

For support with launching C2C, contact Campus Compact—see www.compact.org for contact information. Campus Compact can provide those interested in C2C with resources and connections to state and regional Compact offices supporting this work.

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SECTION 1: The C2C Model

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

Campus Compact

SECTION 1: THE C2C MODEL

Why Connect2Complete?

MEETING THE NEEDS OF VULNERABLE STUDENTS

Low-income, underprepared community college students face many challenges and graduate at lower rates than their better-prepared, more affluent peers (Bailey, Jeong, & Cho, 2009). Less than one-quarter of two-year community college students who take one developmental education course go on to earn a degree or certificate within 8 years. In comparison, non-remedial students graduate at a rate of almost 40% (Attewell, Lavin, Domina, & Levey, 2006).

Recognizing the link between college completion and economic mobility, President Obama has set a goal for America to have the highest percentage of college graduates in the world, calling for 5 million more community college graduates by the year 2020. A variety of powerful private foundations have committed funds to this effort, known as the "completion agenda."

There is no easy answer for improving the graduation rates of developmental education students. These students come to college with many obstacles and risk factors—including under-preparedness, low-income status, first generation in college, structural inequality, racism, and challenges of balancing school with family and work responsibilities (Boylan, 2001). Longitudinal studies conducted by the National Center for Education Statistics (NCES) show that students in the lowest socioeconomic quintile are far more likely to enroll in developmental education than those in the highest quintile—63%, compared with 25%. These studies also show differences by race/ethnicity, with African Americans and Hispanics having higher rates of remedial enrollment than whites and Asians.

At the same time, students' experiences with inequality and other challenges can be a source of resiliency and pride. When vulnerable students are engaged in a manner that is constructive; that recognizes, utilizes, and enhances their strengths; and promotes positive outcomes by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths, these students can thrive.

There is a movement led by the organization Complete College America to pressure state lawmakers to do away with or severely limit developmental education courses. The organization argues that developmental education is a waste of taxpayer dollars and a "bridge to nowhere." To the contrary, many college leaders have recognized that their ability to serve increasing populations of vulnerable students requires providing deeper and smarter support. These leaders favor directing legislative and administrative efforts into improving developmental education to better meet students' needs. In this context, many higher education professionals have pointed out that the completion agenda's singular focus on time to degree may emphasize efficiency to the detriment of high-quality learning (Humphreys, 2012). Aware of this critique as one of many of the completion agenda, community colleges are seeking innovative strategies to increase graduation rates while improving the quality of student learning. One such approach is the Connect2Complete (C2C) strategy, which integrates service-learning and peer advocacy into developmental education courses.

Even as service-learning has been identified as one of ten high-impact educational practices effective in increasing student retention and engagement (Kuh, 2008), this pedagogy is rarely integrated into developmental education courses. Connect2Complete offers a model for combining and integrating proven interventions with a population ripe for such engagement.

THE C2C THEORY OF CHANGE

The integration of service-learning and peer advocacy is a promising approach for student success because these practices foster key factors known to improve student persistence: academic, personal, and spiritual

development; development of social networks; and development of students' cultural identity and critical civic consciousness.

The C2C "theory of change"—the theory and assumptions underlying the program—examines these factors as they relate to student, peer advocate, and faculty outcomes (Figure 1-1).

Figure 1-1. The Connect2Complete Theory of Change
Theory and assumptions underlying the C2C program, linked to student, faculty, and peer advocate outcomes.

Who does C2C serve?	C2C Strategy	Key Factors Supporting Student Persistence/ Retention	C2C Student Outcomes	Other Outcomes
Students testing into one or more developmental education courses	**Service-Learning** Service learning is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified campus/community needs. Students then reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1995). Peer advocates support faculty and students with service-learning activities. **Peer Advocacy** Peer advocates are enrolled college students who serve as service-learning leaders and as mentors, advocates, and advisors to their peers in developmental education courses.	Academic development Enhancement of cultural identity Development of social networks Development of critical civic consciousness Personal development Spiritual development	Increased graduation/transfer to 4-year institution/certificate completion rates Increased persistence (students moving on from developmental education and completing gate-keeper courses) Re-enrollment for consecutive terms Intent to move into peer advocate role Increased college knowledge Increased confidence in academic abilities and career aspirations Improved academic performance (GPA, credit hours attempted/ earned) Increased affiliation with the college Increased civic awareness and skills	**Faculty Outcomes** Deeper engagement with students Increased satisfaction with teaching Greater use of service-learning pedagogy **Peer Advocate Outcomes** Increased sense of self as leader Increased civic awareness and skills Increased affiliation with the college Increased persistence Increased educational and career aspirations Increased civic awareness and skills

SECTION 1: THE C2C MODEL

EVIDENCE SUPPORTING THE C2C MODEL

Vincent Tinto (1993) developed the most widely used sociological framework for understanding student retention. He argues that of the factors that are amenable to intervention and change on campus, a student's ability to integrate with his or her institution both academically and socially has the most direct influence on that student's decision to stay at or leave an institution. Bean & Eaton (2001) extend this work, exploring the psychological processes that support academic and social integration.

Critics of this assimilation theory argue that because Tinto's model is based on the experiences of traditional-aged, White, middle-class students attending private residential higher education institutions, it doesn't adequately address the issues that vulnerable populations and students of color face. Critical retention theory calls attention to the ways that acculturation of students to the dominant college environment leads to maintaining the status quo and may devalue students' cultural identity. An alternative perspective draws simultaneously on Tinto (1993), Bean & Eaton (2001), and critical retention theory, and calls for focusing on the factors that increase student retention—including academic and personal development and development of social networks—while also enhancing students' cultural identity and developing students' critical civic consciousness (Maldonado, Rhoads, & Buenavista, 2005; Yeh, 2010).

The theory behind C2C draws from this broader perspective, examining the impact of its key elements—service-learning and peer advocacy (often referred to as mentoring in the literature)—on all of these retention factors. Table 1-1 summarizes research on retention/persistence, broken down by the critical factors identified above, while Tables 1-2 and 1-3 outline research on the impact of service-learning and peer advocacy on these critical factors.[1] Although spiritual development has not been widely studied as a factor for increasing retention, it is included here because it has a clear impact on psychological health and resilience for low-income and culturally diverse populations.

Table 1-1. Key Factors Supporting Student Persistence & Retention

Academic Development	**Academic integration:** Students who adapt academically to their college environment are more likely to persist. Academic integration involves understanding the norms and unwritten rules relevant to the dominant culture of the institution. For example, grade performance, a key retention indicator, is a reflection of student ability and performance according to the institution's preferences for particular styles of academic behavior (Tinto, 1993). **Intellectual growth:** Students who feel their learning has relevance and who become involved in the learning process itself find greater meaning in their education and become more motivated to finish college (Yeh, 2010). **Academic and critical thinking skills:** Writing, analytical, and critical thinking skills are among the academic competencies that foster academic success. Students who are critical thinkers are more actively engaged in their own learning and better able to connect their academics to their experiences (Maldonado et al., 2005; Yeh, 2010).
Enhancement of Cultural Identity	Academic success involves some degree of adapting to the dominant culture of the institution, but it does not have to involve a loss of one's own cultural identity (Tierney, 1999; Karp, 2011). Colleges can develop ways to affirm, honor, and incorporate students' identity into the campus culture (Maldonado et al., 2005). When students' connections to their cultural identities are strengthened, they perform better and are happier and more engaged (Tierney, 1999).
Development of Social Networks	Developing social networks occurs primarily through informal peer group associations, semi-formal extracurricular activities, and interaction with faculty and administrative personnel. Successful experiences in these areas result in social communication, friendship support, faculty support, and collective affiliation and increase the likelihood that a student will feel connected to and stay in college (Tinto, 1993; Maldonado et al., 2005; Karp, Hughes, & O'Gara, 2010; Astin, 1977).
Development of Critical Consciousness	Students who develop a critical view of social issues speak passionately about the purpose and meaning of classroom learning and are empowered to succeed (Wylie, 2014; Yeh, 2010). In particular, when students challenge college social and institutional norms that limit the success of vulnerable student populations, they are more likely to be retained (Maldonado et al., 2005).

1. The bibliography for Tables 1-1 to 1-3 can be found at the end of this section.

Personal Development	**Psycho-social growth:** The development of self-efficacy, effective coping behaviors, and internal loci of control are important psychological processes for academic and social integration and, therefore, retention (Bean & Eaton, 2001).
	Interpersonal skills: Possessing leadership attributes and interpersonal abilities enhances the prospects of first-generation college students for academic success (Logue, Hutchens, & Hector, 2005; Astin, Astin, & Associates, 1999).
Spiritual Development	The process of making meaning of one's experiences, examining values, and searching for purpose is often associated with spiritual development (Astin, 2004). Spirituality is a significant factor in the psychological health and resilience of low-income and culturally diverse populations (Constantine, 1999; Rouse, Bamaca-Gomez, Newman, & Newman, 2001).

Table 1-2. Impact of Service-Learning on Key Persistence & Retention Factors

Academic Development	Service-learning promotes improved academic performance (Lockeman & Pelco 2013; Kamuche, 2006; Strage, 2000; Astin et al., 2000; Fredericksen, 2000). Service-learning is a highly engaging, active, and collaborative educational experience that stimulates students' curiosity, helps students identify their strengths and interests within the academic environment, allows students some control over their learning, and applies learning to real-life situations (Brewster & Fager, 2000; Gallini & Moely, 2003; Vogelgesang et al., 2002; Lockeman & Pelco, 2013). Service-learning develops key academic skills and abilities, including a deeper understanding of course content, problem analysis, complexity of understanding, critical thinking, application of knowledge, and collaboration (Bringle, Hatcher, & Muthiah, 2010; Eyler & Giles 1999; Conrad & Hedin, 1991; Strage, 2000; Markus, Howard, & King, 1993; Astin et al., 2000; Yeh, 2010).
Enhancement of Cultural Identity	When students participate in service projects with communities that share social locations similar to their own, the experience helps to affirm and integrate identities previously considered contradictory (e.g., racial/ethnic minority and college student) (Wylie, 2014). Service-learning highlights interdependent norms (more common to first-generation families) rather than independent norms (institutionalized in college), which affirms students' cultural identity and increases psychological well-being (Lockeman & Pelco, 2013; Fulmer et al., 2010).
Development of Social Networks	Service-learning promotes strong relationships and interaction between faculty and students (Astin & Sax, 1998; Keup, 2005-2006), encourages social activity and engagement with peers (Wolff & Tinney, 2006), and develops social networks (Yeh, 2010).

SECTION 1: THE C2C MODEL

Development of Critical Consciousness	The act of working with vulnerable communities and learning about the systems that affect them through service-learning necessitates awareness that dominant and subordinate cultures exist and gives students the tools to critique the structural inequalities within the dominant culture into which they are expected to integrate (including the college itself). Through service-learning, students develop critical civic consciousness and use their education as a tool for social change (Yeh, 2010).
Personal Development	Service-learning has a positive effect on students' sense of personal efficacy, personal identity, resilience, interpersonal development, ability to work well with others, and leadership and communication skills (Eyler et al., 2001; Astin et al., 2000; Yeh, 2010; Bean & Eaton, 2001).
Spiritual Development	The reflection component of service-learning helps students clarify their values and purpose (Hatcher et al., 2004; Yeh, 2010).

Table 1-3. Impact of Peer Advocacy/Mentoring on Key Persistence & Retention Factors

Academic Development	Mentoring and support from family, friends, faculty, and/or staff can shape students' perceptions and attitudes regarding their abilities, thereby influencing their academic performance (Alva & Padilla, 1995; Koring & Campbell, 2005). Mentoring has been found to have a positive impact on grade point average (Pagan & Edwards Wilson, 2003). The role of the peer advocate as a culture broker helps students adapt to the college environment (Berger & Duffy, 2014).
Enhancement of Cultural Identity	Mentoring plays a major role in fostering important connections within one's ethnic community or within the broader community of students of color (Maldonado et al., 2005). Mentors can help students explore their multiple identities, life experiences, and self-concepts to validate their cultural identity and develop a college-staying identity (Savitz-Romer & Bouffard, 2012; MDRC, 2012).
Development of Social Networks	Mentoring directly impacts students' ability to feel more connected and engaged on campus through key relationships and support networks (Pascarella, 1980; Community College Survey of Student Engagement, 2009; Crisp, 2010).
Development of Critical Consciousness	Peer advocates support critical reflection on service experiences (Berger & Duffy, 2014). Student-initiated retention activities encourage students to build critiques of the sorts of knowledge, dispositions, and social connections deemed to be of value by the broader collegiate culture (Maldonado et al., 2005).
Personal Development	Mentoring has a positive impact on students' self-confidence, latent abilities, self-actualization, expectations, and future aspirations (Astin, 1999; Mangold et al., 2003).
Spiritual Development	Mentoring relationships involve the provision of career, social, and emotional support for self-exploration (Johnson, 2006).

INSTITUTIONS & STUDENT POPULATIONS THAT CAN BENEFIT FROM C2C

In order to reach the largest population of low-income, underprepared students, Campus Compact piloted the C2C model with community colleges. The model has also garnered interest from 4-year colleges, however, and is certainly replicable beyond the community college setting.

As the goal of C2C is to support vulnerable students, developmental education and college success courses are logical sites for the C2C program. Some 4-year colleges may not use the term "developmental education" but have similar courses designed to support underprepared students. In this guide, we use "developmental education students/courses" as a catchall term.

Many states are passing laws that limit developmental education courses or make them optional before the impact of reform initiatives (e.g., course redesign) has time to take effect. For example, in 2012, Connecticut passed legislation restricting remedial courses to one semester per student. In 2013, Florida lawmakers approved legislation allowing many students at the state's public colleges to skip developmental education classes and move straight into college-level classes. In some states, 4-year colleges and universities are being mandated to phase out remedial programs, leaving community colleges as the sole providers of developmental education courses.

In order to reach the most vulnerable students in states and institutions where developmental education has been limited, C2C may be integrated into the "gatekeeper" or introductory college-level math and English courses where developmental education students have been mainstreamed, as well as into the developmental education courses that remain.

The C2C Approach

ESSENTIAL PROGRAM FEATURES

C2C brings new value to traditional approaches for improving student success by employing an incredibly underutilized resource—students themselves—to partner with faculty while developing student leaders in the community college setting. The C2C program model, implemented by college campuses and supported by Campus Compact, is defined by seven essential features:

1. The college integrates service-learning and peer advocacy into developmental education or college success courses.

2. The college serves students enrolled in at least one developmental education or similar course designed to support underprepared students with getting ready for college-level coursework.

KEY DEFINITIONS

Following are several definitions that clarify how certain terms are used within the C2C context.

C2C students: Low-income college students who have tested into one or more developmental education courses.

Peer advocates: Enrolled college students who are service-learning leaders as well as mentors, advocates, and advisors to fellow students in developmental education and college success courses.

Developmental education course: A course designed for students who are not college-ready in a given subject area. Because community colleges have a commitment to open-access admissions policies, their student populations have varying levels of academic preparedness. On enrollment, students typically take a placement test in reading, writing, and math and may be placed in one or more developmental education courses based on the results. About 68% of all community college students and 40% of students at 4-year open-access colleges take at least one developmental education course (Jaggars & Stacey, 2014). These courses, also referred to as college prep, transitional education, and foundational education, are generally not credit bearing.

College success course: A course that addresses skills such as note taking, test taking, and time management, while helping students explore their learning styles and develop plans for college and careers. While these courses are not themselves considered to be developmental, many colleges require developmental education students to take them. In such cases, college success courses are a logical site for C2C.

Low-Income: For the purposes of the pilot phase of the C2C program, low-income was defined as being Pell-eligible and/or receiving other need-based financial aid.

3. The college establishes a system to provide faculty training and professional development focused on service-learning and peer advocacy.

4. The college provides service-learning and peer advocacy training for peer advocates.

5. The college utilizes at least one of the following methods for paying peer advocates: a) Federal Work-Study, b) campus scholarships, c) wages for students without Work-Study, or d) AmeriCorps Education Awards.

6. The college identifies existing staff or hires staff responsible for program coordination.

7. The college develops a program that can support students for multiple semesters. After the first semester, the program uses co-curricular approaches to maintain continuity and connection.

C2C is a flexible model crafted with essential elements that can be adapted for different types of courses and campus cultures. Moreover, it is a strategy that can be integrated into existing college structures, initiatives, and goals.

ROLES & RESPONSIBILITIES

The C2C Program Coordinator

The C2C program coordinator is responsible for organizing, planning, implementing, and managing the C2C program. The C2C program coordinator leads a C2C design team, which includes all appropriate stakeholders from across the college and most importantly faculty members and students.

The coordinator's program implementation responsibilities include working with staff and faculty to recruit, train, and provide professional development for faculty; coordinating the peer advocate recruitment and application processes; developing orientation and training for peer advocates; supporting peer advocate and faculty pairs; supervising peer advocates; and working with Institutional Research staff to support program evaluation.

Faculty & C2C

To select courses and faculty for C2C, C2C program coordinators/design teams use one or more of the following strategies:

- Examine institutional data and identify developmental education courses with historically low pass rates.

- Identify developmental education and college success faculty interested in incorporating service-learning into their courses and working with peer advocates.

Civic engagement staff and service-learning faculty liaisons help faculty integrate service-learning pedagogy into their courses by offering campus-based fellowship programs, professional development, or mentorship opportunities. Campus Compact, through its national organization and state and regional Compact affiliates, can support these efforts.[2] Paid release time and stipends enable faculty to take on C2C learning and leadership roles.

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2. Seeing faculty professional development and support as key to C2C's success, during C2C's pilot phase, Campus Compact created a national Faculty Fellows Community of Practice with two faculty members from each participating campus. Campus Compact facilitated phone calls, set up an online forum, and convened meetings for the faculty fellows. Through collaborative experimentation and reflection, the faculty fellows adapted C2C practices to institutional and classroom contexts; worked together to improve curricula; and helped achieve the critical goal of faculty buy-in by serving as C2C ambassadors, persuading other faculty to consider implementing C2C in their classes.

Peer Advocates

Peer advocate recruitment primarily involves developing the capacity of C2C students to take on the peer advocate role and identifying other academically successful students who demonstrate leadership potential through referrals from faculty, staff, and other peer advocates. Peer advocates complete a written application and are interviewed by a committee of key program stakeholders before being hired.

Peer advocates serve as mentors as well as service-learning leaders for C2C students in the developmental education or college success courses with which they are matched. As mentors and advisors, peer advocates help C2C students develop a "college-staying identity"; build relationships with peers, faculty, and advisors; learn about and use both academic and non-academic resources; understand academic expectations and college systems, or the "unwritten rules" of college; and develop strategies to successfully engage in course content. Support from peer advocates is distinct from what faculty and staff can provide specifically because it comes through the lens of the student experience. As service-learning leaders, peer advocates work closely with faculty and community engagement staff to introduce C2C students to service-learning, develop and maintain relationships with community or campus partners, and facilitate reflection. Peer advocates receive ongoing training to support them in both of these roles.

Peer advocates carry out these roles in a number of ways. They attend course sessions, where their regular classroom presence creates a familiar, reliable, and accessible point of contact for C2C students. Peer advocates also meet with students before, after, and outside of class time in informal settings, during service-learning activities, during office hours, and at campus events. In addition, colleges create welcoming C2C spaces within Offices of Civic Engagement or Student Success Centers for peer advocates to meet with C2C students. Peer advocates also connect with students through email, phone, text, social media, and course learning management systems.

The Peer Advocate–Faculty Relationship

After peer advocates are hired and faculty are recruited, the C2C program coordinator partners each faculty member with a peer advocate. Partnering decisions are based on a combination of factors, including peer advocates' schedules, course times, and faculty and peer advocate preferences. Once partnered, peer advocates meet with faculty on an ongoing basis to co-design the peer advocate's integration into the course.

To support the process of developing the faculty–peer advocate relationship, colleges hold "meet and greet" sessions, where all C2C faculty and peer advocates interact with one another and pairs meet up to launch their work together. Colleges may also include faculty in the peer advocate orientation to build community and provide an opportunity for faculty and peer advocates to work together.

THE C2C CLASSROOM

The structure for supporting peer advocates in the classroom is determined by the C2C program design team, including faculty members and peer advocates. The peer advocate role may be standardized across courses or decentralized so that decisions, while consistent with C2C program guidelines, rest primarily with each faculty/peer advocate pair.

Standardization across courses may occur through common activities such as "service-learning in a box" (see Boxed-Up Service-Learning in Developmental Math, at the end of Section 2) that can be used across course levels and disciplines. The C2C coordinator may also work with peer advocates and/or faculty to design standardized workshops (led by peer advocates) and resources on service-learning and success skills that are implemented across all C2C courses. Standardization can also occur through common calendars so that, for example, all faculty implement service-learning activities in the first month of the semester to encourage student connections, or so that workshops are implemented at set times throughout the semester.

SECTION 1: THE C2C MODEL

Colleges may also implement a hybrid approach, with a combination of standardized workshops and those created by each faculty/peer advocate pair to address the unique needs of students and the course. Returning instructors and peer advocates with several semesters of experience may be especially well positioned to fine-tune the work to address student needs.

EXTENDING THE BENEFITS OF C2C

Since research demonstrates that students benefit from support for multiple semesters, C2C programs develop strategies for providing support beyond the first course-based semester. These approaches include regular outreach by peer advocates and the C2C program coordinator, co-curricular service opportunities, lunch gatherings, social media groups, and "reunion" events. To formalize and track this work, colleges maintain lists of current and past C2C students.

Service-Learning 101 for C2C

This section reviews basic service-learning terms and concepts central for C2C implementation. Those newer to service-learning are encouraged to review the Campus Compact bookstore (https://www.e2e-store.com/compact/) for comprehensive service-learning and engaged campus resources.

Many of the service-learning projects described here are drawn from the service-learning experiences of Professor Donna Duffy of Middlesex Community College, a contributor to this volume, as an instructor, scholar, and leader of faculty professional development.

DEFINITIONS & STRUCTURES FOR INTEGRATING SERVICE

Service. Service can be understood in a wide variety of ways. Students may engage in direct service such as working at a campus-based food pantry that serves students or mentoring students at a nearby elementary school. Students may also participate in indirect service such as creating a brochure for an agency or learning about a community issue of interest to students and developing a plan to publicly educate stakeholders about the issue. The relative value of using direct or indirect service depends on content, structure of learning, and desired learning outcomes.

Service-learning. A course-based, credit-bearing educational experience in which students:

- Participate in an organized service activity that meets identified community needs, and
- Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1995).

A rigorous service-learning course follows these guidelines:

- Faculty require all students to participate in service-learning activities.
- Critical reflection occurs before, during, and after service activities.
- Service and civic engagement activities are connected to coursework.
- Coursework incorporates civic learning outcomes.
- Learning is assessed and documented through writing, art, or other artifacts appropriate for a specific activity.

Co-curricular service. Co-curricular service involves participation in an organized activity that is not directly linked to a credit-bearing course but that meets identified community needs or interests and helps

students gain an enhanced sense of civic responsibility. Such activities may emerge from student leaders at college clubs or other settings on campus. Incorporating reflection before, during, and after an activity helps students expand their learning about an experience and supports increased engagement on campus. Reflection approaches also lead to a more seamless integration of curricular and co-curricular learning for the entire college community.

ADVANTAGES OF SERVICE-LEARNING FOR C2C

Although both service-learning (course-based) and co-curricular service programs (not course-based) provide rich student learning experiences, a course-based approach has particular advantages that support the success of developmental education students:

It reaches students where they are. Service-learning reaches students where they already are—in the classroom. The more that C2C-related activities can be integrated into courses, the more successful the student and community outcomes will be, as developmental education students often have heavy work and family responsibilities that limit their time for activities outside the classroom.

It unearths students' assets. Service-learning can help students find and use unique talents that often go unrecognized in a traditional classroom setting. This may provide one valuable source of motivation. Service-learning draws on and values a range of learning styles and skills. In particular, developmental education students often bring a unique awareness of and experience with issues addressed through service, as they may come from vulnerable communities themselves. Students' own lived experiences with inequities may give them an advantage when engaging with the community and analyzing issues and community assets.

It reaches students who may not otherwise seek support. A model that recruits C2C students through enrollment in courses will reach students who might not otherwise seek support (and are therefore likely to be the students most in need of support). Participation through course enrollment also avoids the need to recruit C2C students through labor-intensive processes.

It builds connections with faculty. A model where instructors are a central part of the service-learning and peer advocacy activities creates an opportunity for C2C students to develop a potentially stronger connection with a faculty member—one key to keeping students in college.

It makes classroom learning relevant and purposeful. For students who are tentative about being in college or who question the relevance of math or writing courses, having a link to the community as part of the curriculum can engage them by providing concrete examples of how math and writing are useful in a range of settings. Likewise, students who develop a critical view of social issues through service-learning speak more passionately about the purpose of classroom learning and are more motivated to succeed.

It increases participation in community engagement. Connecting community engagement to classroom outcomes and grades increases participation for C2C students.

It's cost effective. A co-curricular approach requires some level of support from external support services, which incurs a cost. As a result, programs may not scale to a larger number of students. Costs decline when funds are directed up front to train developmental education faculty in service-learning and put systems in place to support them. One program found that by "locating student learning and student support within the curriculum and classroom, the cost per student is significantly less than that of various models based on outside counseling and support services, while the intensity of support increases" (Navvaro, 2012).

INTEGRATING SERVICE-LEARNING & CO-CURRICULAR SERVICE ACTIVITIES

An ideal goal for C2C colleges is to infuse service-learning in courses of varying disciplines and levels, including developmental education courses, and integrating these courses seamlessly with complementary co-curricular service programs. This approach allows students to experience community engagement as central in all of their campus encounters. In addition, when service-learning and co-curricular activities are integrated, community partners (or one community partner that works deeply across the campus) can more easily navigate and benefit from the full range of resources available to them on campus, including student volunteers.

Reaching such a goal is a process that will take time and emerge in different ways at different colleges.

KEY COMPONENTS OF RIGOROUS SERVICE-LEARNING

Civic Learning Outcomes

Civic learning is an important outcome of service-learning. The American Association of Community Colleges (AACC) defines civic responsibility as "active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good" (Gottlieb & Robinson, 2006). The AACC's *Practical Guide for Integrating Civic Responsibility into the Curriculum* (http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/cr_guide_2nd.pdf) contains excellent examples that can be adapted into courses or co-curricular settings.

Many colleges now have an institutional learning outcome focusing on civic learning and require more courses to include objectives designed to meet this outcome. Faculty may need to add or revise objectives to include a civic component. For example, a developmental writing instructor may create objectives that align with civic knowledge or values, while a developmental math instructor might consider an objective aimed at developing civic problem solving.

Faculty integrating service-learning into their courses will want to consider how the content in a specific course might instill civic knowledge, civic skills, or civic values.

Reciprocal Partnerships

Most colleges have outreach programs, and faculty, staff, and students generally have some idea about some of the college activities taking place in the

COLLEGE EXAMPLE: INTEGRATING SERVICE & SERVICE-LEARNING

At Chandler-Gilbert Community College, club projects (service programs) can easily become course-related projects (service-learning) and both can become sites for compensated or uncompensated student leadership development. (See more examples in *The Community's College: Indicators of Engagement at Two-Year Institutions,* Campus Compact, 2004.)

COLLEGE EXAMPLE: CIVIC LEARNING OUTCOMES

Professor Higgins, who teaches developmental math courses, receives a request for volunteers to assist with a tree survey in a local community. He reflects on the topics of his course and creates assignments that apply some of these topics to the tree survey project.

Students who participate in the tree survey learn basic math concepts, address a concrete concern in a nearby town, and reflect on the community partner's presentation on the role community groups have had—at times in opposition to local politicians—in greening the urban landscape. In this reflection activity, students learn about the power of community to create change, a civic learning outcome.

COLLEGE EXAMPLE: DIALOGUE AMONG PARTNERS

The student leaders of an immigrants' rights program on campus have specific requirements regarding how outreach is conducted with this student population. Students or faculty organizing a service-learning project focused on developing outreach materials for the program will need to collaborate with these leaders in order to support the broader goals the leaders have envisioned for this work.

community. Working with community partners in reciprocal partnerships involves envisioning a new model, however. Zlotkowski et al. (2004, p. 72) note:

> Civic and community engagement, we found, cannot simply be equated with successful outreach. True engagement assumes a fundamental shift in the way a college regards the community in which it is embedded. In this model, the college does not act unilaterally on matters affecting the community, however benign its intentions. Instead, it recognizes the community as its complementary equal, fully entitled to speak out on and to participate in all matters of common concern.

The key idea is that partners discuss the roles that each will play in a particular project and maintain feedback and dialogue as a project progresses. Such dialogue is also important when service is taking place on campus.

Critical Reflection

An important first step in designing a reflection activity is reviewing course objectives or program goals to decide which ones fit best with work in the community. Often professors are already using activities in their courses that can be converted to a community setting with minimum effort.

Reflection provides an effective approach to capturing how student learning may change in a more multifaceted learning situation. Hatcher and Bringle (1997) suggest:

> Reflection activities engage students in the intentional consideration of their experiences in light of particular learning objectives, and provide an opportunity for students to:
>
> • Gain further understanding of course content and discipline
>
> • Gain further understanding of the service experience
>
> • Develop self-assessment skills as a life-long learner
>
> • Explore and clarify values that can lead to civic responsibility

Most faculty and staff reflect with students informally on a regular basis; the difference for more formal reflection is the *intentional* review of experiences in light of *particular learning objectives.* How does an activity expand the ways a student understands a topic or situation? A student in a psychology course reflected on her experiences working in a special education classroom:

> *I realized that for this case, it wasn't black and white, like in the book. The child I wrote about didn't have the symptoms of one disorder. He had a few of many. But how could this be? If he doesn't completely fit into one category, where does he go? This was a problem I thought about all semester.*

This student's dilemma shows the value of interacting in an authentic situation and her written reflection can serve as documentation that she is addressing the critical thinking outcome in the course.

Multi-Faceted Assessment

Traditional class assessments such as tests and papers provide specific data, but such measures may not reflect the skills of diverse students at a community college or the ambiguity present in most work settings.

COLLEGE EXAMPLE: REFLECTION TO MEET LEARNING OBJECTIVES

In a Math Connections course, students met with staff at a nearby national park and used data on tourism and volunteerism to analyze information on topics such as recycling at events, tourism at a specific museum, or participation in special festivals. The student summaries were then shared with staff at the park.

The math professor used this project to meet course objectives relating to data presentation and analysis. The student reflection centered on their interpretation of real data and helped to meet a broader objective of helping students gain a greater appreciation for their community and its history.

(See more course examples of community college collaborations with national parks at the National Park Service website, http://www.nps.gov/lowe/learn/education/upload/TLC_guidebook.pdf)

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The case example in the box to the right took place a few years ago at a community college and illustrates the ongoing concerns with creating student assessments that are fair but still honor each student's unique style of learning. (Duffy, 2004)

Huba and Freed (2000) suggest that "an exemplary assessment task is one that involves college students in addressing enduring and emerging issues and problems that are ill-defined and of current relevance in their disciplines" (p.224). They assert that an exemplary assessment task demonstrates eight characteristics: it is valid, coherent, authentic, rigorous, engaging, challenging, respectful, and responsive.

Service-learning demonstrates each of these characteristics, but it is especially effective in engaging and challenging students. There are few "right" answers in responding to community settings; students have to make inquiries, try multiple solutions, and persevere.

The assessment dilemma of Joanne and Mark is a clear example of respectful and responsive characteristics. Huba and Freed (2000) define a respectful task as one that "allows students to reveal their uniqueness as learners" (p. 224). Joanne's effective written communication and her more limited interpersonal and collaborative skills contrasted with Mark's marginal writing proficiency and impressive critical thinking and interpersonal skills.

The authentic setting was responsive to these students by giving them feedback that could lead to improvement. Mark's success on the job may motivate him to develop better writing skills, while Joanne may begin to realize that writing well is only one component to being successful in a work setting. A traditional classroom setting would acknowledge Joanne's writing effectiveness but probably would not illuminate the mismatch with her interpersonal skills in an applied setting. Similarly, Mark's sharing and critical thinking in discussions may have been noted informally but may not have been reflected in his course grade. Mark's limited writing skills interfered with his ability to demonstrate the critical thinking in his paper that he showed in class discussions and may have been a source of discouragement. The service-learning assignment provided different ways both to assess and to enhance each student's unique approach to learning.

> **COLLEGE EXAMPLE:**
> **THE ASSESSMENT DILEMMA**
>
> *The setting:* Joanne and Mark, students in a psychology course, spent two hours each week for 11 weeks at a therapeutic horseback riding farm assisting clients who had ADHD, autism, or other diagnoses. The students helped clients prepare horses for riding, assisted them as they rode, and reviewed their progress each day. The course assignment required students to connect their observations and reflections from the horse farm to course material in specific, detailed ways. Supervisors at the farm completed written evaluations based on students' ability to work with clients, contribution to the program, and general level of responsibility.
>
> *The dilemma:* Joanne wrote a strong, well-organized paper but received poor evaluations from the supervisor: "does not relate well to individuals, difficult to work with, has a negative attitude toward clients." She did not contribute ideas to class discussions and often seemed annoyed about having to participate in collaborative projects. Mark wrote a marginal paper yet received stunning comments from the supervisor: "incredible in connecting to clients, anticipates problems in the setting, would hire him tomorrow." He shared observations from the horse farm in class and demonstrated strong critical thinking in reviewing various comments from his classmates.
>
> The marked disparity among the paper grades, class participation, and the supervisor's evaluation reflects an ongoing assessment challenge involved in working in the community. How do you incorporate multi-faceted aspects of a student's work to create an accurate assessment?

Peer Advocacy 101 for C2C

This section provides a deeper exploration of the areas in which peer advocates support C2C students, a review of what the peer advocate does not do, and a description of how peer advocates are integrated into the classroom.

OVERVIEW OF THE PEER ADVOCATE ROLE

Below are the processes in which peer advocates engage their peers to encourage positive outcomes (Karp, 2011; Minor, 2007). Peer advocates carry out this work both during and outside of class sessions.

Coordinate & Lead Service-Learning Activities

Peer advocates work with instructors to take leadership roles in facilitating service-learning in a number of ways. Some examples follow:

- Develop campus/community partnerships.
- Act as liaison between faculty, the Office of Civic Engagement (if one exists), and campus/community partners.
- Organize orientations with campus/community partners for C2C students.
- Facilitate pre-reflection with students prior to service, as well as ongoing reflection and post-reflection/evaluation after the service experience.
- Organize service activity logistics (calling students, organizing transportation).
- Train and supervise students engaged with campus/community partners.
- Troubleshoot for C2C students and with campus/community partners.
- Work with faculty to co-facilitate workshops on issues such as oppression, diversity, power, privilege, and the root causes of community problems.
- Facilitate students' participation in co-curricular educational experiences that supplement in-class instruction.

Orient Students to Campus and Other Services

Peer advocates engage in activities that help to connect and orient C2C students to services and resources, both on and off campus. Peer advocates form relationships with key personnel on campus and introduce C2C students to this support network. When appropriate, they also attend meetings with the student and staff until the student is comfortable navigating resources on his or her own.

Some key on-campus support services that peer advocates help students navigate include academic support, service-learning support, financial aid, disability services, counseling services, library resources, assessment, language lab, transportation, child care, career services, and student advising.

Help with Socialization

Peer advocates encourage C2C students to develop relationships that build social and relational capital and a sense of community. They work to help students forge connections with them as advocates and with others on campus:

Peer advocate: Develop activities for C2C students to get to know them. Students are unlikely to accept offers of support if they don't feel comfortable with or trust their peer advocate.

Peers: Encourage friendship and collaboration among classmates, participation in service-learning activities, and participation in college clubs, extracurricular activities, etc.

Faculty: Encourage C2C students to approach their professors with questions and concerns; connect students to the helpful/friendly faculty on campus.

Advisors/staff: Connect C2C students to their advisors and key campus personnel.

Serve as Advisors

Peer advocates engage in activities that help C2C students develop college know-how, such as understanding norms and expectations, procedural and cultural demands, and the unwritten rules of college. Some examples include:

- Knowing when and how to ask for help.
- Understanding how to participate in class appropriately.
- Knowing how to navigate bureaucratic systems.
- Understanding the importance of attending class.

Peer advocates also guide students in ways that make daily life easier and more manageable, including help with time management, scheduling, and balancing school with work and family responsibilities.

Peer advocates use an *intrusive advising* approach, with check-ins at regular intervals and at critical times regarding particular topics (early alert around grades/attendance, mid-term and final exams, etc.). One C2C pilot college describes its version of intrusive advising this way: "We ask peer advocates to call, text, meet face-to-face, connect on social media, and knock on their door if need be. We even entice with food. Peer advocates use any and all strategies to show the student we care and are paying attention."

Serve as Mentors & Role Models

As mentors, peer advocates engage in activities that help C2C students develop a commitment to college and clarify their aspirations. Some examples include:

- Helping C2C students explore their personal identities, life experiences, and self-concept to develop a "college staying identity" (Savitz-Romer & Bouffard, 2012). (See Appendix 3-2, Peer Advocate Training: Sample Lessons for Improving Student Success.)
- Sharing their own knowledge, experience, and lessons learned.
- Helping students explore "possible selves" through video vignettes of other students pursuing various career paths.
- Engaging students in service-learning activities that give purpose to their academic work and connect them to career options. (See Making Work Connections, Section 2, p. 40.)

As role models, peer advocates model the behavior of a dedicated learner. This can be even more powerful when the peer advocate shares characteristics with C2C students (e.g., being a first-generation student or a member of a racial/ethnic group).

Organize Activities/Events

Peer advocates organize social and educational activities, study groups (meeting in the same place to study), and study buddy arrangements. They also bring students together to attend campus-based social and educational programs and events.

Guide Skill Development

Peer advocates help students *increase their ability* and *develop strategi*es to engage successfully in course content. This part of the peer advocate's role may include actions such as clarifying questions related to assignments, sharing student perspectives with faculty in ways that improve student learning, demonstrating use of electronic discussion boards, conducting workshops on cultural competency, sharing time management strategies for completing a long-term assignment, and seeking opportunities to encourage leadership skills (Smith, Rabbitte, & Robinson, 2009).

WHAT'S *NOT* INCLUDED IN THE PEER ADVOCATE'S JOB

Peer advocates do not provide services that duplicate resources or activities already available to students on campus. Their role is to connect C2C students with these resources and to provide additional targeted support.

Tutoring

Peer advocates are not tutors. College campuses have academic support centers that offer tutoring services. Instead of helping a student with a math problem or editing a paper, a peer advocate can connect the student to the appropriate campus resource.

Serving as Teaching Assistants

Peer advocates are not primarily teaching assistants for faculty; this means they do not grade papers, proctor exams, or take over administrative tasks such as passing out papers and taking attendance. Peer advocates may help faculty in preparing service-learning activities or workshops, but their primary purpose is to serve C2C students.

PEER ADVOCATES IN THE C2C CLASSROOM

Defining Specific Roles

Peer advocates attend (though are not enrolled in) the developmental education classes with which they are matched. Their presence serves to assist C2C students; they are not treated as students taking the course.

The role of peer advocates in the classroom is determined by a collaborative partnership between the faculty member, the peer advocate, and the C2C program coordinator. The goal of the partnership is to share knowledge and explore how best to fulfill the interrelated responsibilities of teaching students, providing support to peers, and coordinating the C2C program.

The peer advocate and the instructor work together to respond to students' needs and cement their working relationship, and the C2C coordinator is charged with supporting the pair. Once a sense of trust between the peer advocate and the instructor has been established, the peer advocate may be given some flexibility to experiment with his or her role, as long as it is consistent with the instructor's vision and assessment of the peer advocate's capabilities.

In addition to the concrete roles peer advocates play in the classroom, their regular presence in class increases their accessibility to C2C students and provides an opportunity for C2C students to build trust and develop the foundation of a relationship that can deepen in informal settings outside the classroom. Peer advocates' regular presence in the classroom also empowers them to share with the instructor their own and their peers' perspectives and experiences with the course while learning the factors that affect instructors' decisions.

Peer advocates make weekly visits at a minimum to ensure that they are appropriately integrated into the course. For some visits, peer advocates show up briefly to make announcements (e.g., about campus events, important deadlines, or resources), while other visits require the entire class period for facilitating skill workshops or service-learning reflection activities. Visits may be more frequent and lengthy at the beginning of the semester when relationships are being established and at critical points throughout the semester.

Advancing Peer Advocate Capabilities

Table 1-4 describes example roles for a peer advocate in the classroom at three different levels of competency in the areas of peer assisted service-learning and peer advocacy: novice, developing, and accomplished. Each peer advocate's developmental process is very different; some will progress from novice to accomplished over the course of a semester, while others may start out already at the developing stage yet take several semesters to become accomplished.

SECTION 1: THE C2C MODEL

Peer advocates move up the skill spectrum with support and mentoring from the C2C program coordinator, faculty, and other peer advocates, participation in formal training, and practical experience gained through working as a peer advocate over multiple semesters. When a peer advocate is able to develop from novice to accomplished, he or she shows increasing competence and skill development, the instructor benefits from deeper support, and student satisfaction increases when student voice is more deeply integrated.

Table 1-4. Roles for Peer Advocates in the C2C Classroom

PEER-ASSISTED SERVICE-LEARNING

Novice	Developing	Accomplished
PROVIDE INTRODUCTION TO SERVICE-LEARNING		
Assist instructor with developing "service-learning 101" presentation and gathering student input on service activity options relevant to coursework.	Assist instructor with developing "service-learning 101" presentation and activities; co-facilitate.	Develop and lead "service-learning 101" presentation and activities with support from the instructor.
MANAGE CAMPUS OR COMMUNITY PARTNERSHIPS		
Partnership Development Assist instructor with logistics of creating and managing relationship with partner.	Serve as primary liaison between the instructor, the partner, and community engagement office.	Create new partnership with support from the instructor and/or community engagement office and serve as primary liaison with instructor.
Partner Orientation Assist the instructor and partner with developing orientation.	Assist the instructor and partner with developing orientation; co-facilitate the process.	Develop and lead partner orientation with support from the instructor and partner.
Training and Monitoring Assist the instructor and partner with student participation (calling students, organizing transportation).	Assist instructor and partner with student participation, training, monitoring, and troubleshooting.	Serve as point person for instructor in areas of student participation, training, monitoring, and troubleshooting.
Partnership Assessment Participate in mid-term and end-of-term assessment meetings with students, instructor, partner, and community engagement office; share student feedback with instructor (ongoing).	Take leadership role in mid-term and end-of-term assessment meetings; share student feedback with instructor (ongoing); assist instructor in planning and facilitating classroom assessment discussions with students.	Take leadership role in mid-term and end-of-term assessment meetings; share student feedback with instructor (ongoing); plan and facilitate assessment discussions with support from the instructor.
CONNECT COURSEWORK & SERVICE TO CIVIC LEARNING OUTCOMES		
Assist the instructor in designing lessons (e.g., root causes of social problems, power, oppression).	Assist the instructor in designing lessons and co-facilitate.	Design and lead lessons with support from the instructor.

PEER-ASSISTED SERVICE-LEARNING

Novice	Developing	Accomplished
GUIDE REFLECTION		
Assist the instructor with designing before, during, and after reflection questions.	Assist the instructor with designing reflection questions; co-facilitate reflection.	Design reflection questions; lead reflection with support from the instructor.

PEER ADVOCACY

Novice	Developing	Accomplished
ADVISE/ORIENT TO SERVICES		
Share resources (financial aid, academic support services, public assistance) with students.	Conduct a campus tour to highlight campus resources.	Accompany students to a campus resource to address a personal issue.
Listen to a student share a challenge s/he is dealing with.	Listen to a student share a challenge; help student feel comfortable approaching the instructor or other resource; accompany student.	Listen to a student share a challenge; share personal experiences; help student feel comfortable approaching the instructor or alternative resource; accompany student.
BUILD COMMUNITY		
Between PA and Students Show up to class early and stay after class to get to know students informally.	Meet with students for a meal.	Organize students to attend a campus event.
Among Classmates Develop ice-breaker and community-building activities.	Develop ice-breaker and community-building activities; co-facilitate with the instructor.	Develop ice-breaker and community-building activities; lead activities with support from the instructor.
ADDRESS ATTENDANCE CONCERNS		
Listen to a student talk about his/her attendance obstacles; share personal experiences with attendance; help student strategize solutions.	Review strategies developed to improve attendance; develop further strategies and offer additional support.	Conduct supportive check-ins prior to and after class and through text and phone messages. Facilitate group or class discussions and/or math activities with support from instructor around attendance concerns.
PROMOTE CONNECTIONS TO COLLEGE LIFE		
Make announcements about campus events, C2C- related activities, and service-learning activities.	Make announcements, bring sign-up sheet, and make follow-up emails/calls/texts.	Create an out-of-class event, make announcements, bring sign-up sheet, and conduct follow-up outreach.

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PEER ADVOCACY

Novice	Developing	Accomplished
SERVE AS ROLE MODEL		
Model good student participation skills with punctual and consistent attendance, active listening, and positive interactions with the instructor.	Model good student participation skills with punctual and consistent attendance, active listening, and positive interactions with the instructor; model leadership skills.	Model good student participation skills with punctual and consistent attendance, active listening, and positive interactions; model leadership skills; encourage C2C students to take on leadership roles.
CONDUCT INTRUSIVE ADVISING		
Check in with students at regular and critical times (especially those receiving early warning alerts); discuss strategies for addressing obstacles.	Check in with students at regular and critical times; discuss strategies for addressing obstacles; conduct ongoing follow-up.	Check in with students; discuss strategies for addressing obstacles; conduct ongoing follow up and check-ins before and after class and through text and phone messages.
DEVELOP SKILLS		
Success Strategies Help students develop a college-staying identity, self-efficacy, positive motivational beliefs and self-regulation skills. (See Appendix 3-2). Share study skills strategies (e.g. time management) and personal experiences around success strategies and overcoming obstacles.	Assist instructor with developing a skill workshop or utilize a workshop created by C2C staff and co-facilitate.	Develop and lead a skill workshop with support from the instructor or C2C staff.
Technology Support Help students utilize their college email account, the college website, and other campus technology systems.	Help students learn how to use electronic discussion boards.	Help students find resources to further improve their computer literacy.

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SECTION 1: THE C2C MODEL

Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success

2

SECTION 2: Implementing C2C in the Classroom

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

Service-Learning for a Changing Student Population

College student demographics have changed as vulnerable student populations are able to access college at much higher rates now than they were in the past. This document proposes ways for faculty to re-conceptualize how they integrate service-learning into their courses with a more diverse student population.

BROADENING THE DEFINITION OF "COMMUNITY"

Much of the service-learning literature assumes that college students come from privilege and that faculty wanting to integrate service-learning into their courses must develop partnerships off campus where students can find and engage with the "community" and its needs. However, with a changing student demographic that includes more low-income, first-generation students who juggle financial hardship, family responsibilities, work pressures, and limited time, the typical partnership model that assumes a separation between the campus and the community requires re-examination. As Zlotkowski et al. (2004) write, "The community college can itself be viewed as a community-based organization: It is of, not simply in, a particular place" (p. 79).

Food banks are popping up on campuses to serve students in need, and the impacts of financial inequality, such as cuts to Pell grants, can be felt on campus. To illustrate the dire situation of some students, Wick Sloane, a professor of English at Bunker Hill Community College, proposes paying students to study—students who would otherwise have to choose between study and earning money to eat. Writing for *Inside Higher Ed* (2012), Sloan notes, "I've helped more students with food stamps this year than with College Writing I."

This is not to suggest that community partnership strategies for service-learning should be abandoned, but rather that we can expand our understanding of the community. Some examples of campus-based service-learning projects undertaken by colleges piloting the C2C program include advocating for creating campus-based food banks to address unmet student needs, supporting existing on-campus food banks, developing posters about community resources available to students for a college fair, developing and presenting proposals to campus leaders to address student success needs and campus sustainability efforts, and facilitating a "conversation partners" program between ESL and developmental education students.

STUDENT INTERESTS AS SYNONYMOUS WITH COMMUNITY NEEDS

Just as the campus is a community, student interests can be synonymous with community needs. Although the service-learning literature suggests the need must arise from the community defined as an entity apart from the students, in fact students—particularly those in developmental education at community colleges—can give voice to a community need. Students may therefore choose to initiate a project based on a need that they have identified.

This provides an exciting opportunity to empower C2C students and peer advocates to draw on their experiences to initiate service-learning projects that will benefit both the campus and the broader community. Many pilot campuses included C2C students in decision making about the service-learning experience—for example, by having students vote on service-learning options co-developed by the faculty member and the peer advocates. As a faculty member said, "Involving students in selecting the service-learning project increases their commitment to it."

MAKING SERVICE-LEARNING ACCESSIBLE TO ALL STUDENTS

Service-learning is a high-impact practice for increasing student engagement, but it is challenging to reach students who have other demands on their time, such as jobs and family, and who may lack reliable transportation to off-campus service-learning experiences held outside of class time.

Campus-based partnerships not only can address a community need, they also make participating in service-learning activities more feasible for overburdened students. Other strategies for addressing this challenge include holding part of the service-learning experience during regular class hours and identifying community partners located close to the college.

Integrating C2C into Developmental Education Reform

Administrative activities to reform developmental education course design and delivery have swept the country. This section describes two of the most common campus-based developmental education course redesign and delivery initiatives (Edgecombe, 2011) and describes strategies for integrating them with C2C. (For more information on developmental education reform, see The Community College Research Center (http://ccrc.tc.columbia.edu/) at Columbia University and the National Center for Developmental Education (http://ncde.appstate.edu/) at Appalachian State University.)

It is important to remember that while these course reform approaches are widespread, they are not without critics, and little research has been published on whether they lead to positive outcomes for students (*GAO Report, 2013*). Integrating the C2C strategy of service-learning and peer advocacy into redesigned courses can address some criticisms of the completion agenda as being singularly focused on time-to-degree by offering a high-impact, high-quality pedagogical practice.

ACCELERATED COURSE DESIGN/DELIVERY

Proponents of accelerated developmental education assert that reorganizing developmental education instruction and/or curricula will help students enroll more quickly in college-level math and English courses. Most acceleration strategies fall into two broad categories: course restructuring and mainstreaming.

Course Restructuring

Course restructuring models reorganize instructional time or modify the curriculum to reduce the time necessary to fulfill developmental education requirements. Restructured developmental education courses are typically either compressed for more rapid completion or modularized to focus on specific skills. C2C has been successfully integrated into each approach.

Compressed courses allow students to complete multiple sequential courses in one semester. In the C2C pilot phase, one faculty member used the first compressed course to lay the groundwork for service-learning through readings, reflections, and an exploration of social issues around which to develop a service project. The faculty member followed up by integrating service-learning activities into the second course. This arrangement provided an incentive to participate in the second course to be part of the service-learning experience, while ensuring that students who did not move on to the second course would not disrupt the service project.

Modularized courses accelerate students' progress by customizing instruction, usually via online learning, so that students can focus on the competencies they need for success in a particular academic pathway. One of the piloting colleges implemented the C2C strategy in a modularized math course. In this course, students engaged in service projects related to their math module and peer advocates supported students as they would in any other course. Another college had success with a peer advocate providing video recordings loaded to the online education delivery system.

Mainstreaming

Mainstreaming models accelerate students' progress by placing students referred to developmental education directly into college-level courses. At the time of the pilot, these courses had not yet been widely launched at the participating colleges, but several administrators speculated that C2C could support and even be central to these strategies.

Co-requisite courses involve placing students with developmental education referrals directly into introductory college-level courses and providing additional instruction through mandatory companion classes, lab sessions, or other learning supports. The C2C strategy, when integrated into a co-requisite course, can provide the supplemental support that will aid faculty having to address a much broader range of student ability and preparation in their classes.

Basic skills integration is a form of contextualization that involves placing students directly into college-level occupational courses that integrate relevant basic skills instruction. C2C's service-learning strategy, which focuses on connections between course content and its relevance beyond the walls of the classroom, has real potential to inform the contextual models that connect basic skills coursework to real-world applications.

LEARNING COMMUNITIES

There is promise in learning community models that group students together in cohorts. The cohort structure allows students to progress through a sequence of developmental education courses together with a team of connected instructors. Learning communities can also take the form of linked courses taught by the same instructor or two collaborating instructors, with the same set of students enrolled in both courses.

The C2C strategy complements learning communities in both its pedagogical and its collaborative approach. Service-learning can provide the theme that links the courses together or deliver high-interest content for skills-focused courses. Furthermore, a team of faculty can support one another in integrating service-learning into courses; for example, a faculty member more seasoned with service-learning can mentor a faculty partner with less experience. Peer advocates can support all of these efforts.

Planning & Introducing the Peer Advocate Role

Planning begins after the C2C program coordinator has hired peer advocates and partnered them with faculty. This section provides checklists to guide peer advocates and faculty through the initial planning meetings and introducing C2C and peer advocates in the classroom.

The planning period, which takes place over the course of several meetings, allows the peer advocate and faculty member to co-design a role that integrates the peer advocate into the course. This planning phase allows the peer advocate to "own" her/his role much more than if the plan for the term were entirely created by someone else. The plan is, of course, revisited, revised and evaluated throughout the term. Ideally, the C2C program coordinator attends these planning meetings, particularly if the faculty member or peer advocate is new to the program.

It's important to note that faculty–peer advocate relationships can be challenging, particularly if this is a first experience for either of the two. Faculty members will need to learn how to make space in their teaching for a peer advocate. Conversely, peer advocates will need to learn how to work with a particular faculty member's style—some may provide a lot of freedom and expect the peer advocate to take initiative, while others may expect the peer advocate to integrate in prescribed ways. Ideally, the peer advocate and faculty member will be able to work out challenges through open discussion, but they also can also use the C2C program coordinator, other faculty, and other peer advocates as resources. As with any partnership, flexibility is key.

CHECKLIST FOR FACULTY–PEER ADVOCATE PLANNING MEETINGS

✓ *Make personal introductions*

- Both share biographical/personal information and the peer advocate shares relevant experience.
    - > What has motivated the faculty member to work with a peer advocate?
    - > What has motivated the peer advocate to support students?
    - > What do the peer advocate and faculty member each hope to learn, experience, and accomplish with this partnership? Discuss goals.
    - > What particular assets/interests does the peer advocate bring?
    - > What fears or concerns do the peer advocate and faculty member have about the partnership?

✓ *Establish the role of the peer advocate in the course*

- Review printed materials created by the college and/or Campus Compact describing the role of the peer advocate.
- Work together to determine the role of the peer advocate consistent with the overall goals of C2C as articulated by the college.

✓ *Determine the schedule and purpose of each classroom visit/other activities throughout the term*

- Using a graphic organizer and calendar, map out the purpose/frequency/length of each peer advocate visit to the classroom. Campuses have found that consistent weekly peer advocate participation in the class is beneficial, although peer advocate activities may be more intensive at certain critical points in the term. Be sure that the amount of time the peer advocate spends with the faculty member and attending class sessions is established in advance and is in line with the peer advocate program commitments.
- As peer advocates and faculty work together to develop a classroom plan, flexibility is key. If a faculty member feels that an activity can't be incorporated into the classroom because of time limitations, the peer advocate can think of ways that the activity's objectives may be achieved outside the classroom context. At the same time, the faculty member can push her/himself to make space for the peer advocate.
    - > **Instructor-generated ideas:** When looking at the course outline/syllabus, in what specific ways can the faculty member envision the peer advocate taking a role in particular class sessions? Does the peer advocate feel comfortable with those roles? Can s/he be encouraged? Can the ideas be adapted to better suit the peer advocate's abilities?
    - > **Peer advocate-generated ideas:** What additional ideas does the peer advocate have? Do these ideas help achieve the faculty member's lesson/course or college success objectives?
    - > **Co-created ideas:** What activities might the peer advocate and the faculty member create together?
    - > **C2C program–generated ideas:** Which resources/activities from the peer advocate's C2C training would work as a classroom activity, and which could be utilized outside the classroom? (Some campuses develop workshops that all peer advocates facilitate in their classes, some leave the design of classroom activities up to faculty/peer advocate pairs, and some do a combination of both.)
    - > **Assessing student needs/interests:** Which activities can the instructor and peer advocate plan in advance of meeting students, and which activities may be implemented only after student needs and interests have been assessed? What role can the peer advocate play in helping to assess student needs and student interest in service projects related to course objectives?

SECTION 2: IMPLEMENTING C2C IN THE CLASSROOM

✓ *Set up systems for communication/meeting*

- Set up a system for regular communication to debrief past activities, plan future activities, and share student experiences/feedback. For example, face-to-face meetings may occur weekly before or after class.

- Discuss the faculty member's preferred method of communication for addressing issues that arise between meeting times.

✓ *Evaluate the faculty–peer advocate relationship*

- Evaluation of the faculty–peer advocate relationship is ongoing; learning, experimentation, and sharing of feedback are encouraged. Don't wait until the end of the term to discuss what is working well and areas for improvement. In addition to regular check-in meetings, schedule formal mid-term and end-of-term evaluation meetings to discuss the following:

    > What has worked well?

    > What could be done differently?

    > What are some concrete ways students are benefitting from the peer advocate role?

    > What are additional ways the peer advocate could interact with and support students?

    > What aspects of the faculty–peer advocate relationship are working well?

    > What aspects of the relationship could be improved?

- C2C program coordinators may also implement written faculty and peer advocate mid-term and end-of-term surveys.

CHECKLIST FOR INTRODUCING C2C AND PEER ADVOCATES TO STUDENTS

This checklist is to guide faculty members and peer advocates in introducing the goals of the C2C program and the role of the peer advocate to C2C students during the first week of classes.

✓ *Faculty member: Introduce C2C and the peer advocate*

- Explain that the course will have a peer advocate and is part of a national program called Connect2Complete. The purpose of C2C is to support C2C students in the class to reach their goals and to connect with peers, instructors, and the college community and resources.

- Introduce the peer advocate by name and share her/his bio and qualifications, emphasizing similarities to current students.

- Introduce the peer advocate's primary role. Highlight that the peer advocate is the "go-to" person around success as a college student and support with service-learning activities. Peer advocates are not tutors, teaching assistants, or assignment graders, although the peer advocate is available to help students connect with services.

- Explain the peer advocate's role, fine-tuned for the particular goals and objectives of the course.

- Remind students that their peer advocate's contact information and a summary of his or her role appear on the syllabus.

- Demonstrate belief in the power of the peer advocate to support student success by encouraging students to interact with the peer advocate in and outside of class.

- Explain how student involvement with the peer advocate and service-learning is linked to a grade and projects. This explanation can make both the student–peer advocate connection and service-learning experience more successful.

✓ *Peer advocate: Introduce yourself, your role, and the ways you can help*

- Explain your motivations for serving as a peer advocate in the course.

- Describe some of the benefits of your presence in the class.

- What specific activities will you be doing this term? How often will you be in class? When and where will you be available outside of class?

- Explain that the peer advocates on campus are paid and are supervised by the faculty member and the C2C program coordinator on campus.

- Explain college and C2C program policies regarding confidentiality. This may help to alleviate student concerns about trust and privacy.

- Emphasize that both you and the faculty member are there to support students.

- Provide contact information. Let students know that as their "go-to" person, you can be reached by text, phone, email, and social media.

- Ask for any questions and provide detailed answers.

- Follow up by collecting names and email addresses of your C2C students and sending an email introduction.

  > The email introduction can include a brochure or student-produced video that includes your role, contact information (including Facebook group and other social media links), and personal information.

  > The email introduction serves the added purpose of identifying which students need help using their campus email and other online systems.

✓ *Faculty member and peer advocate: Facilitate community-building activities*

- The first few weeks of class are the critical time to set the tone for the learning environment. During this time, peer advocates and faculty members work together to design and facilitate community-building activities and engage in term-long service projects. (See the following section, Establishing Community in the C2C Classroom.)

- Don't hold off on initiating service projects until later in the term; it is through these projects that students connect with one another, their peer advocate, and their faculty member and form relationships that will benefit them for the entire term.

Establishing Community in the C2C Classroom

This section addresses the reasons for building community in the C2C classroom at the beginning of the term and offers a sampling of activities for achieving this goal.

THE VALUE OF CLASSROOM COMMUNITY

Why devote limited class time to establishing a sense of community? The C2C model emphasizes the value of community through the use of peer advocates and service-learning. Research shows that the single most important factor affecting student retention is a student's connection to peers, faculty, and the college. Here are some important reasons to establish community in the C2C classroom in particular:

- It helps C2C students get to know their peer advocate, which makes it easier for them to trust the peer advocate and approach her/him for support.

- It builds connections among students and between students and faculty.

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- It sets the tone for a collaborative and supportive learning environment.
- It models community for service-learning activities with community/campus groups.

ACTIVITIES FOR ESTABLISHING COMMUNITY

The following activities can help establish an early and strong sense of community in the C2C classroom. Faculty may already use community-building activities, in which case they need only to be adapted or expanded to make use of the added dimension that a peer advocate can bring.

Students as Greeters on the First Day (Donna Duffy)

Materials: Labels for name tags and markers
Time: About 10 minutes

In a typical class, on the first day I ask the first two students who arrive if they will serve as greeters to welcome others in the class. The greeters introduce themselves to students, welcome them to the class, and ask them to write out a name tag to put on. Incoming students wonder what is going on, but they appreciate the exchange and the chance to connect with others.

I stand in the back and walk around and begin some conversations. Once everyone is settled I talk about the fact that the classroom belongs to all of us, and we each have a role in creating a welcoming space—including and especially students. I ask the greeters to reflect on their experience and engage students in a discussion about what constitutes a welcoming learning environment for them. I jot down suggestions on the board and then keep a record of them to use as the course progresses.

In the C2C setting, peer advocates can take over facilitating the process of defining a welcoming classroom environment and perhaps send out reminders or surveys as the course progresses. Peer advocates can then expand the discussion to help orient students to the work at community agencies. For example, what constitutes a welcoming space at a migrant worker health center? What are specific ways they can contribute to a positive atmosphere?

Stories of Our Names (Shana Berger)

Materials: None
Time: About 20 minutes

Creating a classroom community and being clear that members of the class are critical to the learning process requires faculty members and students knowing each other's names. Also, sharing stories about names helps students and faculty members to learn about each other's ethnicity, religion, political beliefs, culture, and families. The first week of the course I begin by introducing myself and sharing a few stories about my name (e.g., I was named after photojournalist Shana Alexander, my sister and I have rhyming first and middle names, etc.). Since this exercise models what students will do next, having the faculty member go first helps them share meaningful ideas. In the C2C setting, the peer advocate can share about her/his name as well.

Working in pairs, students then share stories about their own names. A common first reaction from students is that they don't have any stories. For this reason, I provide sample topics they may think about: naming origin story, nicknames, whether you or someone else has changed your name, the story of your last name, cultural naming traditions in your family, how you feel about your name, how you feel about a person you were named for or share names with, images and associations with your name, whether your name suits you, pronunciation/mispronunciation of your name.

One at a time, students introduce their partner to the class and share one story about the partner's name. I remind students to work on remembering their classmates' names. Finally, I ask students to try to recite all of their classmates' names from memory. The peer advocate can volunteer to try this first. The peer advocate may also facilitate one of many name-remembering games involving balls and movement as a final fun activity for students to build community and learn each other's names.

Clock Icebreaker (Donna Duffy)

Materials: White paper plate for each student
Time: About 20 minutes

Near the end of a class early in the term, I hand out paper plates to students and ask them to create the face of a clock on the plate. Students are curious about this, so it generates some energy.

I ask students to walk around the class and set up an appointment with a different student for each hour on the clock. This task involves a lot of milling around and laughing as students search to fill in names. Once everyone has appointments listed for each hour on the clock I select different times and set up questions.

For example, go to your 1:00 appointment and ask the person to describe their favorite place on earth. Go to your 10:00 appointment and share your concerns as you begin this new course. Go to your 5:00 appointment and talk about any projects you have done or observed in your local community. Faculty members can use a variety of questions that will support social exchanges and also tap into issues about the course content. When all students have finished with their appointments, bring the entire class together and have each student share a response from one person they met with. Students seem to enjoy this activity, and it helps them forge links with at least two or three other students in class.

Peer advocates can participate in this activity and gather responses in an online forum. For example, they can collect common concerns for the semester and then help to generate a list of strategies to deal with these concerns. They can also gather examples of projects completed in local communities and use these as a way to engage students in discussions of the meaning and value of service.

Reflecting on Quotes (Donna Duffy)

Materials: Quotes
Time: 20 minutes

A key factor in motivating students is to help them realize that they can create change in themselves and in others through what they learn. Using famous quotes in the early weeks of a course can help to open discussions about attitudes and serve as inspiration and reminders when work becomes more challenging.

Possible quotes:

It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.

Charles Darwin, English naturalist

The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

William James, psychologist

*Never doubt that a small group of thoughtful committed citizens can change the world.
Indeed, it's the only thing that ever has.*

Margaret Mead, anthropologist

I include these quotes on the top of syllabi, and we read them as we review the contents of the course. I then ask students to select a quote that inspires them and to write about why the quote has meaning to them. Students then share responses in pairs or small groups.

This short reflection sets the stage for discussions of how we learn to change as individuals and as a society. It provides a way to introduce ideas about service-learning and the value of being engaged in the broader community.

Peer advocates can follow up on this activity by creating a PowerPoint presentation for the class on ways that agencies in the local area are trying to create change in the lives of other people. This presentation can set the stage for later service-learning projects.

Service-Learning Reflection Activities
(Donna Duffy)

This section offers sample service-learning reflection activities with descriptions of the role for peer advocates with supporting reflection. These activities can be adapted in different ways for various courses and types of service.

MAPPING PRE- AND POST-SERVICE PERCEPTIONS

The use of concept maps at different times in a course can be a quick way for students to reflect alone and together on how their perspectives change as they have different service experiences outside of class.

Before Service

Before the service-learning experience begins, students create a concept map that looks at the key factors that affect the person or group whose issue is being addressed. Students should use a single color to create this map so these initial ideas can be compared with others that follow later on.

To start, students place a person or campus/community group in the center of the map. They then draw lines to other connections they think may be central to the person or group. For example, a student helping at a day care center on campus may draw a child in the center and then list parents, teachers, etc., as key factors in the setting. A student working on an immigrant rights campaign may connect the campaign in the center to government policies or Immigrant and Customs Enforcement. Students can then show possible connections to course material.

During Service

While they are working on the service-learning project, students return to the map and use a different color to add new links or to revise other links and connections. A student may note that parents seem less important at the day care center while other children at the center seem more important than originally envisioned. The student involved in an immigrant rights campaign may note that learning about the experiences of undocumented students is a more important first step than understanding the policy context.

A productive group activity at this stage is to then have three or four students work together to create a joint map. Students compare impressions and craft a map that combines different views. Students get engaged in these discussions and often continue conversations after class is finished.

After Service

At the end of the course students return to their original concept maps and reflect on differences in how they now view the setting. It may be as simple as a stronger affirmation of what they originally expected or it may be a more complicated change in how they see the role of society in dealing with issues of early education or immigration.

An effective closure activity for the class is to have small groups review and revise their joint maps and then create a poster to present key concepts and viewpoints they have gained through the service-learning experience. Each group reports out findings while others note general themes from all groups.

Peer advocates can help to organize the logistics of the mapping experience. They can gather materials for the maps and explain how the maps will help to capture changes over time. They can move around the class during the activities and note similarities and differences in the various maps created. At the end of the course they can create a "Class Map of Learning" that highlights key insights gained. This class map can serve as an important artifact to document the unique learning outcomes from the C2C service-learning experience.

SEEING AN ISSUE THROUGH MULTIPLE LENSES

This approach gives students an opportunity to explore a range of topics (homelessness, aging, youth development, literacy, environmental sustainability, etc.) through a number of different lenses. The goal is to begin with the day in the life of a person with a particular issue and to see what types of resources are available for him or her at the local and national levels. Then students try to connect the issue to topics from a particular course and to reflect on the process.

We often consider an issue from only one perspective and can miss other resources and ideas for improvement. The student's job is to create a case and then try to link back to it while reviewing it through other lenses. The multiple-lens project can be the culminating written assignment for individual students or it can be an in-class project where various small groups contribute to different lenses.

Individual Lens: A Day in the Life of…

Have each student imagine life as someone who is experiencing the selected issue. Ask questions, such as: What would your day be like? What are some of the challenges that might confront you from the time you open your eyes to when you fall asleep? For example, suppose you are a transgender youth who has been bullied at school. How would you spend your day? Or, what would your day be like if you are a low-wage worker or a homeless veteran? Have students create a detailed case study of a day in the life of a person who faces a specific issue.

Local Lens: What's Available Nearby?

Have students visit the town or city website, campus website, or issue-based sites with local information that fits with their individual. For example, towns may have information on local support for GLBTQ youth. Worker Centers for low-wage workers exist in some places. Veterans' websites often offer resources by geographic area.

Instruct students to provide a short summary of key resources and information listed at the website. Ask what they think are the most helpful ideas or activities. If possible, have them interview an individual connected with a local issue to gain more insight regarding what happens at the location. For example, they might talk to classmates or friends who work in nursing homes or in child care centers to gain more perspective about issues in the local area.

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National Lens: What's Going On around the Country?

National websites provide a broader range of topics to assist both individuals and communities in improving their situations. Students can review a national site related to their topic, such as the National Alliance to End Homelessness or the Center for Healthy Aging. Have them consider the various programs and materials presented and select one or two to explain in detail. Ask, how does the organization attempt to create social change? What are some ideas that are new to you?

Course Lens: Applying Concepts

Referring students to concepts from the textbook and discussions in class, have them give concrete examples of how classroom knowledge can be useful in confronting the specific topic selected. For example, how can knowledge of math help in reading and comparing local and national statistics on an issue?

Reflections on the Process

Finally, have students reflect on their own learning from the process. Note that as they examined an issue from different perspectives, they used organization, critical thinking, communication, and self-assessment skills. Have them discuss in detail how each skill helped them integrate and understand the various perspectives they researched. Ask, what are some things you have learned through the process of using several lenses to study a topic?

Peer advocates can assist students in selecting a topic that will fit best with course materials and with local resources. If this is a joint class project, the peer advocate can assign different lenses for each group and set up an online system such as Google Docs, so groups can share and build upon the information from each lens. The peer advocate can help students to create a culminating project such as a PowerPoint presentation that will summarize and document overall learning from the group.

MAKING WORK CONNECTIONS

Research by Wraensniewski et al. (1997) states that people see work in one of three ways:

- A job to make money where the activity is not positive or fulfilling,
- A career having a ladder leading to increasingly better positions, or
- A calling with work being a fulfilling and socially useful activity.

The researchers note that people who see their work as a calling report the highest satisfaction with their work and with their lives. Many students at community colleges have jobs but are seeking a different path for their future. Involvement in service-learning provides an ideal opportunity for exploring various options and learning about new possibilities.

Encouraging "Good" Work

Useful tools for reflection in this area come from the Good Project, an initiative to "identify individuals and institutions that exemplify good work—work that is excellent in quality, socially responsible, and meaningful to its practitioners—and to determine how best to increase the incidence of good work in our society." The Good Project website (http://www.thegoodproject.org) contains a wealth of resources for practitioners. The downloadable toolkit has a range of flexible activities that can be adapted for students in a variety of community settings.

For example, one activity involves having a student interview staff at an agency to find out more about the daily work and its meaning for each person. The toolkit provides a set of interview questions, such as: What are you hoping will be the greater impact of the work you are doing? Is there an overarching goal that gives meaning to what you do? Students might collaborate in teams to create a "Good Work in Our Community" video to highlight different agencies in their area.

Peer advocates can help in organizing the projects and in coordinating activities at agencies. They can also assist in disseminating findings to the larger college community or local towns by postings or articles in newspapers.

Engaging Career Counselors

Career counselors have excellent ideas for how to explore and highlight experiences to maximize job prospects in the future. Invite a career counselor to help students learn more about work possibilities at their service-learning settings and ways to best document service-learning experiences for the future.

For example, a student who tutors effectively for 15 weeks at a school could receive a strong letter of recommendation from the school principal. Such letters are invaluable for students applying for advanced degrees in education and for jobs at different schools.

The service-learning setting can provide value to students in helping them figure out what types of work may or may not be a good fit for them. Students often have unrealistic views of what is involved in different occupations. For example, some students who are convinced they want to be teachers change their minds after spending several weeks in a tutoring setting. At the same time, they gain renewed respect for the work teachers do—an important insight for becoming an engaged citizen in any community.

Peer advocates can serve an important role in facilitating reflection about work connections in class and may help in finding additional resources online or from a college's job placement office. Many students who have done service at a community agency often find work at the agencies later on; such students would be excellent guest speakers in a class.

Service-Learning in Developmental Education: Faculty-Developed Course Examples

This section offers four faculty-produced examples of service-learning integrated into developmental education courses, including math, English, and college success courses:

1. Conversation Partners in Developmental English
2. Service & Sustainability for Developmental English
3. Boxed-Up Service-Learning in Developmental Math
4. Grant-Making in a Student Success Seminar

Each example describes the service-learning project and its connection to course outcomes. Course descriptions also include civic learning outcomes and the role of the peer advocate in supporting service-learning, as well as tips for success, sample materials, and quotes from participating students.

Finally, you'll find a chart with brief descriptions of additional service-learning projects integrated into college success and developmental math and English courses. The chart also includes descriptions of connections between service projects and course objectives and the peer advocate role in supporting service-learning.

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Faculty-Created *SAMPLE MATERIAL*

CONVERSATION PARTNERS IN DEVELOPMENTAL ENGLISH

Summary

Course Developer: Meg Connelly, Instructor in English, Edmonds Community College.

Abstract: Through a service-learning experience in which developmental English students are partnered with ESL students as conversation partners, ESL students have the opportunity to practice their English and develop a beneficial relationship with a fellow student. At the same time, the service-learning experience addresses key reading, writing, and civic course objectives for the developmental English students.

Project Description

The Service-Learning Experience

Developmental English courses are focused on establishing a foundation in reading and writing skills. By the end of the course, students are expected to be able to write coherent, well-supported essays, read critically, summarize, make inferences, and identify an author's tone and purpose.

The conversation partner curriculum is based on the theme of immigration that provides high-interest content for reading, writing, and discussion. To prepare students for the service-learning experience, I have them take the Harvard bias test, which awakens students' self-awareness. They then write a pre-reflection paper about their own personal prejudices. Next, the students read two opposing op-ed articles on the topic of the border fence between the United States and Mexico. Students identify the thesis statements and claims of each author, summarize, and, finally, connect the facts to their own opinion. With my students immersed in the topic of immigration through readings, a video, and class discussions, I introduce the most important element in the curriculum: the conversation partner.

For this service-learning experience, I invite a Basic Skills ESL class to pair up and meet with my developmental English students during the class period at least four times over the course of the term. This provides the ESL students the opportunity to practice their English and develop a beneficial relationship with a fellow student.

Prior to the experience, I work with students to brainstorm questions for the ESL students and prepare them to serve as hosts and take responsibility for carrying the conversation, including eliminating slang and enunciating. I coach the ESL teacher to work with her students to generate questions about college life and other topics of interest.

After the service experience, the developmental English students write essays describing their conversations with their ESL student partners. Finally, students write post-project reflections about this service-learning experience.

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Civic Learning Outcomes

- Students learn cross-cultural communication skills, such as how to adjust their communication style to adapt to their partners so both parties can be understood. This includes understanding body language, eye contact, and being aware of cultural norms and the challenges of learning a new language. I try to get students to realize that understanding inferences, tone, and purpose are not just things we do when we are reading. We are, in fact, figuring out people and situations all the time.

- Students become aware of the wealth of knowledge present in the immigrant community.

- Students come to understand that immigrants need to be recognized and cared for by our communities.

- Students learn that immigrants, regardless of status, can make positive contributions to their community.

Peer Advocate Role in Service-Learning

- Peer advocates organize, monitor, and participate in the conversation partner activities.

- Peer advocates organize and support writing labs for students to work on their service-learning essays (peer editing parties).

- On one occasion, a peer advocate helped a student write an article on immigration for the college newspaper. The rest of the class was proud that a developmental education student was able to do that. I call that "trickle-across morale building!"

Tips for Success

- Start by establishing contact with the ESL department to partner with an ESL instructor. You'll need to work together with the ESL instructor to arrange concurrent scheduling for the two courses, set class meeting times, and organize the sessions when the two classes come together.

- Try to schedule the peer editing parties so they immediately follow class in order to encourage and facilitate participation.

- You might want to add an extra component, such as attending a citizenship ceremony.

- Take advantage of the energy this project creates. I am repeatedly surprised at the enthusiasm and excitement that floods the classroom on the days we meet with the ESL class.

Student Quotes

"It did change my feelings about people from other countries. It made me think about how they struggle every day and how we Americans just expect them to know how to do things our way and adapt to how we live. That's not how it should be at all."

"I definitely enjoyed this, but what I learned from it is something priceless. I put myself in her shoes and thought how I would feel if my freedom was taken away from me."

Sample Materials

Useful references:

- Harvard Bias Test (https://implicit.harvard.edu/implicit/)
- Article: "$1.2 Billion Fence Adds Little or No Security," by Luis Alberto Urre (http://www.sfgate.com/opinion/article/1-2-billion-fence-adds-little-or-no-security-3766592.php)
- Article: "Building a Wall between Worlds," by Duncan Hunter (http://www.sfgate.com/opinion/article/BUILDING-A-WALL-BETWEEN-WORLDS-3766593.php#page-2)
- Video: "30 Days: Immigration" by Morgan Spurloch (http://vimeo.com/11155073)
- Article: "The English-Only Movement: Can America Proscribe Language with a Clear Conscience?" by Jake Jamieson (http://eng50.files.wordpress.com/2010/01/english-only.doc)

Faculty-Created *SAMPLE MATERIAL*

SERVICE & SUSTAINABILITY FOR DEVELOPMENTAL ENGLISH

Summary

Course Developer: Daniel Griesbach, Instructor in English, Edmonds Community College.

Abstract: Students' learning in English 100, "Introduction to College Writing," is enhanced through the integration of service-learning, community engagement, peer mentoring, and learning communities. These four elements are not "extras" for the course but rather integral parts of the writing process and the student's experience of him- or herself as a developing academic writer. Three genres that lend themselves particularly well to service-learning reflection papers are memoir, evaluation, and proposal.

Project Description

The Service-Learning Experience

In English 100, students learn to write college-level essays in specific genres. They are required, therefore, to be flexible with conventions, content, and development in order to respond effectively to specific contextual and rhetorical situations. Here are three genres that I have found to be enriching when used in conjunction with a service-learning experience.

Service memoir. Students learn to narrate their service-learning experience through the memoir genre. In writing about their service this way, they learn to describe the scene in rich detail; to convey, evaluate, and possibly resolve what they would consider a point of "complication" in their experience (for example, their feelings about service before and after, or their knowledge about the

community need before and after); and to conclude with the lesson learned. This assignment extends the reflection component of academic service-learning to the essay form and the writing process.

Service evaluation. The object of this essay is to evaluate one's own service experience using specific criteria. In one version, students read Sax and Astin's "The Benefits of Service: Evidence from Undergraduates" (1997). This academic research article can be made accessible to readers in a foundational writing course and raises compelling questions of student success and the role of service in higher education. Sax and Astin find higher measures among student service participants in three categories: civic responsibility, academic development, and life skills. English 100 students' essays evaluate their own service-learning experience based on the academic development measures found in the article, thus focusing their reflection and writing on the question of how service can fit into their own goals for higher education.

Proposal for campus sustainability. In this essay, students propose an idea for improving sustainability on campus, basing their idea on concepts gleaned from a sustainability-themed field trip and/or campus-based service-learning event. When possible, the field trips include a service component as part of the learning. Students' writing meets a real campus need, namely providing student-generated input to the campus Green Team (student sustainability advocates) for student-led sustainability projects. Thus, students have the opportunity to serve not only through a service activity but also through their own writing.

This paper requires extensive preparation, involving community engagement and peer networking. On the field trips, students from English 100 and Anthropology 100 hear presentations from sustainable business and nonprofit leaders in their local community. Small groups combining members from both courses then collaborate on an electronic poster presentation about the sustainable business they visited. During this process, they interact with the Green Team student peer mentors and student mentors from our Learn and Serve Environmental Anthropology Field (LEAF) School. These steps help prepare English 100 students to write their proposals for a more sustainable campus, but also offer a larger set of lasting and meaningful learning experiences.

Civic Learning Outcomes

In these different service-learning writing assignments, I use course readings and multimedia texts to develop concepts of sustainability and civic identity. Julia Whitty's "Diet for a Warm Planet" (2008) and the "Story of Stuff" online videos (available at http://storyofstuff.org/) enable students to see global environmental issues in their daily life. Natadecha-Sponsel's "The Young, the Rich, and the Famous: Individualism in American Culture" (1998) puts American individualism in a cross-cultural perspective that is useful for raising questions of service and community.

Both of the readings are great for discussing concepts of active citizenship and responsibility. They ground global issues of environmentalism and intercultural understanding in daily life. Both the readings and the student writing that stems from them convey how writing is a form of engaging one's community and effecting change.

Peer Advocate Role in Service-Learning

The peer advocate introduces service-learning by coming into the classroom to explain the options students have and telling of his or her own experience with service-learning. Depending on the service assignment, the peer advocate will often lead the service-learning project or join alongside the

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students. The peer advocate also leads the classroom reflection discussion.

The peer advocate I have worked with often raises the question, "What now?"— How can students extend and continue the learning, actions, and perspectives developed during their service experience? The peer advocate also organizes and builds classroom community. An example is an end-of-quarter potluck our peer advocate proposed and organized: students who served and wrote in the areas of food, sustainability, and cultural tradition/transition brought their own dishes to share. All students in the class contributed, and the sense of community was palpable.

The peer advocates attend courses beginning the first day of class. They make themselves available with contact information and "open lab," which is a collaborative space for peer advocates, service-learning instructors, and students to work on projects or seek assistance.

Tips for Success

- Make writing—structured and unstructured, with substantive revision—a mode of deeper reflection.
- Have writing respond to the particular service context and even have a readership outside the classroom. Students are challenged and gain confidence knowing their writing is part of a community or public conversation.
- Collaborate with other faculty and staff on campus to share resources and integrate learning.

Student Quotes

"The essay that was written on sustainability in Professor Griesbach's English 100 class provided intrinsic attachment for me. Because the purpose of the paper was to impact and change my local environment as well as receiving a grade, it provided a greater and more meaningful learning experience. Because this assignment involved real-life situations and the possibility to bring about positive changes, it instilled within me an enthusiasm to write and it propelled me to write at a higher level."

"Being involved with the local community and going on field trips to do research brought the writing process into a situation that felt more life-like. Moving out of the classroom setting and doing this research helped me as a writer to become attached to the subject of the paper and to understand the needs and benefits of sustainability more thoroughly. Doing this type of field research helps students to learn how to write papers for other types of college research and for research that is implemented in the work place."

Sample Materials

The following represent an array of writing prompts I have used as a C2C faculty fellow at Edmonds Community College. They are edited here for brevity; in class, each is accompanied by a packet of writing process activities to help students organize and develop their ideas.

Service-Learning Memoir Prompt

At Edmonds Community College, our Center for Service Learning gives students the opportunity to serve the community and learn while they do so. Service-learning at our school means meeting a real-world need, connecting action to academic learning, and reflecting on the service one completes.

Write an essay in the memoir genre of a single service-learning experience at Edmonds Community College. Follow our textbook's model of a memoir by describing, evaluating, and resolving a *complication* that you think existed in your service experience.

In reading examples of memoir essays, we'll see rhetorical strategies within the genre that you might like to try adapting to your topic. We'll focus on the idea of developing conflict, or tension, which is at the heart of memoir. In drafting your own memoir, you'll hunt down the conflict that you experienced and develop it in your writing.

Service-Learning Evaluation Description

Linda Sax and Alexander Astin (1997) find that college students' "civic responsibility, academic attainment, and life skills" are, in all the measurements they used, "favorably influenced by service participation." Your essay will craft a causal explanation of these findings, supporting its claims with details from your participation in a service-learning project.

Your thesis should be a direct answer to the following question: From Sax and Astin's study, we know that, on average, service improves certain academic outcomes. Could the Edmonds Community College service experience in which you participated cause favorable academic outcomes? Why or why not? You can imagine your audience being two groups: 1) faculty or administrators who are interested in knowing about students' experiences with service-learning, and whether and how service-learning is valuable for students; and 2) other students who haven't tried service-learning yet, but who are wondering what they can get out of it.

Call for Proposals for Campus Sustainability

Call for Proposals:

The Edmonds Community College Green Team is inviting English 100 students to submit proposals for projects that increase campus sustainability. Proposals should focus on a specific change or project that could take place on campus or involve Edmonds Community College students, staff, and faculty.

Students' feedback and ideas are essential to the success of the Green Team; therefore a major part of the Green Team members' positions is consulting. These proposals will fulfill two roles: 1) allow the Green Team to act as consultants for the class, and 2) allow students to make fact-based, realistic sustainability proposals that the Green Team could potentially implement.

To ensure that the proposals are realistic and feasible for improving campus sustainability, individual Green Team members will be available as an informational resource. Please email any members you wish to consult with and set up an appointment to meet.

Proposals must be between 1,300 and 1,600 words and clearly explain the problem addressed, solution proposed, and costs and benefits.

As campus sustainability advocates, members of the Green Team are tasked with providing information about sustainability efforts on campus, working with faculty, staff, and students to provide service and other involvement opportunities, and recruiting and maintaining volunteers. The Green Team currently consists of four Edmonds Community College students who are located in the Center for Service Learning.

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Write a proposal responding to the Green Team's call for proposals (above) based on an idea gained from the sustainability field trip you attended. Your proposal will be evaluated as your third English 100 essay *and* submitted to the Green Team for consideration.

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Faculty-Created *SAMPLE MATERIAL*

BOXED-UP SERVICE-LEARNING IN DEVELOPMENTAL MATH

Summary

Course Developer: Steve Kinholt, Instructor in Math, Green River Community College.

Abstract: In partnership with a local food bank, students organized a campus food drive and practiced mathematical concepts while addressing a need in the community. Data and projects varied with the level of developmental math courses; math lessons from the project were "boxed up" so that they could be easily adapted by other instructors.

Project Description

The Service-Learning Experience

I took the lead on working with other math instructors to develop a service project that could be instituted across varying levels of developmental math courses. In this service-learning experience, students coordinated a campus food drive in partnership with a local food bank. This project gave students the opportunity to practice mathematical concepts while simultaneously addressing a need within the community.

After identifying a food bank in need of donations, students learned about issues of food insecurity and poverty and about the particular needs of the food bank. Students then signed up for different tasks that engaged the students' multiple intelligences and that connected math with the service activities. For example, they conducted surveys to see what students on campus knew about hunger and analyzed the data with spreadsheets; created videos, flyers, and posters to promote the food drive (including statistics); developed line graphs, pie charts, and bar graphs to display progress of collection efforts; and wrote news articles that included statistics to share the outcome.

The application of the food drive to the courses varied, since different levels of developmental math were involved. The highest-level course analyzed data provided by the instructors on local and global food insecurity and used the data to do a linear regression graph in order to make predictions about possible food insecurity issues in the future. In lower-level courses, the food insecurity data was worked into math problems that focused on tables, graphs, and charts. All levels were required to report on the mathematics they learned and to assess the importance of the service-learning project itself. The project helped students discover ways that mathematics can be used to assess the needs of food banks, understand social problems in general related to hunger, communicate the need to the

public, determine ways to analyze how a project such as this is progressing, and report the outcomes in mathematically meaningful ways.

Community college students at the developmental level come from very diverse backgrounds. We found that many students had previous experience doing volunteer work in their communities, and they were valuable resources in helping with the logistics of the food drives. Some students also shared that at various points in their lives, they needed to use food banks. One student even shared his experience with being homeless. All of this made the service-learning project much more personal and powerful for the entire class.

Civic Learning Outcomes

- Through a presentation and discussion with staff from the local food bank, students learn about the root causes of hunger.

- By taking on various tasks to run the food drive, students learn about shared leadership.

- By using math statistics to raise awareness about hunger issues and track food drive progress, students learn that math concepts can be applied to promoting civic work.

- Students develop a feeling of caring for the community.

Peer Advocate Role in Service-Learning

- Peer advocates assigned to each math course worked together to lead the project.

- Peer advocates recruited C2C students from their classes for the different food drive responsibilities and coordinated those activities.

- Peer advocates helped students problem-solve challenges with the food drive.

Tips for Success

- Perhaps the biggest challenge we had in this project was convincing mathematics faculty that service-learning can be a component of math classes. Many of our instructors had thought of service-learning as applying only to the social sciences. What helped us was to pilot test the project and then develop the mathematics lessons in such a way that they could easily be handed over to another instructor for implementation, saving them most of the preparation work. We refer to this as "boxing it up."

- It is important to help instructors up front understand the difference between service-learning and volunteer work. Many mathematics instructors may not be aware of the critical components of service-learning, especially the importance of purposefully linking the project to the mathematics learning outcomes of the class.

- In the future, I would start by asking students to share experiences they have had in their personal lives and then let the class pick a particular service-learning project. The mathematical content described in this document could easily be adapted for something other than a food bank project.

- Finally, finding and training good peer advocates is critical. Having good peer advocates to lead the logistics of the project will free the instructor to concentrate on integrating mathematics lessons into the service-learning project.

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Student Quotes

"This project raised my confidence level in math. Also, I became much more comfortable in working with others."

"I learned how to analyze data using regression analysis to predict what food insecurity might look like in the future. Service-learning projects are great for communities and society because they help people in severe need. They also help the helpers learn how to best apply their skills, time, and energy."

"It was nice to see the connection between the math we do and a real-world problem. I also didn't realize that hunger was much of a problem in the U.S., but this opened my eyes. This is an important project because it forces us to recognize the problem. The first step in solving a problem is recognizing that there is a problem, so just raising awareness was beneficial for all involved."

"It helped me understand how math can relate to everyday life. It also made me more aware of hunger insecurity and showed me how I can help."

"I enjoyed being able to connect our math lessons to the real world; participating in things like this always has a personal impact on me. I'm so lucky in my life, while I never forget that others aren't as fortunate. It is always impactful to see this firsthand."

Sample Materials

MATHEMATICS MENU
Math Meets Civic Engagement—Supporting the Auburn Food Bank!

Here are some ways you can help the peer advocates (who will lead the efforts) with the food drive. You will need to sign up for the tasks you would like to participate in at the Service Learning Center, Lindbloom Student Center, 225.

Advertising & Promotion:

If you are artistically gifted or interested in getting information to the public, you could help with advertising and promotion. In this section of the food drive, you will be in charge of building awareness and motivating the public. You can help design an advertising or promotional item that will inform the campus about the importance of the food bank and provide specific information about the food drive itself. You can also help design a visual display that will periodically inform others about how the food drive is progressing. You will have many opportunities to get some service hours before, during, or after the food drive. Here is a list of possible tasks you could participate in.

Before the Food Drive:

1. Set up and organize a display case to show the public the importance and progress of the food drive.

2. Create and distribute flyers informing students of the food drive.

3. Decorate boxes for the food collection tables and separate departments.

4. Create a large food drive banner.

5. Create table banners for the food collection tables.

6. Create food drive posters with local and worldwide information on hunger.

7. Create big posters for important buildings such as the Mentoring Office, Cedar Hall, the Library, and the Science Building.

8. Create signs saying, "I supported the Food Drive," where we can take pictures of students who donated to add to the website.

9. Create thank you memorabilia to pass out to students who donate (pin, card, or any other item that can say "thank you").

During the Food Drive:

1. Create a visual display that will periodically inform students of food drive progress and update it. One option is a large thermometer or food can that starts at zero and climbs to some predetermined goal.

2. Create and display statistical analysis, such as pie charts that show food collected by category or line or bar graphs that show progress over time.

After the Food Drive:

1. Create thank you cards for the departments that allowed us to set up a food collection box as well as anyone else who helped make our food drive a success.

Collecting, Sorting, or Distributing Food:

If you want to get to know the student body or help get food for those in need, you can help with collecting, sorting, or distributing food. In this section of the food drive, you can help with food-collection efforts here on campus or perhaps near where you work or live. You might also want to help sort food items before they are delivered to the local food bank. There might also be opportunities to sort and distribute food at the food bank.

During the Food Drive:

1. Set up a table on campus to help educate campus about hunger issues and collect food donations.

2. Count food items collected.

3. Keep track of the number of items collected by category (e.g., using a spreadsheet).

4. Sort the food items for the Auburn Food Bank.

Faculty-Created *SAMPLE MATERIAL*

GRANT-MAKING IN A STUDENT SUCCESS SEMINAR

Summary

Course Developer: Sandie L. Crawford, C2C Program Coordinator/Assistant to the Dean for Retention Initiatives, The University of Akron (a four-year institution that learned about C2C mid-way through the pilot phase from Ohio Campus Compact).

Abstract: As a part of the C2C program, developmental education students who were enrolled in a Student Success Seminar participated in the Ohio Campus Compact Pay It Forward project. Through the project, funded by United Way, Ohio Campus Compact provides small grants to course instructors so students can become engaged in a grant-making process. Teams of students were partnered with a community organization, and through research and site visits, they learned about the needs of the organization, developed funding proposals, and competed with their peers to have their proposal selected for funding by a panel of community leaders. The project succeeded in connecting course topics to personal and career goals.

Project Description

<u>The Service-Learning Experience</u>

The Student Success Seminar is an orientation course designed to help students transition to college successfully and to equip them with the necessary academic and social skills to become confident, independent learners. My teaching objectives are focused on helping students identify ways that the course topics relate to real-life personal and career goals. More specifically, I structure my course to help students contextualize their learning in ways that facilitate a better understanding of the connection between academic success, career readiness, and service-learning.

I incorporated service-learning into my course as a means for students to be actively involved in relevant and meaningful learning experiences and to expose them to nonprofit organizations as potential career options. I asked students to approach their service-learning through the lens of their intended major. For example, if a student was interested in journalism, what role could she play in the organization using her major (e.g., writing or editing a newsletter, fund development)?

The Pay It Forward project was an excellent vehicle to achieve this goal. Through the project, Ohio Campus Compact provides small grants to university course instructors, and students become engaged in the grant-making process. Teams of students were partnered with one of three organizations: ACCESS, Inc., Akron Urban League, and Head Start. Students then learned about their organization and its needs through research and by interviewing organization staff. Finally, students created presentations to advocate for funding for their respective organizations before a panel of community representatives. Students simultaneously engaged in service projects identified by each organization.

<u>Civic Learning Outcomes</u>

- Students cultivated an understanding of how their major or career choice can be used to act in socially responsible ways.

- Students learned strategies for understanding the needs and assets of people in their own communities.
- Students developed public speaking, writing, decision-making, budgeting, teamwork, and evaluation skills.

Peer Advocate Role in Service-Learning

C2C peer advocates attended weekly class sessions to support students with coordination of site visits, volunteer activities, and preparation for the Pay It Forward group presentation. Peer advocates also accompanied students on site visits.

Tips for Success

- First, determine if your local area has a Pay It Forward program and meet with the representative before the start of the term to seek permission to participate in the program. Alternatively, an instructor could partner with a local funder to develop a project where students assist with established grant-making processes or identify other ways to raise funds to be distributed through a grant-making process.
- Work with your college's Community Engagement/Service Learning Office to coordinate outreach efforts to local community organizations to avoid inadvertently stepping on someone's toes. It is important to know who from your college is working with whom.
- The Pay It Forward project is time-consuming and takes on a life of its own. Allow ample time for students to work together in class to prepare for their presentations.
- To keep students on track, and accountable, I created discussion forums via our online learning management system. Each student was required to post to the forum by responding to the following prompts:
    1. State specific things your team is doing well.
    2. State your role on the team and your contribution for this week.
    3. Offer specific suggestions that will help improve the group's presentation.
- To promote and ensure equal team member participation, I provided students with a rubric at the start of the semester and reviewed the rubric with the class to outline expectations. Students were instructed to use the rubric as a guide to determine whether each member contributed substantially. Students submitted the completed rubric along with the Pay It Forward assignment. Teammate participation was calculated as a part of students' final grade for the project presentation.
- Lesson learned: I assigned too much class work in addition to the Pay It Forward project. In retrospect, I would eliminate a few assignments and reconfigure the grading scale accordingly. Students wholeheartedly worked together on the project and produced excellent presentations. However, because of the amount of work involved, many students focused on the service-learning project activities and tended not to complete related assignments.

Student Quotes

In a post-project survey, students' responses revealed the following:

- As a result of participating in the course, students indicated they are more positive about being at The University of Akron and are more likely to continue as a UA student until graduation.

- When questioned about how the course may influence future philanthropic activities, students indicated they intend to volunteer now and in the future.

- Students indicated that having actual money to give away increased their motivation and made the service-learning experience more realistic and rewarding.

  "There are many good people, regular people who need help. It wasn't hard to do what we did."

  "This project has set students up to learn skills they can take with them to other classes throughout their college career. I think this project was able to teach students multiple concepts, such as philanthropy, working in groups, professionalism, and research skills. Not only did this project teach the students these skills, but it also benefitted my personal growth as a student."

  —*C2C Peer Advocate*

Sample Materials

A collection of Campus Compact resources for student philanthropy:
www. collegestudentphilanthropy.org

A guide for preparing for site visits to potential grantee organizations:
www.inspiredphilanthropy.com/pdf/PreparingforSiteVisits.pdf

The University of Akron Pay It Forward Student Philanthropy Initiative—Presentation/Project Rubric[1]

Overview of project: Student groups will compete for the Pay it Forward (United Way of Summit County) grant of $500 to distribute to a nonprofit organization of their choice in the Akron area.

Organization Name: _____

Team/Proposal: _____

Category	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Notes
1. Students developed a professional, persuasive, and highly innovative presentation advocating for the need of their nonprofit organization. Example: Fundraising? Volunteer projects? • Raised awareness of the proposal • Made the proposal "come alive" • Advocated creatively for their nonprofit					
2. Students developed a relationship with and explained their organization's needs.					
3. Students demonstrated adequate research through investigating, learning, understanding, and questioning the organization they selected and the program they were advocating for.					
4. Student group demonstrated ownership and passion for the organization, essentially acting as a de facto employee.					
5. Student group presented enough information for you as a panel member to recommend a funding decision. Was the student group able to answer any questions the panel had?					
6. Sustainability of proposal: Potential for laying groundwork for further development or wider application.					
7. Student group submitted a quality multi-modal presentation. Presentation is clear, sufficiently developed, directions followed, etc.					
Additional notes/comments:					

1. Created by Dr. Theresa S. Beyerle, The University of Akron; used with permission from the author.

SECTION 2: IMPLEMENTING C2C IN THE CLASSROOM

ADDITIONAL SERVICE-LEARNING PROJECT OVERVIEWS

Table 2-1. Sample C2C Service-Learning Projects

Additional service-learning projects for developmental English, developmental math, and college success courses drawn from C2C colleges.

College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
DEVELOPMENTAL ENGLISH COURSES			
Edmonds Community College	**Mapping sustainability:** Students participate in the creation of an interactive website, "Mapping Sustainability," which uses a Google Maps presentation to publish students' community-based research into local sustainable food sources. (See http://www.edcc.edu/sustain/map/.)	This website is a collaborative, student-created and peer-advocate-led research writing and publication project that originated in an English-Anthropology learning community. Students in this class and in subsequent stand-alone English and Anthropology courses learn to use anthropological field-work research methods to write short essays about local sustain-ability that they then publish online using an interactive Google Maps presentation.	The peer advocate: • Presented the website and assignment to the class. • Supported students in finding examples of sustainable food sources. • Collected and published the essays. • Led reflection after presenting the published essays to the class.
Cuyahoga Community College	**Reading for the blind:** Using the college's Recording & Art Technology Department studio, students audio-recorded book readings that were later transcribed onto CDs and then shared with blind preschool children attending the Cleveland Sight Center.	Students in this developmental English reading course test at a 4th grade reading level. The course focuses on improving reading skills and confidence. To be prepared for the recording, students read aloud in class as practice, which raises their self-esteem and improves reading levels. Students write reflective essays about their experiences.	The peer advocate: • Organized logistics to partner with the Recording & Art Technology Department. • Helped students locate and choose books from among those identified by the Cleveland Sight Center. • Facilitated reflection.
Cuyahoga Community College	**Identifying community resources:** Students developed booths to provide the college student body with information about community resources in a range of issue areas, from child care to veterans' services. Staff from agencies working on each of the issues presented to the class. Students split into groups to research each resource and assembled tri-folds with inform-ation. They organized a day to display the tri-folds in the student services building and answer students' questions about available services.	This service project required students to conduct research, summarize information presented by speakers, and write short essays based on research that created the content for the community resource tri-folds. Since the projects served a pur-pose that students cared about, students' writing improved. Students held each other account-able in their small groups; if some-one was missing from class, they immediately got a phone call from their peers.	The peer advocate: • Conducted outreach to community organizations. • Coordinated community organizations' visits to the class. • Facilitated reflection.

College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
DEVELOPMENTAL ENGLISH COURSES			
Cuyahoga Community College	**Community gardening:** Students planted a tulip garden on campus.	Students read the novel *Seedfolk,* a story told by characters of diverse ethnicities living in Cleveland, OH. The story is about the transformation of an empty lot into a vibrant community garden, and each character's own transformation. Students wrote essays tying together reflections on the book and their service experience, meeting the course objective for the genre of descriptive writing.	The peer advocate: • Brainstormed with students to identify the service project. • Worked with the C2C coordinator to get supplies. • Worked with the college to identify a location for the campus garden. • Planned and organized and the gardening event.
Cuyahoga Community College	**Tutoring elementary school students:** Students mentored and tutored children at a local elementary school in an after-school program.	Students kept journal notes about their experiences at the elementary school. When the semester came to a close, they wrote reflection essays on their experiences.	The peer advocate: • Worked with C2C students and the C2C coordinator to identify and select a community partner. • Facilitated reflection. • Coordinated logistics.
Miami Dade College	**Advising high school students:** Students wrote letters to high school students at risk of not graduating about a) what they know now about life that they wished they knew while in high school, and b) ways that college can be accessible financially and academically. The high school students were asked to write similar letters to students in middle school.	The letter-writing activity was used to emphasize memoir writing skills (since students were asked to reflect on their experiences in high school) and the skill of using details with writing.	The peer advocate: • Helped to identify organizations working with at-risk high school students. • Facilitated an ice-breaker where students shared their high school experiences. (The peer advocate shared experiences as well.) • Facilitated a brainstorming session about what might be included in the letters.
STUDENT SUCCESS COURSES			
Miami Dade College, Broward College	**Raising awareness of homelessness:** Students prepare meals for the homeless and learn about issues of homelessness. To become familiar with the issues, students develop a monthly budget to meet specific needs with limited income, which typically leaves them short of funds for rent or meals. A Homelessness Speakers' Bureau staff person dispels myths of homelessness, and two formerly homeless individuals (sometimes college students) tell their stories and answer questions.	The service-learning process of preparation, action, and reflection develops attitudes that provide a general foundation for college success. For example, service-learning helps students develop the knowledge and attitudes for social and life management skills.	The peer advocate: • Led budgeting activity. • Gathered supplies for the service activity. • Helped facilitate reflection activities.

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College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
STUDENT SUCCESS COURSES			
Tallahassee Community College	**Preparing career day materials:** Students created posters highlighting four elements of a specific career and gave the posters to a local elementary school for its career day display. The elementary school students sent a video and letters back to the college students highlighting what they learned from the posters.	College Success courses are designed in part to build and reinforce skills necessary for college and career success. Students start out by taking a career interest assessment and research four elements of a career of their choice. Students then create the posters that are shared with the elementary school. Students discuss the value of sharing knowledge with younger generations.	The peer advocate: • Assisted students with completing the career assessment and choosing a career to research. • Assisted with facilitating reflection.
Broward College	**Terracycling campaign:** After learning about sustainability issues, students in a developmental reading and college success learning community participated in the college's "terracycling" campaign, which works with TerraCycle, a company that uses pre- and post-consumer waste to make consumer products. Students developed awareness brochures and presentations, enlisted off-campus companies to participate, scheduled and facilitated collection, and packaged materials to send to TerraCycle.	Students are asked to complete assignments that link sustainability-themed readings with personal, academic, and professional success. Students participate in the terracycling campaign and connect it with other campus initiatives by interviewing campus "sustainability superstars." The term ends with a celebration potluck with ethnic dishes, including one sustainably produced or distributed ingredient. Students bring their terracycling donations to the celebration. Students and faculty read poems and short prose related to sustainability concepts.	The peer advocate: • Presented the service-learning activity with the instructor. • Supported students in developing brochures and presentations. • Coordinated processes for interviewing "sustainability superstars," enlisting off-campus companies to participate, and collecting waste products.
DEVELOPMENTAL MATH COURSES			
Green River Community College	**Safe driving campaign:** Students gathered data about the dangers of texting while driving. They set up tables on campus to present the data through creative quiz questions and encouraged students to sign on to the "No Texting While Driving" campaign through DoSomething.org.	Students were asked to gather data on texting while driving. Data was worked into math problems tied to math concepts being studied.	The peer advocate: • Presented the service-learning activity with the instructor. • Assisted the instructor with developing the math problems tied to math concepts being studied. • Coordinated and oversaw the tabling activities. • Participated in evaluation of the project and proposed improvements.
Green River Community College, Lorain County Community College, Broward College	**Math tutoring:** Developmental math students tutored other students in the college's tutoring center, an early-college high school, a local elementary school, or a community organization. A faculty member worked with campus/community partners to be sure that tutors were partnered with students in a lower-level math course.	Developmental math students often come to class with fear about their ability to pass math courses and with the attitude that they are not cut out for math. Providing students with the opportunity to tutor others builds the tutors' math knowledge and math confidence while helping students at a lower level.	The peer advocate: • Introduced the service-learning activity. • Organized tutor training for the math students with the tutoring center. • Created and maintained a master schedule for tutoring. • Collected paperwork, including pre- and post-service reflections and tutoring hour logs. • Participated in evaluation of the project and proposed improvements.

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SECTION 2: IMPLEMENTING C2C IN THE CLASSROOM

Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success

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SECTION 3: Program Administration

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

Planning & Launching a C2C Program

ASSESSING INSTITUTIONAL READINESS FOR C2C

This section provides a description of key elements that indicate institutional readiness for C2C implementation, all of which colleges will need to assess, as well as characteristics of robust C2C programs.

Colleges able to implement C2C effectively and more quickly will have higher levels of the following elements of institutional readiness:

- Experience with, and resources for, implementing service-learning and peer support/mentoring.

- Existing strategic plans and mission statements that support both service-learning and peer advocacy. For example, on one pilot campus, C2C philosophy corresponds with the philosophy of the Student Success Center—a view of students as resources and assets in their own education—and the college's educational mission. At another campus, C2C is part of an institution-wide initiative and a new strategic plan to expand experiential learning (including service-learning).

- A history of offering accessible and high-quality professional development opportunities for faculty— including developmental education faculty, whether adjunct or not.

- Active, campus-wide student success initiatives, where C2C program implementation will coincide with efforts to adopt student-centered practices (including service, experiential learning, and peer mentoring) that involve both academic and non-academic units in service-learning activities.

- Champions across campus, at all levels, at the outset of program development—including senior-level buy-in from Academic and Student Affairs, as well as units such as Institutional Research.

- Existing and effective communication pathways across campus units.

- A reasonable capacity for meaningful data collection, analysis, and use (often associated with longevity as an Achieving the Dream school). For example, on one pilot campus, administrators developed a system to track C2C students by credit completion; on another, administrators used data to convince faculty of positive outcomes of C2C and other student-centered efforts.

Robust C2C programs share the following characteristics:

- *They approach design and implementation from a "learning perspective,"* continually revising programs based on experience and identifying and solving both macro and micro problems. They are resilient and resourceful during transitions and challenges, applying lessons learned to revise the model and building grassroots and senior-level support for the program from both academic and non-academic campus units. They establish open, direct lines of communication in multiple directions, from faculty to C2C staff to peer advocates, so that those involved can adjust the program as they go. They seek feedback and input from different stakeholders, taking action based on that feedback and input, and give individuals a choice as to how and to what extent they want to be involved.

- *They have strong senior campus leaders who view C2C as an effective retention strategy.* For example, on one campus, the new president discussed service-learning in his inaugural address and highlighted C2C in his first annual report. On another, the president involved the community in the strategic planning process, which led to the inclusion of civic engagement in the college's mission statement and service-learning as a strategy for student success. On several campuses, presidents met regularly with peer advocates to learn about the impact of the program on campus culture.

- *They increase faculty engagement by capitalizing on peer-to-peer learning and providing strong support.* C2C faculty act as ambassadors to other faculty, sharing their enthusiasm about integrating peer advocacy and service-learning into their courses. One faculty member noted that what attracted him to C2C was having seen service-learning in other classes, including the availability of C2C staff support. A staff member at one campus said that a goal is to be strategic about "finding faculty who are willing to teach other faculty" and about "expanding to other courses, such as intermediate math, pre stats, and writing classes."

These building blocks for success are not easy or simple to put in place. In cases where a college's commitment to or experience with community engagement or peer advocacy is lacking, it is important to build that support before jumping into C2C. (See Faculty Learning Communities on p. 72 for an approach to developing faculty capacity for C2C). The complexity of the C2C program means that certain levels of expertise and buy-in need to exist to ensure program quality.

STEPS FOR LAUNCHING C2C

Once administrators have assessed institutional readiness for C2C and determined that the appropriate support systems are in place, the steps for launching the program involve information gathering, planning, and ongoing work to manage implementation.

1. Information Gathering

Gathering information about the context of developmental education at the college and in the state is important for being able to design effective approaches to C2C implementation. Learn about the following:

- Current developmental education reform initiatives on the campus.
- The demands on developmental education faculty resulting from these reform initiatives and other requirements.
- Current and impending state policy and climate around developmental education that affect the college.

2. Program Planning

Begin the planning process by creating a C2C design team. The team should include students, faculty, academic and student affairs administrators (vice presidents, deans, department chairs), community engagement and student success professionals, and financial aid staff (to determine Federal Work-Study possibilities for peer advocate pay).

The goal of the design team is to share knowledge and explore how best to design and support the C2C program. Work with your design team to develop a logic model that shows the theory and assumptions underlying the program and links these with short- and long-term outcomes and program activities. (See Appendix 3-1: Developing Logic Models for a detailed guide to this process.)

As the design team develops the C2C logic model, the following decision points can be used to determine the strategies/activities portion of the logic model:

- What the program's purpose is, and which students/classes should be served.
- How to integrate the program into existing college structures and initiatives and leverage and repurpose existing resources.
- Where to house the program.

SECTION 3: PROGRAM ADMINISTRATION

- What additional funds are needed, if any.
- How to staff the program.
- How to structure the program—Is the peer advocate role in the classroom standardized across all courses, decentralized (left to faculty and peer advocate pairs), or a hybrid of these approaches?
- How to recruit, train, support, and incentivize faculty to work with peer advocates and incorporate service-learning into courses.
- How to recruit, train, support, and incentivize peer advocates.
- How to match faculty with peer advocates.
- How to celebrate and recognize faculty, peer advocates, and C2C students.
- How to support C2C students after participation in the first C2C semester.
- How to evaluate the overall program to facilitate ongoing program improvement.
- How to evaluate student/faculty/peer advocate outcomes.

3. Program Implementation

Implementation does not end with the start of the program. Steps to successful implementation include those that occur before, during, and after the term. These steps are summarized below; the sections that follow offer detailed information and resources to help with the implementation process.

To do before start of the term:

- Develop necessary program materials such as program descriptions, recruitment and training materials, and manuals for faculty, peer advocates, and campus and community partners.
- Identify methods to compensate peer advocates and faculty.
- Recruit and train interested faculty.
- Work with faculty to identify campus/community partners for service-learning activities.
- Recruit peer advocates and complete the application and hiring process.
- Conduct peer advocate orientation (retreat-style).
- Match faculty with peer advocates.
- Support faculty and peer advocates to plan the semester together.
- Develop a plan for training peer advocates.

To do during the term:

- Support faculty and peer advocate pairs.
- Provide ongoing faculty professional development focused on service-learning.
- Conduct ongoing formal training and support for peer advocates.
- Conduct mid-term evaluations: faculty evaluation of peer advocates, peer advocate evaluation of faculty, self-evaluations, C2C student evaluation of peer advocates, and community/campus partner evaluations.
- Begin partnering peer advocates with faculty for the next term. This is aided by early registration incentives for peer advocates that allow them to determine their schedules, a requirement for matching them with faculty.

To do at end of the term:

- Celebrate and recognize C2C students, faculty, peer advocates, and campus/community partners.
- Conduct end-of-semester evaluations: faculty evaluation of peer advocates, peer advocate evaluation of faculty, self-evaluations, C2C student evaluation of peer advocates, and campus/community partner evaluations.
- Conduct overall program evaluation for continual improvement with all key stakeholders (peer advocates, C2C students, faculty, administrators, staff, campus/community partners).
- Conduct an outreach/awareness campaign about opportunities for C2C students to stay engaged with the C2C community beyond their first term.

C2C PROGRAM LOCATION & STAFFING

This section explores options for where to house C2C on campus and how to approach staffing. A case study from Owens Community College illustrates a way to bring C2C to campus with little to no outside funding by leveraging existing service-learning staff and structuring the civic engagement office around the central components of C2C: service-learning across the curriculum (with a focus on developmental education courses) and student leadership. Sample materials from Campus Compact include a C2C program coordinator job description and a sample budget.

Program Location

C2C programs may be located in a variety of campus offices and units. Programs are typically housed in service-learning, civic engagement, or student success centers. They may also be housed in developmental education, English, or math departments. Joint leadership from Academic and Student Affairs extends program reach and credibility among key campus constituencies.

When a Center for Civic Engagement/Service-Learning exists, C2C folds nicely into the mission of the center and adds a focus on developmental education (a key curricular pathway for the majority of community college students), student leadership, and student success. At a time when college leadership cares deeply about student retention, connecting the Civic Engagement Center with student success can help to position the center more prominently.

Staffing for C2C

Service-learning, civic engagement, youth development, leadership development, and faculty development are key knowledge and experience areas for C2C staff. To scale the program, the equivalent of one full-time position at a minimum is needed. If C2C is integrated with other college initiatives such as service-learning, student success, or developmental education reform, the position may be combined with other responsibilities. Responsibilities may also be coordinated among a few staff members with the right mix of skills, such as a staff person in the Center for Civic Engagement and a faculty member who receives a course release to take on a leadership role in C2C program development and faculty recruitment and training.

In selecting C2C staff, pilot colleges focused on strengths like program management, people skills, and visioning. For example, one C2C program coordinator is a faculty member who takes a "community building, grass-roots" approach to developing the program, creates opportunities for academic and other offices to be involved in service-learning, and advertises the service-learning office as a service to faculty. Another's mix of skills includes the ability to create a shared vision and common language, the capacity to see what needs to happen operationally to keep the program running smoothly, and proficiency in engaging with students, faculty, and other key staff.

Case Study from Owens Community College

ADMINISTERING & STAFFING C2C
By Krista Kiessling, Owens Community College

Background

In 2010, Owens Community College began a deliberate process of building a culture of community service on campus. Historically, individual students and faculty members had taken part in service-learning and community-engaged learning activities, but little structural support existed to support these efforts. Faculty coordinated community partner placements on their own and did not collaborate with other faculty or administration. In 2011, the need for service-learning support became evident, and the college funded a part-time Director of Service-Learning to work with faculty across disciplines in implementing relevant and meaningful academic service-learning. The Director of Service-Learning began the work, as most colleges do, with the more advanced courses.

During the spring of 2012, a learning communities task force began gathering information and planning for integrating curricula in the first-year developmental education courses. Service-learning was considered as a teaching and learning method that could integrate coursework across disciplines and increase retention rates among first-year students.

C2C–Service-Learning Partnership

As learning communities began to experience the benefits of service-learning, Owens Community College was accepted as a recipient of C2C pilot funding and explored implementation strategies. Several campus stakeholders came together to develop the future of C2C. Professional staff from Academic Affairs and Student Affairs strategized to leverage existing programs and resources.

The Director of Service-Learning—a position that by then had become full time—took on the responsibility of C2C program leadership and coordination. She was assigned to coordinate campus and community partnerships, train faculty and peer advocates, work with faculty to develop projects linked to course outcomes, and seek sustainable funding sources for ongoing programming. The college made the strategic decision to have the Director of Service-Learning coordinate C2C to leverage an institutionalized position that would continue for the foreseeable future.

The college used the central components of C2C as the organizational framework for what is now called the Center for Service-Learning, Civic Engagement, and Leadership. If not for C2C, the center would not have focused service-learning efforts on incoming first-year students. However, by doing so, the college positioned itself to bring the retention strategies of service-learning and peer advocacy to their most vulnerable student populations while establishing a culture of service that extends beyond the first year through students' college trajectory. (See C2C Program Brochure – Owens Community College in Appendix II.)

Campus Compact- *SAMPLE MATERIAL*
Created

CONNECT2COMPLETE PROGRAM COORDINATOR JOB DESCRIPTION

Position Title: Connect2Complete (C2C) Program Coordinator
Unit/Department: Academic Affairs—Center for Civic Engagement

A. General Function

The C2C Program Coordinator is responsible for the organization, planning, implementation, and management of the Connect2Complete (C2C) program. C2C is a program that integrates service-learning and peer advocates into developmental education courses designed to support underprepared students in getting ready for college-level coursework. Peer advocates are enrolled college students who, in addition to serving as service-learning leaders, are mentors, advocates, and advisors to their peers in developmental education courses.

This strategy of integrating service-learning and peer advocacy enables students to connect in meaningful ways with their peers and instructors and to see the relevance of their coursework in the real world— on their campus and in their communities. The C2C strategy encourages academic, personal, and spiritual development; development of social networks; and development of students' cultural identity and critical civic consciousness– all key factors for student persistence.

B. Duties and Responsibilities

Activity	% of Time
1. Organize and lead a C2C design team to provide guidance on program implementation and evaluation. The C2C design team should include faculty, Academic and Student Affairs administrators (vice presidents, deans, department chairs), community engagement and student success professionals, and students.	15%
2. Work with staff at the Center for Civic Engagement, faculty, faculty liaisons to the Center for Teaching & Learning, Academic Affairs administrators, and others to recruit, train, and provide ongoing professional development opportunities for developmental education faculty members.	15%
3. Design and implement peer advocate recruitment and application processes.	10%
4. Work with faculty and staff to design and implement a peer advocate training program or credit-bearing course to prepare peer advocates for their work.	15%
5. Manage the matching of peer advocates with faculty and support faculty-peer advocate relationships.	10%
6. Provide support and supervision to peer advocates.	25%
7. Work with Institutional Research to support program evaluation	5%
8. Report to and work closely with supervisor to monitor program operations and budget to ensure that programmatic goals are being met.	5%

NOTE: The C2C Coordinator may also be campus civic engagement staff. If this is the case, this person will also identify and support relationships with campus and community partners.

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C. Minimum Education & Experience

- Master's degree in relevant field with a minimum of five years' experience in higher education.
- Experience with program development and management.
- Experience working in a multi-ethnic and multi-cultural environment.
- Experience working with students with a youth development framework.
- Experience as an instructor in higher education preferred.
- Experience providing faculty professional development focused on civic engagement/service-learning preferred.

D. Knowledge, Skills, & Personal Attributes

- Knowledge of youth development and leadership principles.
- Knowledge of service-learning pedagogy and civic engagement and social justice frameworks.
- Knowledge of curriculum development and assessment.
- Excellent organization, interpersonal, and communication skills.
- Ability to coordinate meetings, manage multiple priorities, meet deadlines, and prepare and manage budgets and reports.
- Ability to effectively work with deans, faculty, and staff.
- A sense of humor and a passion for working with students.

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Created

C2C ANNUAL PROGRAM BUDGET

Note: Program components may be funded by repurposing existing infrastructure, staff or funds.

COST CATEGORY	AMOUNT
Personnel	
FTE Program Coordinator	$45K – 65K + benefits (depending on experience/cost of living)
Faculty stipends (for faculty helping to introduce the program to and/or train other faculty)	$8K – 15K (amount can be reduced if the college can provide teaching release time—for details, see Faculty Compensation & Benefits, p. 72)
Peer advocate pay	$0 – This assumes the college leverages Federal Work-Study, Ed Awards, and/or existing scholarship funds (see Peer Advocate Compensation, Incentives, & Benefits, p. 83)

COST CATEGORY	AMOUNT
Materials & Supplies	
Food for recognition events, trainings, orientations	$1K
Miscellaneous supplies (e.g., certificates of recognition, medallions, peer advocate gear)	$4K
Printing & Publications	
Training materials/manuals/brochures/flyers	$2K
Travel/Accommodations/Conferences	
Faculty professional development travel/accommodations	$4K
Vans for C2C student travel to community partner sites	$1K

Additional Costs for the "Ideal" C2C Program

Materials & Supplies:
Texts for leadership/peer advocate training course

Travel:
Peer advocate/faculty/C2C student travel/accommodations for conferences
Peer advocate and faculty travel/accommodations for retreat-style orientation

Working with Faculty

FACULTY RECRUITMENT

The key to faculty recruitment is ensuring that those doing the recruiting have credibility with faculty members. Peers (other faculty), faculty liaisons from Centers for Teaching and Learning or Centers for Civic Engagement, administrators from Academic Affairs, or those with personal relationships with specific faculty typically have the most success recruiting faculty for C2C.

In order to reach students most at risk for non-completion, colleges may examine institutional data and identify English and/or math developmental education courses with historically low pass rates and recruit faculty teaching those courses. They may also decide to recruit faculty teaching college success courses required of students enrolled in the developmental education program. Regardless of the method, faculty identified to participate must demonstrate a strong desire to work with peer advocates and integrate service-learning into their curriculum.

Effective Strategies for Recruiting Faculty

Effective recruitment starts with giving faculty decision-making authority and making a strong case for the ability of C2C to help students succeed. Specific strategies include:

- Involve faculty in devising the C2C model from the start to increase their participation, buy-in, and ownership.

- Offer options for faculty involvement in C2C, such as giving them choices about ways to participate and to deploy peer advocates. This gives them the flexibility to integrate service-learning and peer

advocacy into their courses incrementally or to tailor service-learning experiences in ways that make sense for them. For example, faculty may:

> Integrate C2C into an existing learning communities course,

> Partner with another faculty member to create integrated service-learning assignments for students in both courses, or

> Work with a peer advocate and faculty liaison to develop their capacity to integrate service-learning into the course over time.

- Create structured opportunities for faculty already involved in C2C to recruit their colleagues, such as through professional development activities at faculty development days, brown-bag lunches, service-learning demonstrations, and department meetings.

- Frame C2C as a strategy for student success and share with faculty the C2C theory of change (see p. 6) and data on the effectiveness of the C2C strategy. As one C2C faculty member put it: "Every professor's goal is for students to connect and complete. … If they see C2C as a way to do this, they will consider getting involved." Another noted, "Reading about and reflecting on an issue, combined with a related service- learning project, is educationally effective."

A Word of Caution

Developmental education faculty have been under increasing pressure to redesign curricula and delivery approaches and cover more and more content. This has resulted in "initiative fatigue," with faculty feeling that they have little time for trying innovations such as service-learning or working with a peer advocate. When recruiting faculty, it is important to approach them with an understanding of the challenges and pressures they face, while conveying that the benefits of C2C to students and faculty alike make it a worthwhile pursuit.

FACULTY SUPPORT

Faculty will come to C2C with varying levels of experience with service-learning and peer advocacy. Consider thinking about faculty development on a continuum that faculty members move along as their experience deepens. Faculty more experienced with service-learning develop projects that arise through deep relationships with community/campus partners and are woven throughout the semester. Similarly, faculty who have experience working with students as leaders in the classroom will seamlessly integrate peer advocates into meaningful service-learning and mentoring classroom activities.

Regardless, faculty will need a base level of knowledge about service-learning and peer advocacy in order to integrate C2C in the classroom with rigor. The C2C program coordinator works with faculty to ensure they understand the overarching purpose of the peer advocate in the classroom and to share strategies for faculty and peer advocates to develop successful partnerships. In coordination with the C2C program coordinator, faculty receive training and resources around service-learning pedagogy from a campus-based service-learning faculty liaison/Civic Engagement Center staff member.

Training & Professional Development

Promising practices from the C2C pilot for supporting C2C faculty training and development include:

- Provide pre-packaged service-learning experiences such as tutoring and on-campus service-learning opportunities through food banks and gardens (see Service-Learning in Developmental Education: Faculty-Developed Course Examples in Section 2) to help developmental education faculty ease into incorporating service-learning in their courses.

- Provide service-learning and reflection manuals, online resources, a directory of faculty involved in service-learning at the college, and a place to post service-learning activities.

- Integrate faculty into peer advocate orientation retreats to support community building between faculty and peer advocates and to support faculty professional development around service-learning and peer advocacy.

- Bring C2C faculty together through regularly scheduled luncheons and symposiums for faculty and campus/community partners to build a sense of camaraderie and encourage learning exchanges.

- Encourage faculty to function as conduits to service-learning professional development opportunities such as in-service presentations, brown-bag lunches, faculty and department meetings, book club discussions on civic engagement topics, service-learning activities, and presentations with peer advocates that involve sharing syllabi and student work.

- Support and encourage faculty attendance at local, state, or national conferences including professional development opportunities offered by Campus Compact.

Case Study from Edmonds Community College

FACULTY TRAINING & SUPPORT FOR C2C

By Daniel Griesbach, Edmonds Community College

All faculty members participating in Edmonds Community College's (EdCC) C2C program were called faculty fellows. (See C2C Faculty Fellows Brochure – Edmonds Community College in Appendix II.) Training and support for C2C faculty fellows had several components: a training retreat, regular meetings, one-on-one support, and professional conferences.

Training Retreat

The C2C program provided an overnight retreat for C2C staff, faculty fellows, and peer advocates. C2C faculty, program staff, and peer advocates from a fellow Washington state C2C campus, Big Bend Community College, joined the retreat as well. (See Peer Advocate and Faculty Training Retreat Agenda – Edmonds Community College in Appendix II.) The retreat provided two days of training and activities in these areas:

- Building community among and between faculty fellows and peer advocates
- Understanding the C2C mission
- Mentoring techniques and leadership and learning styles
- Separate breakout sessions for C2C faculty fellows and peer advocates, including professional development for faculty focused on service-learning
- Group reflection

SECTION 3: PROGRAM ADMINISTRATION

Meetings

At the beginning of each term, Edmonds Community College held a "meet and greet" among faculty fellows and peer advocates to get to know one another, discuss the goals for the program, and to match each peer advocate to a faculty fellow in whose classrooms the peer advocate would be working.

The C2C program coordinator arranged meetings throughout the term attended by all faculty fellows, C2C program staff, and staff from the Center for Service-Learning to share information about service-learning projects, develop new projects, and strategize around difficulties.

One-on-one Support

One-on-one support with the C2C project director, a faculty member with deep service-learning expertise, was offered to faculty fellows both on request and on an ongoing basis with the Open Lab. The Open Lab was a place for C2C students to meet with their peer advocate, both in seeking individual help and in working on structured group activities, as well as for the peer advocates to work together. Faculty fellows also used this space for collaborating with other faculty, C2C coordinators, and peer advocates in developing service-learning projects.

Professional Conferences

Faculty fellows were supported in attending and presenting at professional conferences, including Continuums of Service, Curriculum for the Bioregion, and a C2C Summit organized by Washington Campus Compact.

Faculty Learning Communities

While workshops and one-time meetings can introduce faculty to new concepts and provide important learning opportunities, faculty learning communities can provide forums for deeper, ongoing learning to support a continuum of progress over a period of 6–12 months. C2C faculty learning communities could be used to support faculty new to service-learning to prepare them for involvement in C2C and/or to deepen practice for those already involved in C2C.

A topic-based faculty learning community involves a small group of faculty (8 to 12) engaging in an active, collaborative program focused on enhancing teaching and learning around a specific topic, such as service-learning. Ideally this group meets for one to two seminars and activities each month. Participants typically select a focus course or project to try out innovations and assess resulting student learning. They prepare a course or project mini-portfolio to show the results, engage in seminars and retreats, work with student associates, and present project results on campus and at conferences.

Evidence shows that faculty learning communities increase faculty interest in teaching and learning and provide safety and support for faculty to investigate, attempt, assess, and adopt new methods. For the most comprehensive website on faculty learning communities, see http://www.units.miamioh.edu/flc/.

FACULTY COMPENSATION & BENEFITS

Because faculty on most campuses are already stretched thin, asking them to take on additional work—even work that is beneficial both to them and to students—is much easier if they have incentives to do so. Faculty incentives can come in the form of both compensation and non-monetary benefits.

Faculty Compensation

Funds should be allocated to compensate faculty (adjuncts and full-time) for time committed to formal C2C-related curriculum development, faculty mentoring, and professional development activities. Compensation can take one or more of these forms:

- Stipends for developing peer advocate leadership development courses.
- Stipends for professional development/training/participation in faculty learning community programs focused on service-learning and peer advocacy.
- Stipends for faculty-to-faculty mentoring arrangements (i.e., individuals who have the knowledge and are well positioned to support other faculty), both for service-learning and peer advocate work.
- Course release time or stipends to take on leadership roles in C2C program development and faculty recruitment/training.

Non-Monetary Benefits

Non-monetary benefits include both campus support and recognition and the less tangible benefits of satisfaction and improved effectiveness:

- Structural support for participation in a program that connects instructors, peer advocates, C2C students, and campus or community partners.
- Opportunity to collaborate with colleagues and students across disciplines.
- Opportunities to publish applied research used to address campus/community needs.
- Opportunities to participate in professional development.
- Advancement toward tenure and promotion goals (when guidelines exist that reward engaged scholarship and teaching that uses service-learning pedagogy).
- Recognition and awards for faculty involved in service-learning and peer advocate work.
- Encouragement by chairs, deans, and the president.
- Knowledge that the teaching experience is rewarding and effective when students are motivated to do well, collaborate with their peers, and develop a connection with their instructor.

Working with Peer Advocates

PEER ADVOCATE RECRUITMENT & HIRING

The Recruitment Process

Peer advocate recruitment strategies are designed to attract academically successful students, especially former C2C students, who demonstrate leadership potential. The majority of peer advocates participating in C2C during the pilot phase were first-generation college goers who, like the C2C students, had struggled with their identity as college students and had been able to overcome such challenges when they arrived on campus. Many had been C2C students themselves. All were in good academic standing.

Following are recruitment tips for finding and reaching peer advocates. A "√" indicates an especially promising practice.

Sources of peer advocates:

- √ Previous C2C students. Recruitment efforts should involve developing the capacity of C2C students to take on the peer advocate role. This retention-based recruitment approach focuses on developing leadership and creating a sense of belonging among C2C students over the course of several semesters, while creating a pathway to the peer advocate role.

- √ Former exemplary students of C2C faculty.

- Students who have completed service-learning courses or are service-learning student leaders.

- Leaders of clubs/student government.

- Students studying in human services fields.

- Scholarship students required to do service.

Outreach methods:

- √ Referrals from faculty, staff, and peer advocates who are knowledgeable about the program and alert to potential peer advocate candidates.

- Job postings in the Financial Aid Office's Work-Study jobs bulletin.

- Advertising through student newspapers, job fair tables, and flyers.

- Listing of peer advocate leadership development classes in course schedule.

- Word of mouth.

The Application Process

Structuring the application process to reflect a professional tone encourages applicants and hirees to view the peer advocate role as a professional job. This process requires several steps, including the creation of application materials (with samples provided below):

- Create a formal job description (see sample).

- Create an application form (see sample).

- Require at least one faculty letter of recommendation.

- Conduct interviews by committee to emulate an academic interview and include peer advocates, C2C students, and faculty (see sample).

- Create an agreement form (see sample) and review it carefully with peer advocates before they begin.

Campus Compact- Created *SAMPLE MATERIAL*

C2C PEER ADVOCATE JOB DESCRIPTION

The peer advocate position is designed for students with an interest in supporting and guiding developmental education students in their acclimation to college life in terms of academic, personal, social, and civic development. Peer advocates are matched with a developmental education or college success instructor and serve as leaders of service-learning and mentors, advisors, and advocates within and beyond the classroom. Peer advocates are supported by the C2C program

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coordinator, faculty, and other peer advocates. To develop leadership skills and address challenges, peer advocates are expected to participate in an orientation and weekly trainings/meetings.

A. Duties and Responsibilities

The peer advocate is expected to support developmental education students (C2C students) in the following areas:

- Coordinate, lead, and promote service-learning and reflection activities with support from the course instructor and C2C staff.
- Connect and orient C2C students to services and resources on and off campus.
- Guide C2C students in developing relationships with peers, faculty, and advisors.
- Mentor C2C students to develop college know-how and a college-staying identity and to clarify goals.
- Help C2C students develop time management, stress management, goal setting, study, and leadership skills.
- Model positive behaviors of a college student.
- Connect C2C students to educational, civic, and social activities on and off campus.
- Support C2C students in self-reflection and self-discovery.
- Serve as the "go-to" person for C2C students; listen to and empathize with the new student experience.

Peer advocates carry out the above work in the following ways:

- Meet with the C2C course faculty member to plan the semester and set goals for themselves and for C2C students.
- Meet with campus and/or community partners to arrange service projects as needed.
- Attend course sessions in accordance with program and faculty expectations to facilitate service-learning and reflection activities, community-building activities, and skills workshops and to make announcements about college activities and semester benchmarks.
- Meet with C2C students before and/or after C2C course sessions, and at other times as needed. Peer advocates may hold office hours.
- Proactively reach out to C2C students and be available by phone, text, email, and social media.
- Returning peer advocates may take a leadership role in supporting and training new peer advocates.

B. Qualifications

Peer advocates are enrolled students who have completed at least one semester at the college. Requirements include:

- Good academic standing, with a minimum GPA of __ . [Determined by the individual college, but suggested between 2.25 and 2.75.]
- Maintenance of the minimum GPA while in the position.

SECTION 3: PROGRAM ADMINISTRATION

- Enrollment for a minimum of __credits while serving as a peer advocate.
- Availability for __ hours/week and ability to commit to the role for a minimum of two semesters.
- Desire to help students succeed.
- Strong interpersonal skills and the ability to connect with students from diverse backgrounds.
- Demonstrated leadership potential and a willingness to grow as a leader, model leadership, and develop leadership in others.
- Desire to collaborate with faculty, staff, and peers and to integrate constructive feedback from other peer advocates, faculty, and staff.
- Excellent written and spoken communication skills.
- Willingness to engage in self-reflection and personal development.

In selecting peer advocates, the C2C program prioritizes students who:

- Were formerly C2C students who demonstrate leadership potential, and
- Who have overcome obstacles similar to those C2C students face.

C. Benefits

- Experience supporting peers and participating in service projects.
- Development of work habits and leadership skills.
- Connections with and mentorship from faculty, other peer advocates, and staff.
- Opportunities for self-reflection and growth.
- Preparation for careers, especially in human services.
- Engagement in own academic program completion.

D. Compensation & Other Incentives

- Financial incentives such as Federal Work-Study funds, AmeriCorps Education Award, scholarship, or hourly pay.
- Comprehensive training and practice of service-learning, mentorship, leadership, and college success skills.
- Early registration.
- Transcript notations for service completed.
- Faculty references.
- Opportunities to participate in or present at professional conferences.
- Recognition at award ceremonies and graduation.
- Access to campus resources (such as laptops, stipends for books, meals, printing, etc.).
- Resume building.
- Free peer advocate gear (e.g., shirts).

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PEER ADVOCATE APPLICATION FORM

Basic Student Information

Name: _____

Student ID number: _____

Preferred phone number: (_____)_____-_____

Email address: _____

Home address: _____

_____

Major(s): _____

_____

Minor(s): _____

Number of semesters completed: _____

Number of credits enrolled for semester serving as a peer advocate: _____

Cumulative GPA: _____

Questions

Please type a one- to two-paragraph response to each question on a separate sheet.

1. What experiences have you had before and during your time in college that relate to your interest in the peer advocate position? Why are you interested in the peer advocate position?

2. What goals do you have for yourself while in college, and what are your career goals?

Resume

Please provide a resume.

References

Please provide two references, including at least one from a professor.

Transcript

Please attach an official transcript to this application.

SECTION 3: PROGRAM ADMINISTRATION

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PEER ADVOCATE INTERVIEW QUESTIONS

Choose from among the following questions:

1. Tell us more about your background and work/school/life experiences and how they relate to your interest in the peer advocate position.

2. What qualities do you have that you believe would make you an effective peer advocate?

3. What experience do you have with service or civic activities, if any?

4. Describe a time you have been in a leadership role.

5. A large part of the peer advocate position requires a professional working relationship with faculty. Please talk about a positive working relationship you have maintained with a faculty member or mentor.

6. What is your style of connecting with others? What experience do you have working with others different from yourself in terms of race/ethnicity, religion, sexual orientation, gender identity, age, class, etc.?

7. Describe a project, either at school or work, in which you had to collaborate with others. How did you accomplish the task? What were the challenges you encountered in working with a group? How did you overcome these challenges?

8. This position requires a high level of professionalism. What does the word "professionalism" mean to you, and why is it important?

9. What are some organizational techniques or tools you use to manage your time, coursework, work schedule, and other commitments?

10. What challenges do you think the C2C students you would work with might encounter at college?

11. If you could go back and give advice to yourself on managing your first weeks of college, what would you say?

12. If a student came to you with a crisis (e.g. verbal, physical, or sexual assault, suicidal thoughts), what would you do? Would you try to handle the situation yourself or would you reach out to someone else? If the latter, who (a specific person or an on- or off-campus resource) would you reach out to and why?

13. What kinds of programs, events, or activities would you want to create or get your students involved with?

14. Do you have a preference for the type of course/instructor you would want to be matched with as a peer advocate (particular learning communities, courses, professors, etc.)?

15. What do you hope to gain as a peer advocate?

16. [Restate the non-negotiable criteria. Confirm that the applicant meets criteria related to GPA, minimum number of credits enrolled for term that s/he would serve as a peer advocate, and availability in terms of weekly hours and minimum number of terms.]

17. Do you have any questions for us?

Campus Compact- *SAMPLE MATERIAL*
Created

PEER ADVOCATE AGREEMENT FORM

I, _____, understand that in order to be a C2C peer advocate in good standing I will agree to do the following (*please read and initial the following statements*):

Academic Expectations:

_____ Maintain __ credit hours while I work as a peer advocate.

_____ Maintain a minimum ___ GPA while I work as a peer advocate.

Peer Advocate Expectations:

_____ I will respect C2C students' cultural backgrounds and personal value systems.

_____ I will respect the autonomy, freedom, and development of C2C students and focus on what is in the best interests of the C2C students I work with.

_____ I will establish an understanding with C2C students that my role is to help them develop skills and strategies to succeed rather than doing their work for them.

_____ I will ask my C2C students for feedback on how I can best support them.

_____ I will consult with the C2C program coordinator or appropriate staff when faced with a dilemma that I am unsure how to handle or that requires expertise that I do not have.

_____ I will participate in all required peer advocate trainings and meetings.

_____ I will be punctual and keep appointments.

_____ I will work the hours required of this position and commit to the minimum number of terms.

Ethical and Legal Guidelines:

_____ I will keep confidential all information about C2C students, except in situations where there is a threat of harm to themselves or others.

_____ I will abide by college policies and the college's Student Code of Conduct.

Behavior Subject to Dismissal:

_____ Failure to follow the terms of this agreement.

_____ Failure to follow appropriate communication practices, either in person or in public forums (e.g., sexual innuendo, insensitive comments or jokes).

_____ A romantic or sexual relationship with a C2C student.

By signing this statement, I understand that I am making a commitment to the C2C program and to the C2C students. I agree to embrace the C2C mission and to represent myself on and off campus as a leader and role model. I agree to follow all requirements, guidelines, and expectations specified above, and understand that if I fail to meet these requirements, I will be dismissed from my position.

Student Name (Print)   Student ID Number

Student Signature   Date

PEER ADVOCATE ORIENTATION & TRAINING

Orientation and training are essential to ensuring that peer advocates understand their role fully. Both orientation and training involve hands-on activities, including role-playing, community-building activities, small-group discussions, and service-learning activities.

Orientation

Campuses should require a pre-term (if possible) or beginning-of-term peer advocate orientation. Orientations serve the purpose of front-loading critical programmatic, peer advocacy, and service-learning topics. Orientation is typically held retreat-style off campus for a full day or over several days. Orientation activities may model activities that peer advocates later implement in their C2C classes with faculty support. Returning peer advocates can play a leadership role, helping to plan and facilitate the orientation and sharing their experiences.

Peer advocate orientation topics include, but are not limited, to:

- C2C program overview, including why service-learning and peer advocacy are important for developmental education students in particular.
- Peer advocate roles, responsibilities, and code of ethics.
- Campus policies and procedures relevant to peer advocate work.
- C2C paperwork (timesheets, reflection journal, activity logs, goals).
- Balancing school and peer advocate responsibilities.
- Team building.
- Hands-on activities and role-plays focused on effective mentoring strategies.
- Cultural competency/valuing diversity/stereotype threat.
- Group service project, with reflection.
- Issues students are likely to face at the start of the term and ways to support students in addressing these issues.

Training

In the C2C pilot phase, colleges developed home-grown leadership programs and revised trainings based on what they learned from experience, on feedback from peer advocates, or on a need to align with changes in program design. Training can take the form of a free, required credit-bearing course, or weekly non-credit meetings and skill-development sessions with the C2C program coordinator or other staff.

Colleges may draw on existing campus leadership programs (e.g., Phi Theta Kappa honor society, leadership certificate programs) or off-campus professional development opportunities where there is alignment with

peer advocate training needs. Colleges that do not require a credit-bearing course may encourage peer advocates to enroll in and pay for credit-bearing leadership courses offered to all students that complement the more specific peer advocate training.

Peer advocate leadership training topics include, but are not limited, to:

- Theories of leadership.
- Cultural competency.
- Service-learning and civic engagement 101.
- Lesson planning and facilitation skills.
- Facilitation skills for service reflection.
- Understanding how to create respectful, inclusive learning environments.
- Learning styles and multiple intelligences.
- Building rapport with faculty.
- "College knowledge."
- Understanding campus resources:
    > Bring in presenters from groups such as financial aid, career services, advising, academic support centers, library, counseling services, student support centers, student clubs, and disability support services.
    > Suggested additional activity: Organize an online and in-person scavenger hunt as a fun way to introduce peer advocates to campus resources.
- Community/team-building exercises.
- Communication and mentoring skills.
- Relationship building, time management, stress management, study skills, test-taking strategies, goal setting.
- Strategizing and role-playing focused on mentoring challenges and problem-solving.
- Boundaries and ethics guidelines.

A critical additional area of training for both peer advocates and C2C students addresses social, emotional, and cognitive developmental skills needed for college success. This includes helping them develop a college-staying identity, self-efficacy, positive motivational beliefs, and self-regulation skills. See Appendix 3-2, Peer Advocate Training: Sample Lessons for Improving Student Success, for examples of lessons that peer advocates can both benefit from themselves and use with their C2C students to help them succeed.

In addition to topics for peer advocate training, it's important to think about training approaches that will have the greatest impact. Among the strategies for training peer advocates that both enhance their work and benefit them personally are:

- Having new peer advocates shadow experienced peer advocates for a semester.
- Creating systems for peer advocates to observe each other and provide feedback through formal summaries and reflections.
- Including faculty in orientation and/or training sessions for relationship building and program planning purposes.
- Giving peer advocates opportunities to develop or co-develop in-class activities and service-learning experiences with faculty, staff, or other peer advocates.

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- Emphasizing skills needed for careers as well as for peer advocate roles, such as communication, managerial, and problem-solving skills.
- Regularly asking peer advocates for feedback about their experiences and input about how to improve the training.
- Providing additional leadership opportunities through campus-wide events.

PEER ADVOCATE SUPPORT, SUPERVISION, & CELEBRATION

Support & Supervision

Peer advocates benefit from active supervision by the program coordinator and formalized support systems in the form of resources and opportunities for sharing and learning among peer advocates:

- Regularly scheduled meetings integrated into the training schedule that are reserved for consultation among peers and staff, such as discussing role-related issues, troubleshooting problems, and sharing advice.
- A process for implementing and reviewing weekly tracking forms for documenting and reflecting on support of C2C students and activities.
- Service-learning and peer advocacy manuals that help peer advocates organize service-learning projects, oversee reflection activities, and carry out their role as mentors and advisors to C2C students.
- Ready-made team-building, service-learning, and student success activities for use in class to motivate C2C students and break down barriers between them.
- Opportunities to attend/present at local, state, or national conferences.
- Guidance in connecting experience as a peer advocate to future career goals.

These quotes attest to the important source of support peer advocates are for each other:

- "You can pick up another peer advocate when they're struggling and they can pick you up."
- "We got to know each other and made a connection… We had great conversations about life and leadership. We all became good friends… It's like we are a happy family."
- "I had no support at home. Now I have this support team that I didn't know existed. And the support leads to bravery to do what you thought you couldn't do… You find the self you didn't think you had."

Central to effective peer advocate supervision and support is the recognition that peer advocates are also college students. Colleges should explicitly acknowledge the implications of this dual role by helping peer advocates balance their own workloads and by encouraging self-awareness among peer advocates. For example, peer advocates may need a reminder to seek help when their C2C responsibilities interfere with their obligations as students. Guidelines to help peer advocates manage their dual roles as mentors and students include limiting peer advocates to serving one C2C class per term, not allowing a peer advocate to take more than five courses, and having C2C staff check in regularly with peer advocates taking three or more courses to see how they are managing.

Community building is a key strategy for supporting and enhancing peer advocates' effectiveness. Campuses can create welcoming spaces for peer advocates to gather for shared activities and eating. The weekly meetings/training sessions are also important for facilitating connections and building relationships among peer advocates.

An added benefit of community building is that peer advocates can leverage their relationships to develop strategies for improving the program. For example, during the pilot phase, peer advocates on one campus developed a "tag team" approach to supporting C2C students. They introduced students to other peer advocates who were not assigned to their class, so that the students would feel comfortable talking with any peer advocate available during office hours. On another campus, peer advocates collaborated to create group service-learning projects for multiple classes at a local elementary school.

Celebration

Celebrating accomplishments is a good way to motivate peer advocates, recognize personal and program achievements, and share successful practices. It's important to note that celebrations should also extend to participating students, faculty members, campus/community partners, and others on campus as well as to peer advocates. Examples of celebrations include college-wide and in-class events:

- **College-wide celebration.** An end-of-term C2C breakfast/lunch/dinner celebration attended by C2C students, peer advocates, faculty, staff, and campus/community partners will ideally also include the college president and/or upper administration. Recognition awards can be given to all peer advocates and faculty. Special achievement awards (e.g., "peer advocate of the semester" and "faculty of the semester" awards) may also be given. Graduating peer advocates should receive special recognition. Student and faculty speakers can share their experiences to highlight successes and areas that may need further work.

- **In-class service-learning celebration.** A celebration within the C2C course should include C2C students, peer advocates, faculty, staff, and campus/community partners. Students and peer advocates can present on service projects and receive awards and/or letters of recognition for their contributions. If desired, peer advocates and students can share potluck dishes connected to service projects.

PEER ADVOCATE COMPENSATION, INCENTIVES, & BENEFITS

Incentives for peer advocates include tangible assets such as compensation and course credit as well as other benefits.

Compensation

Serving as an effective peer advocate requires significant time, a student's most valuable resource. Over 80% of community college students are employed, and for most of these students, having a job while in school is not a choice.[1] To make it possible for all students to consider the peer advocate role—particularly those in economically challenging circumstances, who are likely to have experiences in common with the C2C students—C2C programs should offer compensation to peer advocates in one or more of these forms:

- **Federal Work-Study funds** (see http://www2.ed.gov/programs/fws). Repurposing Federal Work-Study (FWS) dollars is perhaps the most dependable way to compensate peer advocates. To gain access to FWS funds, C2C program coordinators or administrators will need to be strong advocates and work to educate financial aid staff about C2C. This may require utilizing C2C champions in positions of power at the college. C2C staff can remind financial aid staff that peer advocate positions provide meaningful training and skill development opportunities that other positions may not. C2C pilot colleges varied in their willingness to release FWS positions. Pilot colleges that granted FWS slots for C2C were successful at developing relationships with financial aid staff and persisting despite initial rebuffs. Once FWS slots have been allotted to C2C, the C2C program coordinator will need to work with the Financial Aid

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1. The Forum for Youth Investment. (2011, November). *When working works: Employment and postsecondary success* (Ready 21, Credentialed by 26 Series, #4). Washington, DC: The Forum for Youth Investment.

Office to develop a system for recruiting students on a timeline that works for both financial aid and the C2C program.

- **Campus scholarships.** Many colleges offer student scholarships that require service hours. These students may fulfill their service requirement by serving as peer advocates.

- **Wages for students without Work-Study.** Colleges may raise funds through grants, student government funds, or student activity fees to compensate peer advocates when Federal Work-Study is not an option. Compensation should be at minimum wage or above.

- **AmeriCorps Education Awards** (see http://www.nationalservice.gov/resources/edaward). Available through some colleges or some Campus Compact state affiliates, these awards are put toward student tuition costs in exchange for 300 hours of service over the course of a semester.

Leadership Development Course Credit

A leadership course will be viewed as an incentive for peer advocates only if the course is free. One college made the course free through a volunteer teaching contract with the C2C program coordinator who taught the leadership course. A few used grant funds to pay tuition on a limited basis.

In some states, students are penalized for taking additional elective courses, so additional credits may be a deterrent rather than an incentive. It is also important to consider developing a class that is transferable to other institutions. Before developing a credit-bearing leadership course, inquire about state policies and learn from students about whether and how a credit-bearing course can be an incentive.

Additional Incentives

Other incentives for peer advocates include training and leadership development opportunities as well as resources and recognition that can help both during and after college:

- Comprehensive training in service-learning, mentorship, leadership, and college success skills.
- Early registration.
- Transcript notations for service completed.
- Faculty references.
- Opportunities to participate in or present at professional conferences.
- Recognition at award ceremonies and graduation.
- Access to campus resources (such as laptops, stipends for books, meals, printing, etc.).
- Resume building.
- Employment opportunities with community partners.
- Free peer advocate gear (e.g., shirts).

Benefits

Students derive many personal benefits from becoming peer advocates:
- The experience of supporting peers and others through the peer advocate role and service projects.
- Development of work habits and leadership skills through modeling and practicing the same skills they are sharing with students.
- Connections with and mentorship from students, other peer advocates, faculty, and staff.
- Opportunities for self-reflection and personal growth.

- Preparation for careers, especially in human services.

- Increased persistence. (Even without the benefit of greater connectedness to the campus and the community, studies reveal that working 15–20 hours a week can have a positive impact on the performance of full-time students.)

APPENDIX 3-1. Developing Logic Models

Developed by Susan Lanspery and Cathy Burack, Center for Youth and Communities, Brandeis University. Used by permission of the authors.

OVERVIEW

Developing and using a logic model is an effective method for planning a program or initiative and charting its progress. A logic model shows the theory and assumptions underlying a program and links these with short and long-term outcomes and program activities. It is a picture of how a program is expected to work and how desired outcomes are to be achieved. A logic model can also serve as an excellent education and management tool as well as a platform for self-evaluation and continuous improvement.

The approach used in this document is drawn from the *W.K. Kellogg Foundation Evaluation Handbook.*[2] Other approaches to logic modeling, including different terms and somewhat different processes, are included in the Resources section that follows this discussion.

INTRODUCING LOGIC MODELS: BENEFITS OF THE PROCESS & THE PRODUCT

A logic model is a picture of how your initiative will work: what you will do (strategies/activities), with whom, why, and with what result. It is also an opportunity to clarify your assumptions about what you are doing and why. A logic model may also be called a theory of change.

A logic model should include a logical chain of activities and outcomes—"If we do X, then Y should happen." For example: *If diversity and inclusion are infused in new student orientation, students will be more likely to expect and contribute to a more inclusive climate.*

The logic model asks:

- What is the problem to be addressed?

- Who will be served through your initiative?

- What are your assumptions about how and why your initiative will work?

- What strategies/activities will you use?

- What outcomes do you expect?

- How will you measure success?

- What long-term impacts do you hope to achieve?

Benefits of the *process* of creating a logic model:

- Clarifies thinking and uncovers different understandings about what you are doing and why.

2. Curnan, S. P., & LaCava, L. (Eds.). (2004). *W.K Kellogg Foundation evaluation handbook.* Available at http://cyc.brandeis.edu/pdfs/reports/EvaluationHandbook.pdf

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- Enables you to think systematically about what your initiative is trying to accomplish and the steps you will take to reach your goals.
- Makes it easier to identify gaps and avoid mismatches across categories.
- May lead to consideration of new ideas.
- Helps focus complex work.
- Helps decide what outcomes are important to track—a starting point for evaluation.
- Creates shared understanding and ownership and thus builds partnership and improves communication.

Benefits of having a logic model *product:*

- Aids in planning, implementation, and management.

- Shows cause-and-effect relationships between strategies and outcomes—especially important in complex initiatives when there are other influences on the outcomes you want to achieve. A well-connected logic model can help you see whether your initiative is having an impact.

- Makes it easy to share a project description with others.

- Supports accountability, evaluation, reporting, and replication.

STEPS TO CREATING A LOGIC MODEL

Following is a guide to the key elements of the logic model approach covered in this document:

Name of Initiative — Problem Statement: What is the problem the initiative will address?					
For Whom	**Assumptions**	**Strategies/ Activities**	**Outcomes**	**Measures of Success**	**Long-Term Impacts**
Target group(s) for the initiative	What you know, think, and/or believe about what's needed and will work	Activities needed to achieve desired outcomes	Reasonably measurable year-by-year changes in policies, practices, or target group(s)	Information needed to show whether outcomes have been achieved and initiative is successful	Ultimate or long-term outcomes for initiative

The elements in the chart above combine to produce a guide for program development.

The following chart shows an effective sequence for building your logic model (although the process overall is likely to be more iterative than linear).

| Name of Initiative ||||||
| Problem Statement: What is the problem the initiative will address? **1** ||||| |
For Whom	**Assumptions**	**Strategies/ Activities**	**Outcomes**	**Measures of Success**	**Long-Term Impacts**
Target group(s) for the initiative	What you know, think, and/or believe about what's needed and will work	Activities needed to achieve desired outcomes	Reasonably measurable year-by-year changes in policies, practices, or target group(s)	Information needed to show whether outcomes have been achieved and initiative is successful	Ultimate or long-term outcomes for initiative
2	**7**	**5**	**4**	**6**	**3**

First, bring key stakeholders together; then:

1. Define the *problem* you will address.

2. Determine the *individuals or group(s) you will target.*

3. State expected *long-term impacts.* Work backwards to the next step.

4. Decide on *outcomes* you want to achieve.

5. Ask, "If we want to achieve these outcomes, what *strategies* should we use?"

6. Ask, "If we are *successful,* how will we know it?"

7. Ask, "What *assumptions* underlie our approach?" Beliefs about how and why change happens are usually easier to articulate after the rest of the logic model is largely filled in. Stakeholders may hold different beliefs about what is necessary or what will work.

STRATEGIES VS. OUTCOMES VS. MEASURES OF SUCCESS: EXAMPLES

Strategies are what you DO and *outcomes* are what CHANGES because of what you do. *Measures of success* are evidence that the desired change has occurred. Remember: not everything that is measurable is meaningful; and not everything that is meaningful is easily measurable. There may be tradeoffs between obtaining the most meaningful results and collecting data at reasonable cost and with reasonable effort.

STRATEGIES ⇨	OUTCOMES ⇨	MEASURES OF SUCCESS
What you do	What changes	How you know
Increase professional development opportunities to help faculty apply best practices in inclusive teaching.	More faculty members apply inclusive teaching principles systematically and explicitly; students from all backgrounds have experiences that are more positive.	Faculty report applying inclusive teaching principles more often. Students from all backgrounds report higher levels of comfort in their classes.

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STRATEGIES ⇨	OUTCOMES ⇨	MEASURES OF SUCCESS
What you do	What changes	How you know
Collect and analyze data (including from students) regarding efforts to recruit and retain a more diverse student body.	Revise student recruitment and retention strategies based on lessons learned from data analysis.	Diversity of applicants and enrolled students increases.
Analyze diversity of campus workforce, retention rates, and reasons for voluntary/involuntary staff/faculty terminations.	Revise staff recruitment and retention/support strategies based on lessons learned from data analysis.	Diversity of faculty/staff increases and retention rates increase.

Questions to ask as you work on your logic model[3]:

- Will the planned strategies really lead to the expected outcomes?
- Are all target groups, strategies, and outcomes included?
- Do you have enough resources to do what you're planning?
- Does each outcome have a strategy that will lead to it?
- Does each strategy lead to one or more outcomes?
- Are the outcomes really outcomes, not strategies/activities?
- Are the outcomes reasonably measurable?
- Are all stakeholders in agreement about the logic model?

Final hints:

- Focus on being outcome-driven, not activity-driven. Start with outcomes.
- The elements (assumptions, strategies and activities, and outcomes) should be logically aligned.
- Revisit and revise periodically. These are living documents. Some strategies will work; others may not. Initial assumptions may be incorrect.
- Aim for 1-2 pages (but it's acceptable to develop a multiple-page logic model at first).
- You can use a logic model to develop more detailed action and/or strategic plans.
- The process is as important as the product: Engage all stakeholders in developing the logic model and use it as an education tool to build awareness and deepen understanding.

RECOMMENDED RESOURCES REGARDING LOGIC MODELS

The following websites offer further information on various approaches to developing and using logic models.

We have already referred to the following (footnote 2):
W.K. Kellogg Foundation Evaluation Handbook (2004), edited by Susan P. Curnan and Lisa LaCava.
http://cyc.brandeis.edu/pdfs/reports/EvaluationHandbook.pdf

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3. Adapted from Porteous, N. L., Sheldrick, B. J., & Stewart, P. J. (2002). Introducing program teams to logic models: facilitating the learning process. *The Canadian Journal of Program Evaluation,* 17(3), 113-141.

For an online tutorial about developing a logic model using a different framework and terms
than are used in this document:
Greg, Erik. Usable Knowledge LLC. http://www.usablellc.net

For a detailed guide that also uses a different framework and terms and provides helpful advice:
Innovation Network, "Logic Model Workbook." www.innonet.org/client_docs/File/logic_model_workbook.pdf

For a detailed article about logic model development with a somewhat complex but well-thought-out framework:
Renault, V., Fawcett, S., Milstein, B., & Chapel, T., *The Community Tool Box. Developing a Logic Model or
Theory of Change.* http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-
development/logic-model-development/main

For more detailed reading about developing logic models:
Creating program logic models, from Knowlton, L. W., & Phillips, C.C. (2013).
The logic model guidebook: Better strategies for great results. Thousand Oaks, CA: Sage Publications.
http://www.sagepub.com/upm-data/23938_Chapter_3___Creating_Program_Logic_Models.pdf

APPENDIX 3-2. Peer Advocate Training: Sample Lessons for Improving Student Success

Developed by Mandy Savitz-Romer and Suzanne M. Bouffard, based on their book Ready, Willing and Able:
A Developmental Approach to College Access and Success *(2012). Used by permission of the authors.*

Note: These lessons do not provide a comprehensive guide to the training of peer advocates. They are included
here to illustrate an in-depth training approach around key social, emotional, and cognitive developmental
skills critical to student success. Colleges may have existing approaches to training peer mentors and student
leaders; these lessons can complement those or be integrated with additional training sessions created for
peer advocates.

These lessons model activities for training peer advocates that are also intended for use by faculty and peer
advocates with C2c students. For the activities, "Instructor" may therefore refer to a faculty member/staff
instructing peer advocates or a peer advocate instructing C2C students. Similarly "students" may refer to
peer advocates or C2C students receiving training.

LESSON 1: IDENTITY & COLLEGE PERSISTENCE

Objectives

- Peer advocates will reflect on aspects of their identity that influence their college experiences.
- Peer advocates will understand how these aspects of identity were shaped before and during college.
- Peer advocates will understand the importance of integrating different dimensions of identity.
- Peer advocates will understand the role that identity plays in college and life success.
- Peer advocates will be able to help C2C students reflect on their identities, develop self-narratives, and
  understand how these aspects of identity influence their college decisions and experiences.

Brief Instruction: How Identity Affects the College Experience

Identity overview. Identity is a concept that is often not fully understood. Broadly speaking, identity refers
to how we answer the question, "Who am I?" But it's a more complex concept than many people realize.

When we ask people to describe their identities, they often respond with aspects pertaining to their gender, race, or religion—that is, linking themselves with certain groups to which they feel they belong. These group affiliations are important components of identity, but identity is shaped by many factors. Following is a useful framework for understanding the factors that shape our identities:

- Groups in which we are members (e.g., racial, ethnic, gender).
- Individual characteristics (e.g., interests, self-concept, and personality traits).
- The roles we play (e.g., as students, friends, siblings, employees).

The role of identity in college success. Identity influences college success in many ways. Perhaps one of the clearest ways is through college-going, and subsequently college-staying, identity— which research suggests makes students more likely to complete college. College-going or college-staying identity refers to a student's belief that being a college student is both consistent with and central to his or her sense of self. In part this means believing that being a college student—and a college graduate—fits with other aspects of that person's identity. Students who have strong college-going and college-staying identities tend to engage in academic and social decisions and behaviors that make them likely to finish college.

Having a college-staying identity may sound simple, but in fact it can be quite complex. When students transition to college, they are engaging in a larger process of identity development that influences everything in their lives. They are grappling with questions such as, "What's important to me?," "Who do I want to be in this new context?," "Where do I fit in?," and "What do I want to do with my life?" Because this larger identity development process is taking place during students' first year in college, it's important to help them form a college-staying identity *as part of* answering these broader questions about themselves.

We want to help C2C students develop a college-staying identity as one aspect of their overall identity exploration and to understand how being a college-goer fits within their view of themselves. This is crucial so we don't inadvertently create or reinforce conflicts and incongruence between college-going and other aspects of their identities—something we frequently see among college-goers, especially those who are first-generation college students or who are taking paths different from many of their friends.

- Some students may see two aspects of their identity as being in conflict with one another—for example, being good at math and being a girl; having strong academic competence and being socially oriented. Identifying this potential source of conflict may help students reconcile these aspects of their identity.
- Some conflicts have additional dimensions that students may need help with; for example, students may identify more with being an employee than with being a student, which may have implications for time management as well as identity.

Identity reflection. Activities and conversations that foster self-awareness and reflection are incredibly valuable, including those that help students see and reconcile competing beliefs and values and identity conflicts. This can be eye-opening for students because identity development often operates subconsciously. It's helpful, therefore, to create opportunities for bringing components of identity "into the light" to think about what they are, how they were formed, and what they mean.

Thinking about where the dimensions of our identities come from can help to surface parts of our identities about which we are not always conscious. Think for a moment about the sources that have helped to shape your identity. Perhaps some dimensions of your identity were inherited through birth while others were shaped by family experiences, such as the way that religion is often transmitted through family expectations and experiences. Other dimensions were probably chosen, such as being a Democrat or a feminist. Still others are shaped through our experiences and the meaning we make of them. This is particularly true in the case of self-concept and the roles we play, which develop through our interactions with others, perceptions of self, and learned experiences.

Another reason these conversations are important is that even when we know how people identify themselves, it's difficult to know how they make meaning of different identities. Two students might share the same attribute but interpret it in different ways. For example, being an immigrant is important to many students' identities. But being an immigrant can mean very different things to different people—and have different implications for their college path. For some students, the most salient aspect of their immigrant identity may be a strong regard for education, shaped by their parents' struggles to provide a better life for them. This would likely strengthen their college-going identity. For undocumented immigrants, this component of their identity might highlight their limited postsecondary opportunities and decrease their college-going identities.

Separating identity narratives. Because identity dimensions and their meaning vary for everyone, peer advocates should resist the temptation to use themselves as models. On the one hand, it's important for peer advocates to understand their own identities so that they know what they bring to the conversation and what shapes their perspectives. At the same time, it's important that they be able to separate their own narratives from those of their C2C students. For peer advocates, separating their own lived experience from their C2C students' will make it easier to provide space for students to do their own identity exploration and reflection.

Activity: Understanding Identity

Materials:

1. 3 large post-it papers (can use 6 if the class is large)
2. Small individual post-it notes

This activity uses large post-its to showcase student input. It is structured to allow students to move around the class to gain insight into the differences among their classmates.

Give students a stack of small post-it notes and ask them to scribe different dimensions of their identity using the three categories introduced in the overview. Meanwhile, hang large post-its on the walls with the heading of each category: Groups in which we are members (e.g., racial, ethnic, gender); Individual characteristics (e.g., interests, self-concept, personality traits); and the roles we play (e.g., student, employee, sibling, boyfriend, daughter). Remind students to write only one dimension per post-it and not put their name on it.

As students finish, have them affix their post-it notes on the large post-it papers on the wall. Then ask them to circulate and consider what themes they discover when looking across the large post-its. Depending on the size of the class, the instructor can engage students in a large-group discussion or break students into pairs or small groups to discuss the results.

Discussion Questions

1. What aspects of your own identity feel most salient? Does this change? How? Where?

2. Can you imagine ways to help your C2C student reflect on aspects of his/her identity and what they mean to him/her?

3. Are there aspects of your identity that could potentially be in conflict with one another? Or, if not conflict, perhaps do not support one another? Which ones, and why? Are there ways to reconcile any conflicts?

Reflection & Application

1. Can you think of any examples of how aspects of your identity have helped you succeed in college so far when things were difficult? Or, can you think of any examples of how conflicts among different aspects of your identity made it more difficult for you to succeed?

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2. Now that we have talked about the role of identity in college staying and fleshed out the idea of one's identity, will you think or act differently in your own life? Will you interact differently with the C2C students?

3. How will today's lesson help you work with your C2C students?

LESSON 2: SELF-CONCEPT & COLLEGE SUCCESS

Objectives

- Peer advocates will understand the role that self-efficacy and possible selves play in college and life success.

- Peer advocates will develop personal asset maps and "possible me trees."

- Peer advocates will learn how to help C2C students create personal asset maps and "possible me trees."

- Peer advocates will reflect on their own self-efficacy and possible selves.

- Peer advocates will be able to lead discussions with C2C students about self-efficacy and possible selves.

Brief Instruction: How Self-Concept Affects Success

1. Self-Efficacy

Self-efficacy overview. In order to succeed, we all need to set clear, positive goals for ourselves. But those goals aren't enough. We need to believe that we can succeed. Psychologists refer to this belief in our ability to succeed as *self-efficacy*. Self-efficacy is not a global belief. Most people have high levels of self-efficacy for some things but not others.

For example, you might have a high level of self-efficacy in your ability to connect with other students and help them navigate college administrative structures, but not in your ability to help them learn Spanish. These differences influence our actions. In this case, for example, you are likely to sign up to be a peer advocate but probably not to be a Spanish tutor.

Self-efficacy and academic success. Self-efficacy is related to academic and career success because our belief that we can make positive things happen inspires us to take action. High levels of self-efficacy make us more likely to take on challenging tasks. The outcomes of these tasks then help us to reflect on our self-efficacy and either reinforce or reduce it.

For example, if you believe you can succeed in math, you will be more likely to take challenging math classes and think about careers in math. You'll also be more likely to give those courses your best effort and to stick with them when they get tough. The feedback, including grades and comments, that you receive will give you information on which to evaluate and re-evaluate your self-efficacy in math. If you do well in your courses, you will feel increasingly efficacious and take on even more math-related challenges. But if you consistently do poorly, your level of self-efficacy will likely decrease and you might begin to think about other course and career options.

Self-efficacy vs. self-competence. It's important to have self-efficacy, not just self-competence (a belief that we are good at something). Self-competence can be helpful because it can help us see ourselves positively and get motivated to take action. But self-competence alone can lead us to become complacent and not try our hardest. It can also make us overly focused on proving that we are good at something, which can make us afraid to try new things or avoid doing things that we're not sure we're good at.

Self-efficacy influencers. Four primary factors influence self-efficacy in a given area:

- Mastery of experience—seeing ourselves being successful in that area.
- Vicarious learning—seeing other people being successful in that area.
- Social persuasion—hearing other people tell us that we can be successful in that area.
- Affective state—being in a positive state of mind that helps us to judge ourselves accurately and think in a clear-headed way.

Developing self-efficacy. Because self-efficacy plays a role in whether we pursue certain activities and ultimately whether we succeed, it's important to develop self-efficacy in some or even many areas of our lives and our college careers. One way to do this is to ask for and reflect on specific feedback about what we are doing well and how we can improve so that we can think clearly and constructively about how to build on our successes and how to improve in areas in which we are not as strong.

2. Possible Selves

Ourselves in the future. People have many ways of thinking about themselves in the future, including who they hope to become, expect to become, and fear becoming. Some psychologists refer to these representations of ourselves in the future as possible selves. We all have many different kinds of possible selves and many different visions of who we could become (for better or worse), from the satisfied future self to the doctor future self to the physically fit future self to the lonely future self or the unemployed future self.

Possible selves as motivators. Thinking about our future selves in these ways can motivate us to action. For example, a hoped-for self as a doctor might encourage you to work hard and apply to medical school. A feared future self can also motivate you; for example, envisioning yourself as being underemployed and sleeping on friends' couches for the rest of your life might encourage you to work a little harder, retake a class, or stay in college even when you begin thinking about giving up.

Often, one possible self is enough to motivate us. But sometimes, especially when things are really tough, it takes the combination of a hoped for and a feared self to get us to our goals. The balance of these two kinds of possible selves is important. If we are focused only on our feared selves, we may become frustrated or distressed, or we may miss the opportunity to shape a future career or other goal that we are excited about and inspired for.

Activity: Strength-based Asset Mapping

Each student will have the opportunity to bring to light his or her own assets and personal resources through the process of individual asset mapping. The focus of this activity is on the positive attributes one possesses, which may be a shift for students if they are more accustomed to thinking of their negative attributes. There is no single right way to do an asset map, but here is one way to get started.

Ask students to use a set of domains or categories to map their resources, strengths, qualities, self-efficacy, and other attributes they believe are positive. Any set of domains can be used; some possible options include:

- Different roles students play (student, friend, partner, child, sibling, employee).
- Various contexts (classroom, athletic field/course, social arena).
- Skill areas (writing, public speaking, leading others, math, meeting new people, games, directions, sports; health related behaviors).

For this exercise, use a worksheet to allow students to map their assets individually. You may want to list a set of domains on the board and ask students to use plain paper, or create a worksheet for them to use.

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Once students have completed their worksheets, ask them to pair up and share their maps. Pairs may use the discussion questions provided below or simply share their maps. Alternatively, the instructor may choose to use the discussion questions to guide a larger group discussion. Or, use a hybrid and begin with small groups and then shift to the larger group.

The process of mapping (or surveying) assets can be done individually or publicly. One way to do this publically (if the students know one another well) is to for each student to give his or her map to someone else and invite that person to identify some of the student's assets as well.

Discussion Questions

1. In what area(s) of your life do you have the most self-efficacy? Choose one. How have mastery of experience, vicarious learning, social persuasion, and/or affective state influenced your self-efficacy in that area?

2. How can you apply your self-efficacy in these areas to strengthening your college experience (e.g., to inform your choices about courses and majors, to remind you of your strengths and ability to succeed at difficult tasks, to reinforce your work habits)?

3. In what part(s) of your college experience so far do you have the least self-efficacy (e.g., a certain subject area, time management, social relationships)? What opportunities do mastery of experience, vicarious learning, social persuasion, or affective state provide for you to improve your self-efficacy in those areas?

4. Who do you hope you'll be in the future? What does that vision inspire you to do? Who do you fear you might become? How can you make use of those fears without them overwhelming or distracting you? Can your hopes and fears work together in a helpful way?

Reflection & Application

1. Can you think of any examples of how high levels of self-efficacy have helped you succeed in college so far when things were difficult? Can you think of any examples of how low levels of self-efficacy made it more difficult for you to succeed?

2. Now that we have talked about the role of self-efficacy in success, will you think or act differently in your own life? Will you interact differently with your C2C students?

3. Was it easy or difficult to identify positive things about yourself? Why or why not? In what ways do you think that your C2C student may find this easy/difficult?

4. Do you plan to use the framework of possible selves to help you think about yourself and your college experience, and if so, how?

5. How will today's lesson help you work with your C2C students?

LESSON 3: MOTIVATION & GOALS FOR GETTING TO GRADUATION

Objectives

- Peer advocates will understand the difference between extrinsic and intrinsic goals and learn about internalized regulation.
- Peer advocates will learn the importance of why students set goals and how to help them set mastery goals.

- Peer advocates will learn strategies for supporting C2C students' positive motivational beliefs.

Brief Instruction: How Motivation Works

Motivation myths. There are some widely held misconceptions about how motivation works. Without a better understanding, it is difficult to help others develop the motivation to want to be in and stay in college. Two common misconceptions are:

- Motivation is not something you can "give" to another person.

- Motivation is binary—that is, people have it or they don't. In fact, everyone is motivated by something, but what exactly it is varies quite a lot.

Motivation and goals. Motivation consists of having the beliefs, goals, and behaviors necessary to reach one's goal. In this context, to help another person become motivated is to support him/her in developing the belief systems, setting appropriate goals, and engaging in the kinds of behaviors that are conducive to staying in college.

- Goal-setting plays a central role in motivation. Goals are what drive people to act, from the big long-term goals, like getting a college degree, to basic everyday goals like doing homework that are often so ingrained that we don't think of them as goals. More specifically, the reasons that people set goals influence whether they will be able to stay motivated towards reaching them.

- Having goals alone will not ensure that a person can achieve them. The WHY behind our goals is an important indicator of whether or not one is able to persist towards achieving something, even something like staying in college.

Intrinsic and extrinsic rewards. Goals are typically influenced by intrinsic and extrinsic rewards. When a person is influenced by intrinsic rewards, she is more likely to do something because of its inherent enjoyment or pleasure. When a person sets a goal driven by extrinsic rewards, she is doing so for the purpose of receiving external rewards, such as money or prizes, or even high grades or prestige.

- Research suggests that when students set college-going or college-staying goals that are driven by intrinsic rewards, they may be more likely to succeed in the long term; they are more likely to take risks, take on bigger challenges, retain information, perform well, and persist through obstacles when driven by intrinsic motivation.

- Helping college students to identify the intrinsic rewards of being in college, or even doing well in college, is an important step towards supporting their motivational beliefs and goal systems.

Internalized regulation. This is a third kind of motivation that falls somewhere between intrinsic and extrinsic rewards. This type of motivation describes the kind of reward you receive when you do not necessarily find a task intrinsically rewarding, but you believe in its importance for reaching a goal. For example, while a college student may not find a meeting with a professor during office hours to be intrinsically rewarding, she may fully understand its importance in helping her learn the material she needs to excel in her chosen career.

Factors to keep in mind:

- Helping people develop the kinds of motivation that will enable them to reach their goals requires that they develop a balance of intrinsic and extrinsic goals.

- One challenge in higher education is that very often students enroll in college primarily for extrinsic rewards. These rewards include the promise of a higher salary and satisfying other peoples' expectations (peers, parents).

- Helping students develop or identify the intrinsic reasons for going to and staying in college means helping them develop internalized, personal reasons for being there. This includes emphasizing learning for its own sake.

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- While students' reasons for coming to college may have started with extrinsic motivators, they can certainly be expanded to include intrinsic ones as well, especially if supported by peers and mentors.

Activity: Identifying Motivators

An important part of setting the kinds of goals that support success is becoming aware of when a goal is influenced by an intrinsic or extrinsic reward. This is not always a conscious process. Therefore, helping college students become reflective about different rewards systems is a good first step toward understanding their influence and how to strike a balance between them.

This activity introduces students to the different types of motivation (intrinsic, extrinsic, and internalized regulation) that exist in their everyday lives. While not focused specifically on college going/staying, this activity provides a foundation for discussion questions that shift students' attention to how these motivators relate to college going/staying. Each student will have the opportunity to identify the kinds of intrinsic and extrinsic motivators that influence their behaviors and goals.

Using a plain piece of paper, ask students to brainstorm how they spent the last 3 days, listing all the academic, social, and other things they've done, leaving a space below each item. Ask students to be as concrete as possible; for example, rather than listing, "Going out with friends," they should list "Went to a movie with friends;" If they list "studying," they should instead list "Studied for math exam" or "Read 15 pages of biology homework." Students may come up with a lot of items, such as eating, playing basketball, talking to family members, watching TV, studying for a biology test, sleeping, praying, meditating, checking Facebook, working, volunteering, etc.

Once each student has a relatively robust list, ask students to complete the following sentence under each item on their list: "I did this activity because…"

Students might include some of the following answers:

- It is enjoyable, interesting, fun
- It satisfies psychological needs (autonomy, competence, independence)
- It provides me with a tangible reward (money, a grade, etc.)

Once students have had a chance to go through their list, ask the class to share the activities that they did for extrinsic reasons—that is, for external rewards or incentives. Then do the same for intrinsic rewards/incentives, followed by internalized regulation. This will enable students to see the difference between these different kinds of incentives.

Discussion Questions

1. Is it possible to engage in something for more than one reason? Are there activities on your list that you identified as being driven by an extrinsic reward but might also be driven by an intrinsic one?

2. Can you think of any examples of how certain activities came to be influenced by internalized regulation? In other words, how did they come to be valued intrinsically, even if not completely enjoyable for their own sake?

3. What are the reasons you came to college? Were these driven by intrinsic or extrinsic rewards?

4. Is it possible that there are other intrinsic rewards that you experience by being here, or that you get by staying in college?

Reflection & Application

1. Now that we have discussed the various kinds of incentives that are behind our own college going and staying, can you think of other reasons why some students are driven to attend college?

2. With this new information, will you interact differently when trying to build your C2C students' motivation?

3. What are some ways you can help your C2C students to identify intrinsic reasons for staying in college, or doing well while here?

LESSON 4: SELF-REGULATION TO TURN COLLEGE GOALS INTO ACTION

Objectives

- Peer advocates will understand the role that self-regulation plays in college persistence and success.
- Peer advocates will learn strategies for supporting C2C students' self-regulation.
- Peer advocates will learn how to help C2C students engage in "mental contrasting" and in planning multiple routes for achieving their educational goals.
- Peer advocates will be able to help C2C students assess their self-regulation strengths and challenges and support them in increasing self-regulation.

Brief Instruction: Self-Regulation Skills

Self-regulation overview. Self-regulation is a person's ability to manage his or her thoughts, emotions, and behaviors in the service of attaining goals. Self-regulation helps people get from envisioning specific goals to making them a reality.

Self-regulation skills are linked with a part of the brain called the prefrontal cortex that controls executive functioning. Executive functioning is like the air traffic control system for the brain—it allows us to take in multiple points of information, coordinate them, and manage multiple complex tasks at the same time.

Factors to keep in mind:

- Self-regulation encompasses many specific skills, including the ability to focus attention, plan, delay gratification, solve complex problems, self-reflect, and shift strategies when necessary.
- Self-regulation skills can be taught and developed at any age.

Self-regulation and college success. Self-regulation skills are essential for academic achievement because they allow people to pay attention, remember important information, and engage in activities like planning and organizing time. These abilities allow us to take in information, retain it, and apply it. Self-regulation skills can also influence college persistence in other ways beyond supporting academic achievement. For example, they can help students complete paperwork on time, manage deadlines, make and carry out plans for financing their education, and make clear choices about their futures.

One of the self-regulation skills most important for college success is the ability to envision multiple routes to a goal as well as potential obstacles and how to overcome them. Some researchers refer to this as cognitive flexibility or set shifting. Gabriele Oettingen (2014) has proposed a strategy called mental contrasting, in which people envision the future, including both their goals and the challenges that they need to address in order to get to those goals.

Because these skills can be challenging, it is very helpful for students to have peers, mentors, faculty, and other significant people who help them stay focused on the long-term goal by:

- Providing frequent reminders about that goal.
- Helping them find interesting and satisfying parts of the experience in the short-term to keep them engaged.
- Encouraging them to break long-term goals into sub-goals so that they can see progress on an ongoing basis.
- Helping them envision multiple routes to the ultimate goal and making plans for how to overcome potential obstacles.

Meta-cognition. One of the processes that enables self-regulatory skills is meta-cognition, or the process of thinking about one's thoughts. Meta-cognition allows people to be aware of and thoughtful about how they are approaching their decisions and actions and to create or select strategies best suited to their needs and situations. It also allows them evaluate the outcomes of their decisions and actions and to use that information to revise their approaches in the future.

Meta-cognition is a big part of Zimmerman's (1990) cycle of self-regulated learning, a strategy that involves the following phases:

- Forethought—goal setting and planning.
- Performance control—observing one's own behavior while engaging in goal-oriented strategies.
- Self-reflection—evaluating the experience and making judgments about what worked and what didn't to inform future experiences.

Activity: Mental Contrasting

One self-regulation skill that helps students stay on the path to college completion is the ability to envision potential obstacles and to make plans for overcoming them. Researcher Gabriele Oettingen (2014) describes one strategy for doing this as mental contrasting. This process involves envisioning future goals in the context of current realities, including challenges and needs—in other words, envisioning both the positive and potentially negative sides of their situations. Doing so allows students to identify obstacles and strategies for overcoming them even before the obstacles actually materialize. The balance between positive routes to the goal and potential challenges is important to keep students from "dwelling" or becoming discouraged.

For this activity, ask students to list one concrete educational sub-goal on a piece of paper at the far right (such as passing chemistry class or completing all of the requirements for a nursing degree). Next ask them to identify 1-3 potential obstacles that might get in the way of that goal and list them down the left-hand side of the paper.

For each potential obstacle, ask students to create a specific strategy for overcoming it. These may be listed as "if-then" statements: For example, "If the chemistry class I need for certification is not offered next semester, then I will speak to my academic advisor about substituting another course to meet the requirement." Have students list these strategies between the obstacles and the goal and draw a pathway toward success across the paper.

As an optional debrief from this activity, have pairs or groups of students brainstorm about the kinds of obstacles and strategies they identified and share ideas about how to navigate common challenges in the process of completing college.

Discussion Questions

1. What are your long-term educational and/or career goals? Choose one or two and break them into sub-goals. What are those sub-goals and how can they help you achieve your long-term goals (e.g., by helping you stay focused, appreciate your progress, make money to help you finance your long-term goals, etc.)?

2. Completing college sometimes requires delaying short-term gratification or putting off immediate desires. What are those immediate desires that you are putting off? How does delaying them help you achieve the long-term educational goals you described? What reminders, visual aids, and other strategies can you use to help you delay gratification and reach those goals? How can you enlist the support of your peers and mentors?

3. Name two or three self-regulation skills that are strengths of yours (e.g., planning, time management, focus, self-reflection). How are those skills helping you in your college education, and how can you build on them even more? Now name one self-regulation skill that is challenging for you. How can you improve it to help you reach your educational or career goals? What specifically can you do this semester to improve this skill? What kind of help will you need?

Reflection & Application

1. What resources are available at your college or university to help you with skills like planning, time management, and studying (e.g., through the student support office, life skills courses, peer advisors)? Make a specific plan for reaching out to utilize those resources to help you build the skills you need most.

2. After you complete an assignment, take a test, or finish a course, do you take the time to reflect on how well you did, why, and how you can improve in the future? Think of an example of a time when this kind of reflective thinking helped you, OR think about an upcoming opportunity to use this kind of thinking.

3. How can you use the cycle of self-regulated learning in your classes?

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Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success

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SECTION 4: Program Evaluation

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

This section offers information on measuring program impact, including guidance and tips specific to C2C, as well as the C2C Pilot Program Evaluation Report examining results from Campus Compact's C2C pilot, conducted during 2012–2014. The evaluation process should be built into the program from its inception to help guide ongoing assessment and improvement.

Measuring C2C Program Impact

Cathy Burack and Susan Lanspery, Center for Youth and Communities, Brandeis University

The Center for Youth and Communities at Brandeis University and Campus Compact share a vision for evaluation that is rooted in the conviction that project evaluation and project management are inextricably linked. Effective evaluation is not an "event" that occurs at the end of a project, but rather an ongoing process. This means collecting and analyzing data to guide decision making throughout the life of a project. In other words, evaluation should be conducted not just to prove that a project worked, but also to improve the way it works.

> "Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming."
>
> —**Michael Quinn Patton,** *Utilization-Focused Evaluation*

WHY DO EVALUATION?

There are multiple reasons to evaluate programs and to plan for ongoing data collection efforts. Reasons include:

1. **Accountability**—Key stakeholders require it.
2. **Proving program impact**—To make the case that what you do makes a difference.
3. **Program improvement**—To see what's working and use data for program management and improvement.
4. **Marketing/fundraising**—To generate support for your program.
5. **Knowledge development**—To generate information that will improve the quality of practice in the field.

TYPES OF EVALUATION

The three major types of evaluation each have different purposes as well as different requirements for the resources, expertise, and time required to carry them out:

Context evaluation, for understanding the circumstances/context of the program. This is most useful in the early stages of planning a program. In the case of C2C, a context evaluation might include needs assessments and reviews of campus policies, structures, and institutional history related to student retention and success as well as to peer advocacy and service-learning.

Implementation/process evaluation, for understanding how the program is being implemented, documenting program elements and activities, and assessing fidelity to the model you want to implement. This is also most useful in the early stages of implementing a program. Implementation evaluation

measures may include, for example, determining the ways in which a service is provided to beneficiaries (and by whom), the number/type/frequency of components in a program, and who is (and is not) offered services. In addition, implementation evaluation may address program participation levels, quality of services, program costs, satisfaction with services received, and other aspects of the program.

Impact/outcomes evaluation, for assessing the impact of the program on students and other participants. This type of evaluation is best undertaken once the program is under way. A C2C impact evaluation for students would examine effects on outcomes such as retention, GPA, adjustment to and affiliations with college, academic confidence, social integration, educational and career aspirations, and level of civic skills and awareness.

KEY QUESTIONS IN PLANNING C2C PROGRAM EVALUATION

Ideally, planning for evaluation will begin at the same time you are planning how to implement C2C. Even if your C2C program is under way, consider answering these questions when planning your evaluation:

1. **What stakeholders need to be involved?** Examples include your campus institutional researcher or assessment professional, developmental education faculty members, the service-learning coordinator, advisors, and students.

2. **What do I want to know about the program?** It is important to identify what questions you want to ask, especially when resources are limited. For example, the C2C Pilot Program Evaluation Report (see p. 105) looked at a number of outcomes, including those associated with academic performance, retention, and service-learning.

3. **What kinds of information can I use to answer my questions?** If possible, use a logic model to identify priorities for which data to collect (see The C2C Theory of Change, p. 6, and Developing Logic Models, Appendix 3-1). Identify what you want to measure. You might discover that there are things that you need to know about now (e.g., the impact of the service-learning experience) and things that can, or have to, wait until later (e.g., graduation rates). Match the data to the questions and see what kinds of information fit. Next, create a flexible and responsive evaluation design, remembering that the program should drive the evaluation, not the other way around. For instance, while it might be ideal to follow students over a full academic year, the nature of the program and the attendance patterns of your students may require that the evaluation follow students one term at a time. Think about what you already collect; there may be opportunities to build on existing survey or student record data. Finally, collect and
analyze data from multiple perspectives and sources (keeping available resources in mind).

4. **How am I going to use the results?** Will the primary audience for the evaluation be internal, for program management purposes, or external (e.g., to show funders that this is an effective way to retain students)? The answer will influence evaluation design as well as reporting.

EVALUATION DESIGN

It's important to think critically about evaluation design up front, taking into account the questions you are asking, your audience(s), and your available resources. Common approaches include quantitative (experimental or quasi-experimental) and qualitative designs.

Experimental design (randomly assigned comparison groups). In this research design, the effects of a program, intervention, or treatment are examined by comparing individuals who receive it with a comparable group who do not. In this type of research, individuals are randomly assigned to the two groups to try to ensure that, prior to taking part in the program, each group is statistically similar in ways that are observable

(e.g., race, gender, years of education) and unobservable (e.g., levels of motivation, belief systems, disposition toward program participation). Experimental designs differ from quasi-experimental designs in how individuals are assigned to program participation (see below). An experimental design has greater validity because of the demonstrable similarity of the groups before the intervention; however, the idea of randomly assigning subjects (e.g., students) to various programs is often challenging to carry out in educational settings given that it requires one group not to receive services. There are ways to do this (e.g., staggered program entry), but it requires spending resources on monitoring and tracking.

Quasi-experimental design (non-randomly assigned comparison groups). A quasi-experimental design also uses control groups, but subjects are assigned to groups on a non-random basis; other means are used to control bias, such as matching participants on factors that relate to the measured outcomes. Non-randomization reduces evaluators' confidence that both observable and unobservable characteristics are similar in each group (CNCS, 2013). Employing this type of comparison group is often easier and more feasible within an educational setting, however. For example, an evaluation of the impact of C2C might include comparing two groups of similar, if not randomized, developmental education students, one that has engaged in service-learning and one that has not.

Qualitative/observational design. This design provides an in-depth look at the impact of programs on individuals through interviews, focus groups, and observations. It is often used in conjunction with experimental and quasi-experimental quantitative designs as a way to deepen interpretation of the results and to help identify not only what has occurred but why.

TIPS FOR SUCCESS

Some final advice for ensuring the success of evaluation efforts:

- Design evaluation to meet your needs—there is no one "right" approach.
- Start with the questions, not the instrument.
- Involve your stakeholders in the process.
- Make effective use of the resources (people and information) that you have on hand.
- Use logic models as tools for planning and reflection—the time invested is well spent.
- Make evaluation a living, useful process—a "want to" instead of a "have to."

C2C Pilot Program Evaluation Report

Cathy Burack and Susan Lanspery, Center for Youth and Communities, Brandeis University

This evaluation report covers the C2C pilot program conducted at nine community colleges in three states during 2012–2014. The evaluation was conducted by the Center for Youth and Communities, Heller School, Brandeis University, on behalf of Campus Compact. The evaluation is presented here to provide an overview of the program's strengths and lessons learned. This report may also help campuses create evaluation mechanisms for their own programs.

EXECUTIVE SUMMARY

This report summarizes the findings from quantitative and qualitative data collection and analysis undertaken to assess the outcomes of the C2C pilot project (2012–2014). The C2C pilot project combines service-learning and peer advocacy for low-income community college students in developmental education classes. The C2C strategy encourages students' academic, personal, and social development, as well as development of students' cultural identity and critical civic consciousness—all key factors for student persistence.

The data reveals that the C2C model shows promise. Over the course of the pilot, C2C students (low-income students enrolled in one or more developmental education classes) were retained at higher rates than comparison group students. Most notably, when institutions implemented the model with fidelity, retention among C2C participants was higher than among a comparison group of developmental education students not in C2C. After six semesters, the persistence rate among C2C students was six percentage points higher than among the non-C2C comparison groups.

In addition, service-learning increased C2C students' level of civic skills and awareness expressed in part through a commitment to participating in community work and an awareness of the importance of political participation. Peer advocates (enrolled college students who serve as service-learning leaders, mentors, and advisors to C2C students) had a positive impact on C2C students' adjustment to college, particularly in the areas of helping them sign up for courses, learn about others on campus who could help, and learn about academic support services.

The program conferred other benefits as well. Students experienced a reduction in personal, financial, academic, social, and other challenges over the course of their C2C student experience. Students reported that their affiliations with the college, their peers, faculty, and key campus resource staff became more positive during their time as a C2C student. C2C students also reported an increase in academic confidence during the period of the intervention, specifically in the areas of passing courses, re-enrolling in college the next term, achieving academic and career goals, pursuing a career that will help their community, and applying to become a peer advocate. Similarly, the C2C students' educational aspirations increased over the pilot period, regardless of site, status, gender, or race.

While C2C was aimed at increasing the C2C students' chances for success, the evaluation also examined the impact of C2C on peer advocates' career aspirations, sense of self as a leader, and affiliation with their college. Peer advocates reported dramatically increased confidence and changes in their self-perception, expectations, and goals due to C2C training and experience. The evaluators found the peer advocates' growth and leadership development especially noteworthy.

Finally, C2C helped shift the culture at some of the participating community colleges so the idea that students empower each other and see themselves as change agents on campus is central to the way the college operates. Service-learning and peer advocacy became important strategies for increasing student retention rather than being implemented as add-on programs.

EVALUATION DESIGN

The C2C evaluation was designed to assess the effectiveness of a pilot intervention employing service-learning and peer advocacy with underprepared, low-income students who were placed into one or more developmental education courses at the nine colleges participating in the pilot program. The evaluation was both quantitative and qualitative, and focused on student outcomes that included student academic achievement and success, campus integration, and retention. Research questions for this study were:

1. What is the impact of C2C program practices on the retention, academic success, college knowledge, self-efficacy, and community engagement of C2C students?

2. What program elements are associated with positive outcomes, and is there a differential impact across different types of students (e.g., by sex, race, age, levels of aid)?

Data Collection

Four sources of data were used to provide evidence of the extent to which the outcomes had been achieved:

1. **C2C student surveys.** Surveys were administered to C2C students at the end of each term. The study utilized a retrospective post-then-pre survey design. C2C students responded to questions about their demographics, implementation of the C2C model, and the impact of the C2C student experience on their educational and career aspirations, college knowledge, self-efficacy, and community engagement.

2. **Peer advocate surveys.** Surveys were administered to peer advocates at the completion of each term they served. They responded to questions about implementation of the C2C model, along with questions about the impact of the peer advocate experience on their career and educational aspirations, sense of self as leader, and level of affiliation with their college.

3. **Student record data.** Colleges were asked to collect term data on their C2C students and a comparison group,[1] across each term for the duration of the pilot. Using campuses with a semester calendar as an example, there was a Spring 2012 cohort, a Fall 2012 cohort, a Spring 2013 cohort, and so on. All cohorts were tracked across all subsequent semesters so that persistence, time to degree, and completion rates could be measured to the extent possible within the limited time frame of the pilot.

4. **Interviews.** Brandeis evaluators conducted multiday site visits to each of the nine campuses in Spring 2014, a year to a year and a half after the implementation of the C2C pilot program. Evaluators conducted group and individual interviews with C2C students, peer advocates, C2C and other faculty, C2C program staff, service-learning/community engagement staff, and other relevant campus personnel. The goal was to take a more in-depth, nuanced look at promising practices, program impacts on student outcomes, program elements associated with positive outcomes, and sustainability of the C2C program and/or practices.

Outcome Measures

Table 4-1 shows the anticipated outcomes for C2C students and the data collected to measure each outcome.

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1. Colleges were asked to choose a comparison group of students who were demographically and academically similar to C2C students. The key difference between the two groups of developmental education students is participation in a C2C class. Since registration in C2C classes was "blind" (i.e., C2C students did not knowingly enroll in C2C classes), differences between the two groups would not be a result of differences based on self-selection.

Table 4-1. C2C Student Outcomes and Measures

C2C Student Outcomes	Measures
Increased persistence (movement out of developmental education courses, passing intro gate-keeper courses)	Student record data, student survey
Re-enrolling for consecutive terms	Student record data
Graduation/transfer to 4-year institution/certificate completion	Student record data
Increased affiliation with the community college	Student survey, interview
Increased college knowledge (e.g., where to register, get advised, get help, get involved)	Student survey, interview
Increased confidence in academic abilities and career aspirations	Student survey, interview
Improved academic performance (e.g., credit hours earned vs. attempted)	Student record data
Increased civic skills	Student survey, interview
Intent to move into peer advocacy role	Student survey, interview

Expected outcomes for the peer advocates were increased career aspirations, increased sense of self as leader, and increased affiliation with the community college.

QUANTITATIVE EVALUATION FINDINGS

Quantitative data came from student surveys and from aggregated student record data. Over the pilot period, 1,968 C2C students from the nine C2C colleges completed the survey, a 30% response rate overall.

C2C Student Demographics

Based on student record data, a total of 6,579 students participated in the C2C program across the nine colleges. The students were racially and ethnically diverse: roughly 36% were white, 31% were black, 3% were Asian, 4% identified as two or more races, 18% identified as Hispanic, and less than 1% identified as American Indian or Native Hawaiian/Pacific Islander. Nearly two-thirds were female.

A goal of the C2C program was to focus on low-income students, using Pell eligibility as a threshold criterion (household income of $50,000 or less). Due to the program design, students could not be screened for income eligibility prior to their admission to C2C, but it was assumed that most would meet the criterion based on the general financial aid data from these campuses. This assumption proved true. Both the survey data and the student record data indicate that roughly 80% of the C2C students came from households with incomes of less than $50,000.

Peer Advocate Demographics

A total of 271 peer advocates from the nine C2C colleges responded to an end-of-term survey. The respondents were racially and ethnically diverse: roughly 39% were black, 37% were white, 5% were Asian, 15.6% identified as two or more races, and 22% identified as Hispanic.[2] Nearly two-thirds were female and 72% came from households with incomes less than $50,000.

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2. The percentages for race and ethnicity for C2C students and peer advocates do not add to 100%. Averages were calculated based on the data from each institution for the specific racial/ethnic category based on all available data in each time period. Thus, the sum of the percentages will not be 100%.

Fidelity to Model Elements

At the close of the pilot project, we reviewed all quantitative and qualitative data with respect to the fidelity of implementing the model. In order to more accurately evaluate the impact of the model and its elements, we needed to look most closely at sites that had been able to fully implement the model—including both peer advocates and service-learning—over the approximately two years of the pilot. To that end, we chose six colleges that had demonstrated the most fidelity to the model. The analysis of outcomes for C2C students and peer advocates based on quantitative data comes from these six colleges.

C2C Student Outcomes

Retention. Term-to-term retention using student record data was calculated for C2C and comparison group students at the five campuses for which there was complete data, accounting for students who left due to graduation or transfer. As Figure 4-1 shows, over the course of the pilot, C2C students were retained at higher rates than the comparison group students were. The exception is the retention rate from Term 2 to Term 3, which drops approximately 20% for both groups, showing only slightly lower retention of C2C students.

Looking across all terms, it is worth noting that by Term 7, 32% of the C2C students were retained from the prior term, compared with 26% of the comparison group. (Note: "term" here is student-based and is not defined by "Fall," "Spring," "Winter," or "Summer." Rather, Term 1 reflects the first term that students are counted as either a C2C student or as a comparison group student; thus, Term 1 retention is 100%. Term 2 shows the retention rate of all students from Term 1; Term 3 shows the percentage of students retained from Term 2; and so on. This analysis calculates term-to-term retention and so does not account for students who may have stopped out for one or more terms and then reenrolled.)

Figure 4-1. Term-to-Term Retention for C2C and Comparison Group Students
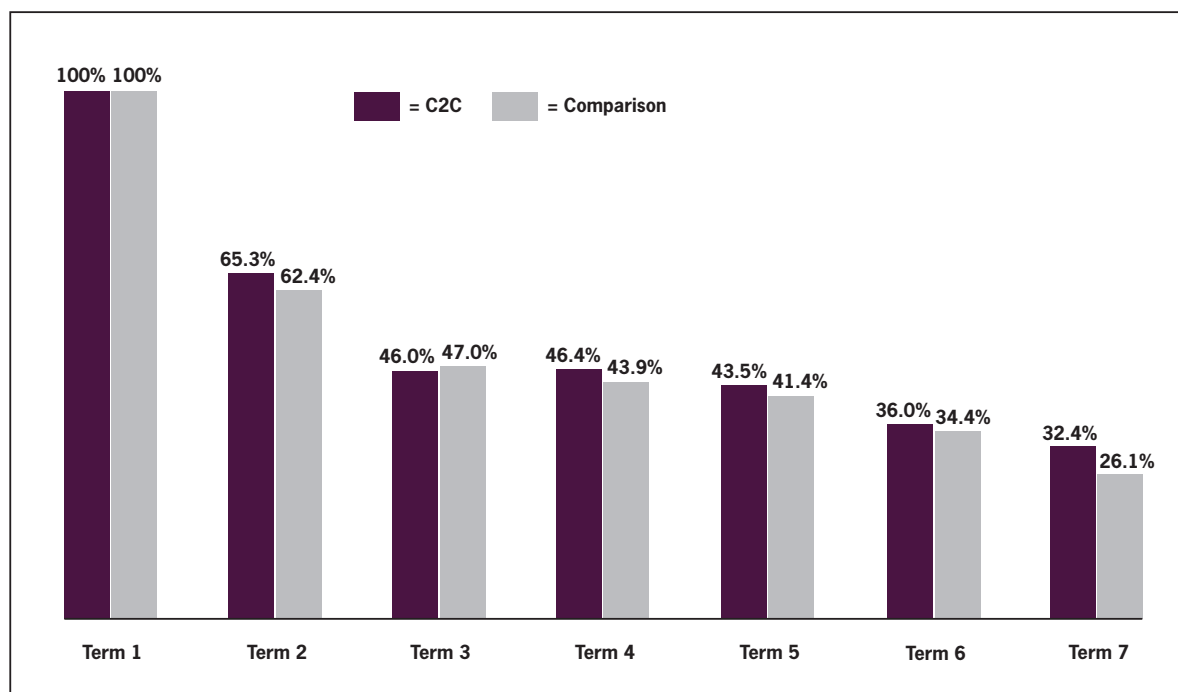
Impact of service-learning. Table 4-2 shows the percentage of students who "agreed" or "strongly agreed"[3] with statements about the impact of their service-learning experience. In almost all cases, more than half of students indicated that they agreed with the statement. The highest percentage of students, 90%, indicated that service-learning showed them the importance of political participation.

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3. This was a 5-point scale.

Table 4-2. Impact of Service-Learning

Service-learning:	% of Students Who Agree or Strongly Agree
Showed me the impact that I can have on solving problems that face my local community	64%
Deepened my concern about community issues	58%
Showed me the importance of political participation	90%
Showed me that contributing to solving social problems is my responsibility	59%
Made me face my discomfort in working with people who are different from me in such things as race, wealth, and life experiences	46%
Made me aware that I am able to see a situation from someone else's point of view	61%
Made me want to invest time in learning about social issues and problems (for example, check the web, read the paper or magazines, attend community meetings)	56%
Motivated me to improve my community by being more involved in the near future	61%
Increased my understanding of concepts taught in my class(es)	61%

Impact of the peer advocate. C2C students were asked about the helpfulness of their peer advocate in a range of areas, from information on services to serving as a role model. More than half of the students responded that their peer advocate was somewhat helpful or very helpful in all areas (Table 4-3). The highest percentage of positive responses had to do with college knowledge—signing up for courses, supporting the C2C student's academic success, learning about others on campus who could help, and learning about academic support services.

Table 4-3. Impact of Peer Advocate

How helpful was your peer advocate in the following areas?	% of Students Responding Somewhat or Very Helpful
Support for engaging in the broader community through community engagement/ service-learning	59%
Adjusting to the academic demands of being a student	57%
Connecting to financial supports and work	57%
Adjusting to college social life, including clubs and organizations	59%
Time management	55%
Stress management	55%
Learning about others on campus who can help me with personal challenges	59%
Learning about academic support services (e.g., writing lab)	63%
Learning about academic and transfer advisers	59%
Knowledge about how to sign up for courses	64%

How helpful was your peer advocate in the following areas?	% of Students Responding Somewhat or Very Helpful
Learning about others on campus who can help me get what I need in order to be a successful student	63%
Providing an example of someone who is succeeding in college	61%
Making connections to helpful faculty	60%
Support for success in my college course(s)	64%
Making connections to helpful students	61%

Reduction in challenges. Consistent with the positive findings above is a reduction in the various challenges C2C students faced. Challenges were broken into five general categories: personal, financial and work, academic, social, and other. While the level of individual challenges was relatively low at baseline, in nearly all cases there is a statistically significant decrease in the extent to which C2C students experienced the challenges. In thinking about the cumulative negative effects of stress on students, these data suggest that C2C students experienced an overall easing of stress. (See Appendix 4-1, Table A.)

> *"One of the big challenges I faced this semester was reaching out to other students and getting to know them. After I started making friends, my college life has become much greater, and it has helped me improve academically."*
>
> *–C2C student*

Affiliation with the college. C2C students were asked about their experience with others on campus (other students, faculty members, financial aid office staff, advising, counseling, math and writing center staff) at the start of being a C2C student and after being in C2C. In all instances, students perceived their experiences with these people as becoming increasingly positive during their time as a C2C student. As with reduction in stress, affiliation and integration with the campus are associated with student success. It is notable that 96% of the students indicated that they would recommend their college to a friend. (See Appendix 4-1, Table B.)

Educational aspirations. Low-income and academically underprepared students are at great risk for not succeeding academically, which is why they were targeted for this program. C2C students were asked about their attitudes toward achieving educational and career goals at the start of being a C2C student and after being in C2C.

On all measures (passing courses, improving GPA, re-enrolling in college the next term, achieving academic and career goals, pursuing a career that will help their community, and applying to become a peer advocate), C2C students reported an increase in both academic confidence and educational aspirations. More than half indicated they wanted to become a peer advocate; the likelihood that they would apply increased over time. (See Appendix 4-1, Table C.) It is important to note that the C2C students' educational aspirations increased across the board, regardless of site, status, gender, or race. (See Appendix 4-1, Table D.)

> *"Being in this program has made me want to push myself to do better and to have a better future…. The mentors are really good at getting me to understand, and try to help in any way they can to see me be successful."*
>
> *–C2C student*

Other C2C student outcomes. The data was inconclusive on the impact of the C2C intervention on GPA, credits earned/credits attempted, and passage out of developmental education courses.

Peer Advocate Outcomes

Peer advocates participated in service-learning with the C2C students and also received training and support in their roles. When asked about the impact of leadership training, nearly all agreed or strongly agreed that training and development activities made them more effective as peer advocates, boosted their self-confidence, and increased their own knowledge of the resources available on their campus (Table 4-4). Other positive effects included outcomes related to their ability to succeed as students, including managing time, clarifying career and educational goals, and identifying financial support and work.

Table 4-4. Impact of Leadership Training and Developmental Activities on Peer Advocates

Leadership training or developmental activities have:	% of Peer Advocates Who Agree or Strongly Agree
Helped me be more knowledgeable about the resources available at this college	90%
Provided support for engaging in the broader community through service or volunteering	84%
Helped me adjust to the academic demands of being a student	75%
Helped me connect to financial supports and work	69%
Helped me adjust to college social life, including clubs and organizations	72%
Helped me with time management	68%
Helped me with stress management	59%
Helped me clarify my career goals	64%
Helped me clarify my educational goals	76%
Helped with my overall adjustment to and success at college	74%
Helped me be a more effective peer advocate	92%
Improved my self-confidence	91%

The peer advocates also reported positive impacts of service-learning, including their understanding of both class content and community issues (Table 4-5).

Table 4-5. Impact of Service-Learning on Peer Advocates

Service-learning:	% of Peer Advocates Who Agree or Strongly Agree
Showed me the impact that I can have on solving problems that face my local community	91%
Deepened my concern about community issues	80%
Showed me the importance of political participation	78%
Showed me that contributing to solving social problems is my responsibility	76%
Made me face my discomfort in working with people who are different from me in such things as race, wealth, and life experiences	61%

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Service-learning:	% of Peer Advocates Who Agree or Strongly Agree
Made me aware that I am able to see a situation from someone else's point of view	77%
Made me want to invest time in learning about social issues and problems (for example, check the web, read the paper or magazines, attend community meetings)	66%
Motivated me to improve my community by being more involved in the near future	75%
Increased my understanding of concepts taught in my class(es)	75%

QUALITATIVE STUDY FINDINGS

The qualitative study was intended to supplement and complement the quantitative study and help to identify the essential elements of an effective peer-to-peer model. This section summarizes insights gained from site visits to each of the nine C2C colleges in late 2013 to early 2014. During the site visits, the researchers conducted group and individual interviews with C2C students, peer advocates, C2C staff, service-learning/ community engagement program staff, C2C and other faculty, and other relevant campus personnel.

C2C Students: Profile

In general, based on C2C student interviews and on descriptions from peer advocates and others, the C2C students' profiles reflected those of the majority of students enrolled at community colleges. Most were very low-income, first-generation students, and on average they were older than students enrolled at four-year institutions. Many were involved in other support programs, such as TRIO (a federal outreach program for students from disadvantaged backgrounds) but may have needed additional support to succeed.

Several respondents had raised families or had been in the workforce, or both, before deciding to pursue a college education. Many had significant work and family responsibilities. Some were young single mothers eager to create a fulfilling life for themselves and their children but uncertain about how to accomplish their goals; others had recently graduated from high school but lacked confidence about their role as college students and their ability to envision their futures as adults. Still others had suffered homelessness, neglect, or abuse during childhood. In addition, lack of role models with college knowledge along with a lack of financial, housing, and other resources often impeded their ability to succeed.

At the same time, these students brought strengths to their experience, despite the obstacles and challenges they faced. For example, many had developed the motivation to pursue challenging goals having already succeeded in overcoming obstacles in getting secondary credentials and reaching community college.

C2C Student Outcomes

Interviews revealed a broad range of benefits conferred by participation in the C2C program. The following examples suggest some of the impacts of C2C on student outcomes.

Greater connection with other students and with the campus. A common theme among interviewees was that the peer advocate and the service-learning experience helped get students talking to others on campus. Many made friends with other students for the first time, and said they felt much more a part of the campus.

One student's comment was similar to many others: "I've been here for a semester and never talked to another student. Now I know almost everyone in this class." Students also reported knowing a lot more about campus services and resources than they had before. One faculty member said that C2C created a "buddy system" where C2C students "can get support and help. It also acted as positive peer pressure to do better academically."

Advancement from developmental education to credit-bearing classes. The researchers found some evidence of students moving through developmental education levels; from developmental education to regular English; and from developmental education English into majors. Many faculty members noted better results within C2C developmental education classes: "I saw fewer students languishing"; "[C2C made it] much easier for students who usually sit on the sidelines to engage"; "students are writing essays that would get them a good grade in a credit-bearing course."

Increased civic skills and awareness. Many interviewees described students' increased capacity to think about life beyond community college and their role as a community member. Similarly, several students talked about learning about the power of helping others through service projects. This seemed particularly true when they could relate the experience to their own lives; for example, one student said, "At first some of the elderly people were rude and that was hard. But I took a deep breath and continued. I work and go to school but still help my grandmother. These personal experiences helped: I can relate to helping my grandmother and this inspired me to help others."

Enhanced self-perception, motivation, and confidence. Many respondents mentioned these outcomes. One student put it this way: "In high school, there is the person you think you're going to be but then you're so quiet when you get to college. C2C brings out what you wanted to be." At two colleges, C2C students were reluctant to engage in the tutoring program (they saw themselves as needing, instead of being, tutors), but most ended up proud of their work. The impact of C2C translated into reframing goals for some: "I was going to get my associate's degree and join the military. But connecting with other students in C2C and hearing about their career plans changed my view. Now I want to go to a 4-year college and major in criminal justice."

Improved class attendance. Attendance correlates with success. Several faculty members, peer advocates, and C2C students mentioned improved attendance in C2C developmental education classes.

Increased writing sophistication. Several developmental education English faculty and students mentioned significant improvements in writing ability.

Attainment of transferable skills. One faculty member said, "Students gained critical thinking skills. They were more mentally active and able to come up with good ideas to solve problems." Interviewees also mentioned other skills such as time management, organization, project planning, and communication.

Greater optimism. One faculty member described a young woman who came to her C2C class expressing a strong belief that people cannot change. By the end of the term, she was more optimistic about both personal and social change: "[Participating in C2C] changed her views, and she was transformed in that process." Other students and faculty talked about how C2C gave students hope and, as one put it, "renewed faith that there are people out there who want to help."

> *"At first, I thought the whole idea of having a peer advocate/mentor/leader was just silly. After completing this course I am more aware of my community and the importance of social networking in the college. I enjoyed having the extra help from a peer/mentor. Honestly, I would like to do the same one day. I think there is a personal gain for both the student and the mentor."*
>
> *– C2C student*

Peer Advocates: Profile

The peer advocates interviewed were similar in many ways to the C2C students. Most were first-generation college goers who, like the C2C students, had struggled with their identity as college students when they arrived on campus. Many had been C2C students themselves. All were in good standing academically.

Peer Advocate Outcomes

While C2C was aimed at increasing the C2C students' chances for success, peer advocate interviewees reported dramatically increased confidence and changes in self-perception, expectations, and goals due to C2C training and experience. On several campuses, the combination of the hiring process, training, and relationships with C2C staff and faculty served to initiate peer advocates into a professional culture.

A common theme among peer advocates was C2C's role in raising their personal and educational aspirations, as well as their belief in themselves. Staff, faculty, and peer advocates themselves described the peer advocate process as being at least partly about leadership development. For example, peer advocates on various campuses took the initiative to:

- Meet with the dean of academic affairs and enrollment center director to discuss how to make resources more visible to students.
- Meet with the campus president to discuss C2C.
- Make a presentation to the student activities committee to request financial support for C2C.

Campus Practices, Culture, & Policies

On most campuses, C2C raised awareness about the potential of service or experiential learning and peer mentoring to increase student success. In a number of cases, C2C influenced—at least to some extent—campus practices, culture, and policies:

Retention strategies. Most C2C campuses now see peer mentoring and service-learning as important retention strategies. One college, for example, is considering other ways to integrate these components, such as in the summer bridge program and orientation.

Awareness of campus services. In one case, locating service-learning experiences in the college's Math Learning Center exposed C2C students to college tutoring services.

Integration of service-learning. On campuses in the early stages of adopting service-learning, C2C complemented efforts to integrate service-learning and other forms of experiential learning into the campus:

- One interviewee noted that "C2C created a resurrection in the service movement [on our campus]."
- At one campus, service-learning has become a common thread in the on-campus learning communities that bring together different courses and faculty.
- As C2C faculty and staff connected with local nonprofits and other organizations, many campuses saw an increase in the number and importance of community partners in roles such as speakers, co-developers of service projects, and internship sites.
- Staff at some campuses said that C2C helped them increase the number of ways for students to connect to and do something for the community. One said that C2C "inspires true motivation around service versus thinking in terms of points and hours."

Awareness of students as a resource. On several campuses, C2C increased faculty and administrator awareness of students as an underutilized resource and of the value of peer-to-peer connection and support. As

one interviewee noted, "Others are coming to us [C2C faculty and staff] about peer mentoring and how we do it."

Creating a culture of engagement. C2C was instrumental in efforts to change the culture on some campuses. For example, civic engagement is now explicitly a part of the mission statement at one college, and service- learning is listed as a strategy for student success. On another campus a staff member said, "C2C was one of the catalysts for a shift in culture. [It] provided some of the language and concepts behind the reorganization intended to integrate student activities, civic engagement, and leadership." On yet another campus, key stakeholders shared the goal of creating a culture where students empower each other and see themselves as change agents on campus and in the community: "[Service-learning] gets students engaged outside of the structured didactic approach…. It shows students that our focus is on enriching them as individuals."

Connecting faculty, students, and staff. C2C helped faculty and students connect by providing more opportunities to meet beyond the classroom. It also helped staff and faculty connect as they jointly worked to improve the peer advocates' work, refine the service-learning experience, and otherwise move the model forward.

Faculty rewards. C2C opened the door to giving credit to faculty who do extra work to integrate service-learning into the curriculum.

CONCLUDING REFLECTIONS

The C2C model shows promise. The positive movement on retention and other student outcomes at institutions that implemented the model with fidelity are meaningful in a context where so many community college students fail to complete their degrees. On the site visits, C2C staff, faculty, peer advocates, and students described many positive effects of the presence of a peer advocate to assist C2C students with navigating their college experience. The service-learning activities boosted C2C students' engagement with each other and with the college, while helping them to feel a sense of responsibility for contributing to solving social problems.

Two unexpected and interesting stories emerged from the data collection and analysis. One is the effect of C2C on the peer advocates. Their growth and leadership development was noteworthy and sometimes dramatic. Another is the effect on many faculty members, who found inspiration in these new ideas for helping the most underprepared students succeed. Although following up on these findings was outside of the scope of the evaluation, further analysis is recommended.

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SECTION 4: PROGRAM EVALUATION

APPENDIX 4-1. C2C Pilot Program Evaluation: Numerical Findings

TABLE A: CHANGES IN REPORTED CHALLENGES FOR C2C STUDENTS

Type of Challenges	Mean Before C2C	Mean Now
Personal Challenges		
Family **	2.08	1.99
Age ***	1.62	1.47
Roommates	1.63	1.62
Physical health	1.65	1.67
Mental/emotional health **	1.83	1.75
Adjustment to college life ***	2.30	1.81
Personal safety ***	1.52	1.42
Other personal concerns **	1.90	1.83
Financial/Work Challenges		
Tuition/books ***	2.31	2.07
Child care **	1.75	1.64
Lack of employment ***	2.03	1.91
Stress from work demands **	2.19	2.11
Housing ***	1.79	1.70
Transportation/travel expenses ***	1.90	1.79
Other financial or work concerns	2.09	2.07
Academic Challenges		
Keeping up with reading, papers, exams, etc.**	2.34	2.25
Motivation/focus **	2.34	2.24
Learning disabilities ***	1.77	1.68
Other disabilities **	1.59	1.52
Lack of, or poor, advising ***	1.68	1.54
Faculty attitudes and support ***	1.62	1.55
Other academic concerns *	1.69	1.63
Social Challenges		
Balance**	2.23	2.14
Connecting with activities, clubs, friends ***	1.98	1.81
"Fitting in" ***	1.90	1.70
Other social concerns ***	1.61	1.53
Other Challenges		
Time management ***	2.54	2.29
Stress management ***	2.46	2.28
Speaking in public ***	2.40	2.07

4-point scale: 1 "Not at all" to 4 "To a large extent." *$p < .05$, **$p < .01$, ***$p < .001$

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TABLE B: CHANGES IN AFFILIATION WITH THE COLLEGE

Experiences	Mean Before C2C	Mean Now
With other students ***	2.91	3.32
With faculty members ***	2.94	3.27
With staff at the Financial Aid Office ***	3.01	3.25
With Advising Center staff ***	2.98	3.22
With Writing Center staff ***	3.24	3.43
With Math Center staff ***	3.25	3.44
With Counseling Center staff ***	3.22	3.40

5-point scale: 1 "Very Negative" to 5 "Very Positive" *p < .05, **p <.01, ***p <.001

TABLE C: CHANGES IN ATTITUDES TOWARD ACHIEVING EDUCATIONAL AND CAREER GOALS

Outcomes	Mean Before C2C	Mean Now
I will pass all my writing courses ***	2.84	3.02
I will pass all my reading courses ***	2.93	3.10
I will pass all my math courses ***	2.75	2.94
I will improve my GPA ***	2.77	2.90
I will complete my developmental/gateway courses by next term ***	2.73	2.88
I will apply to become a peer advocate ***	2.17	2.37
I will re-enroll in this college next term ***	3.06	3.15
I will achieve my academic goals ***	2.95	3.06
I will achieve my career goals ***	2.94	3.08
I will pursue a career that will help my community ***	2.86	2.99

4-point scale: 1 "Not Likely" to 4 "Very Likely." *p < .05, **p <.01, ***p <.001

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**TABLE D: INCREASES IN EDUCATIONAL ASPIRATIONS—
FROM ASSOCIATE TO BACHELOR'S DEGREE**

	Before C2C		Now	
	Less than Bachelor's	Bachelor's & Above	Less than Bachelor's	Bachelor's & Above
College				
College 1	64.5%	35.5%	44.2%	55.8%
College 2	66.7%	33.3%	40.9%	59.1%
College 3	61.5%	38.5%	54.8%	45.2%
College 4	48.0%	52.0%	33.1%	66.9%
College 5	71.6%	28.4%	55.0%	45.0%
College 6	61.3%	38.7%	43.7%	56.3%
Part/Full Time				
Part-time	66.6%	33.4%	52.4%	47.6%
Full-time	63.4%	36.6%	45.8%	54.2%
Gender				
Male	58.2%	41.8%	46.5%	53.5%
Female	68.2%	31.8%	48.6%	51.4%
Race				
American Indian	71.4%	28.6%	42.9%	57.1%
Asian	60.4%	39.6%	50.0%	50.0%
Black	71.9%	28.1%	50.8%	49.2%
Native Hawaiian/P.I.	37.5%	62.5%	25.0%	75.0%
White	63.0%	37.0%	47.9%	52.1%
Multi-racial	54.9%	45.1%	52.8%	47.2%
Totals				
	64.1%	**35.9%**	**47.7%**	**52.3%**

Appendix 4-2. Sample Retrospective Question

Retrospective questions are used in place of a baseline/post-survey design.

The following question, from the C2C student survey, provides an example of a retrospective question designed to measure program impact.

College Social Life Challenges: Please indicate the extent to which the following have been a challenge for you while attending college. On a 1 to 4 point scale, with 1 being "Not at All" and 4 being "To a Large Extent," how much of a challenge was each one when you started this term? How much of a challenge is each one now? (NA = Not applicable.)

College social life challenges	How challenging at term start?	How challenging now?
Maintaining a work/play balance		
Connecting with campus activities, clubs, or friends		
Feeling like I "fit in"		
Other social concerns		

Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success

APPENDIX I: C2C Profiles

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

Following are sample profiles of C2C students, peer advocates and faculty members who participated in the C2C pilot program in Florida, Ohio, and Washington. These profiles provide an idea of the range of backgrounds and experience that participants bring to the program, as well as the impact the program has had on them.

C2C STUDENT PROFILES

Joshua Becker, Cuyahoga Community College

Like many students, Joshua Becker didn't go straight from high school to college. In fact, he wasn't sure whether he wanted to go to college at all. But after being out of school for six months, he realized he wanted to be the first in his family to get a college degree. He enrolled in Cuyahoga Community College with a major in information technology.

At first, Becker didn't feel prepared for school. "I had been in special education classes all my life, so transitioning to mainstream courses was a big change," he says. Fortunately, during his first year he was able to take advantage of the support of a C2C peer advocate. She helped him better understand the college and gain insight into the styles and demands of different professors. She also helped him complete a service-learning project, working on an anti-bullying campaign to help reduce teen suicide. This helped him feel more connected to the community and gain confidence in his ability to help others.

Becker feels that having peer advocates on campus is important: "They're there to help students in their transition to college. They help students who are not sure who to go to. They are the go-to people. Some people are intimidated to approach staff, so it's helpful that we have a student available." Looking to the future, Becker has plans to transfer to earn his bachelor's degree. With his newfound confidence, "I might as well keep going," he explains.

Linda Bell, Tallahassee Community College

When Linda Bell arrived at Tallahassee Community College after 25 years out of school, she was uncertain about whether she would succeed. To help her prepare, the college placed her in developmental math and English classes and in a college success course, but she still felt she was struggling. When her college success instructor encouraged Bell to join the C2C program, it made all the difference. "I was beginning to give up until I learned about this program," she says. Now, "Connect2Complete keeps me going."

C2C peer advocates have helped Bell choose courses, improve her computer skills, learn about financial aid, and feel more confident. "C2C really helped me out of a lot of a fear," she explains. "When I first came to college, I was really nervous, but the peer advocates brought me out of it. They said, 'Don't worry about your age. You can do it.'" C2C has also allowed Bell to participate in service-learning projects in the community, such as helping elementary school students and supporting a local food drive. These projects helped her feel more connected with the campus and inspired her to do more to give back.

In her third semester, Bell began helping other students on campus by participating in new student orientation and telling them about the importance of having a peer advocate. She followed up by becoming a peer advocate herself, lending the same assistance to new students that she received in her first year. The program has given

APPENDIX I: SAMPLE C2C PROFILES

her a new outlook: "C2C changed me because I learned things I hadn't learned in 25 years," she says. Before, "I wouldn't even think about picking up a book. Now I can open my math book and know how it goes. I am so excited, I feel excited about school."

Allia Emerson, Edmonds Community College

Allia Emerson had worked for Oregon Parks and Recreation for four years when funding cuts eliminated her job. She applied for a role as a Park Ranger Assistant but found that another candidate with an associate's degree was given priority. To provide more opportunities for her and her young daughter, Emerson moved to Washington and enrolled in Edmonds Community College.

In her first semester, Emerson struggled to get acclimated—particularly in managing her own schedule as well as her daughter's. It was through her developmental English class that she discovered C2C. She jumped at the chance to work with a peer advocate and to participate in service-learning trips focusing on community gardening and sustainability. Emerson is now a true believer in service-learning: "Sitting in a classroom all quarter you don't get to know the people behind you or across the class. But when you all go on a trip, you really interact with your classmates, " she says. "It creates a bond." In addition, "You learn to communicate. You develop skills." Emerson has furthered these skills while helping others develop them by becoming a service-learning project leader.

C2C has made a huge difference in Emerson's college experience. Before she got involved in the program, "It was a struggle to wake up every day and say, 'OK, this is going to be a good day.' It's easy to say that now." C2C and service-learning have allowed her to develop her passions in a way she could never have imagined. "C2C helps with college classes and everyday life," she asserts. "I would tell every campus in the world it's the most fantastic program to have."

Jessica Garcia, Big Bend Community College

As a freshman at the University of Washington, Jessica Garcia felt unprepared, so she left to pursue an associate's degree at Big Bend Community College. When health complications from her first pregnancy forced her to leave school again, it was for much longer. Ten years after first starting college, Garcia—now the mother of three—is back at Big Bend working toward her nursing degree.

This time around Garcia has the support of a peer advocate through the C2C program. The peer advocate has made a huge impact on her experience. "Having somebody bridge that gap can make the difference between succeeding and failing," she explains. In addition to providing resources, encouragement, and help with organizational skills, C2C peer advocates at Big Bend have emphasized how students can use each other as resources. "They taught us the importance of giving back as well as receiving. If we all help and are caring to each other, everyone can succeed," says Garcia. While helping her peers, Garcia has also given back by participating in C2C service-learning projects such as painting the campus childcare center.

Being involved with C2C has helped Garcia view her future with a sense of optimism. "It's made me more goal-oriented. I t helped me know it is possible to succeed. You can get out what you put in," she says. Garcia hopes to transfer to obtain her bachelor's degree after completing her associate's degree in nursing: "Connect2Complete helped me feel that obtaining those goals was possible. I probably would have been satisfied with my nursing degree. Now I feel like I can continue further."

APPENDIX I: SAMPLE C2C PROFILES

Tiara Morgan, Broward College

Tiara Morgan is working hard to be the first in her family to graduate from college. In addition to taking courses at Broward College, Morgan, 19, is working two jobs and still finds time to be involved in leadership roles and campus activities. One reason for pushing herself: Morgan hopes to be a role model for her two younger sisters. But it's not always easy. Particularly in her first semester, it was a challenge to choose courses and to balance work and school commitments.

Fortunately, Morgan has a role model of her own—her C2C peer advocate. "Oh my God, I love my mentor!" she exclaims. "We meet up and talk about life and school. Without my mentor I wouldn't be able to deal with the situations I'm dealing with." Morgan's peer advocate helps her to choose courses that will be a good fit, gives study skill advice, and connects her to campus resources she likely wouldn't know about otherwise.

Morgan's peer advocate has also encouraged her to participate in C2C service-learning projects, such as working to support cancer research and early childhood care. These opportunities have helped her feel more comfortable in college. "Going to service projects and meeting new people really helped me come out of my shell," she says. "It helped me to not be so shy and reserved, to be more friendly and talkative." In addition, this experience has solidified Morgan's desire to help others: "I want to be a role model to someone. I want to make a change."

C2C PEER ADVOCATE PROFILES

Danilo Bustamente, Green River Community College

Danilo Bustamante decided to attend Green River Community College to better his life and his ability to support his family. "Education can help shape your character, and I didn't want to worry about money all the time," he says. Despite moving to the United States from Chile only a few years before starting at Green River, Bustamente was determined to persevere through challenging courses while also working to improve his English.

Looking to gain additional experiences on campus and to help others while developing his own skills, Bustamente joined C2C as a peer advocate. Through the program, Bustamente has run a number of workshops to help students in areas such as developing time management skills, understanding the financial aid process, and learning money management techniques.

In addition to mentoring, Bustamente has organized service-learning projects for students. One of his mentees was particularly excited about a food drive and helped arrange for others to participate. "This was a confidence builder" for his mentee and for other students, says Bustamente. "Doing something for someone else takes students out of their comfort zone," which lets them be more open to making new connections. He has benefited from his involvement with C2C as well: "The more you give to others, the more you also receive."

Tara Foxworth-Appling, Cuyahoga Community College

After struggling with addiction for many years, Tara Foxworth-Appling entered recovery ready to do something different with her life. Enrolling in college was part of her solution. After being out of school for 20 years, she was not prepared for the challenges being in college would bring; on her very first day, she was late and missed her first class. Instead of giving up, she sought help from a student ambassador who took her to see the professor to explain. When the professor cried with her, she knew she had made the right choice.

Foxworth-Appling became a C2C peer advocate because she wanted to give others the same support she had received. "I wanted to be that link for new students, to let them know there were supports available. I wanted to be there for the timid person trying to reinvent themselves." She has mentored students in many ways, from teaching them how to communicate professionally to giving advice on balancing school and family. She has also helped organize service-learning projects that connect students with their curriculum and the community. For an elementary school that needed help preparing at-risk students for state assessments, she organized a successful partnership to bring in C2C students as tutors and mentors.

C2C has been important for Foxworth-Appling in helping others, gaining confidence, and guiding her future plans. For nontraditional students in particular, she says, C2C "enables them to propel to the next level to do what they need to do even better. It's important to get the degree, but they see now the community around them is just as important." For herself, she notes, "I feel so empowered. Before, I felt like I couldn't do anything. Now, I feel that nothing is impossible."

Last May, Foxworth-Appling graduated with a degree in liberal arts, with plans to transfer to Cleveland State University. In the future, she hopes to be an advocate for criminal justice reform and hiring policies. "Even if you're not proud of something in your life, I don't think it's fair that blemish continues to block you from doing certain things," she notes. "I want to have the capacity to make a change."

Breanna McCoy, Tallahassee Community College

Breanna McCoy is a Dean's List student at Tallahassee Community College majoring in criminal justice and sociology, but she hasn't always done so well. "I didn't feel prepared for college," she remembers. She pushed herself, though, wanting to be first in her family to get a college degree. She became a C2C peer advocate because "I wanted to help students navigate the system" that she had found confusing.

One of the most memorable parts of being a peer advocate has been organizing a campus garden project for C2C students. The experience made a huge difference in helping students feel like they belonged, she says. "Once we had them work in the garden, students seemed really comfortable; I think because it's a different setting, there's room for more freedom as far as being able to walk around and talk with peers." The connection she made with students led to a true collaboration: "In the beginning I was trying to explain the project to them," but in the garden this turned into "all of us working together as a team." The project helped students learn problem-solving and other skills, "but most importantly to work with one another. I think the most challenging part of college is that the student body never gets to connect with their own peers, and service-learning can do that."

APPENDIX I: SAMPLE C2C PROFILES

McCoy says she sees the difference C2C makes for her students. One student whose lack of confidence was holding her back is now "more encouraged and motivated in school." C2C motivates McCoy, too: "I know I have to be more professional and responsible, and to do well in school." Her experience has also made her think about moving into a service field as a career. "I like what I'm doing as a peer advocate, so I might want to be a teacher or a mental health counselor." Being part of a group whose goal is to help others has let her see that she can be an agent of positive change: "Slowly but surely, we are making a difference."

Tim Paulson, Big Bend Community College

After serving in the United States Air Force from 1987 to 1990, Tim Paulson worked in construction for years until his sister encouraged him to think about college. Although he has earned a 3.9 GPA, coming in as a nontraditional student was a challenge, he says. "I was excited about being a college student, but I had a lot of apprehensions, being quite a bit older than everyone." To get acclimated, he enrolled in a college survival skills course that utilized a C2C peer advocate. Within a few weeks, Paulson was asked to consider becoming a peer advocate himself. "I did it not knowing what to expect," he says. "Now that I've done it, I would recommend it to anybody."

Paulson has been able to help students connect with one another and their community, as well as tap into campus resources. In addition to other work, he has established avenues for supporting veterans both on and off campus. Early on, he advocated for a Veteran's Club that he was later able to help create. The group now meets regularly to address the needs of veterans on campus. As a peer advocate, Paulson designed an annual Veteran's Day event that continues to grow in scope, connecting thousands of veterans and students in person and through social media.

C2C has helped Paulson, too: "I'm more open to working with other people and more giving of my time. It gave me something to offer." Through this work, Paulson has come to understand the importance of peer advocacy: "I always thought it was the role of staff to teach and encourage students. After being a peer advocate, I realized how important it was to have student leaders to help students in need." Paulson continues to serve as a campus leader by supporting both students who need help and other peer advocates. One of his students has become a peer advocate himself and now helps others, passing on the mantle of support.

Christina Perry, Owens Community College
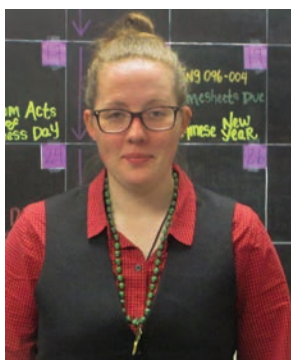
As a C2C peer advocate, Christina Perry has provided guidance, mentorship, and support to countless students at Owens Community College. At 24 years old, Perry loves being on campus and helping "one student at a time, from the bottom up." Six years ago, Perry attempted to get her degree at Owens but was unsuccessful. At that time, she explains, "I dropped out because I wasn't prepared for being held accountable and for being in classes all the time, at a higher level than high school." She has come back with a renewed vision for her future that is allowing her to excel: "I might as well do the best that I can. Now, I'm in two honors societies, and I study for fun. I'm pretty excited."

Perry is pleased to be able to use her enthusiasm for school to help other students find success. As a peer advocate, she connects students to social services such as food stamps and Medicare, provides moral support, and coordinates service-learning opportunities that let students see themselves in leadership roles. Through projects such as helping with the campus food pantry, she says, her students "realize that students just like them are being affected. They make connections to their campus. They come to campus and do good." Service-learning also makes an impact on class dynamics. The more involved students

are in service-learning, says Perry, "the more united they are. The more likely they are to stay in the class. The more involved they are in group projects."

Perry quips that serving others "is like a disease. Once you're infected, you can't stop." C2C has helped Perry realize her own goals, while helping other students accomplish theirs: "Before, I wasn't very motivated. Now, I have a goal and I really want to work towards it. I know what I want out of my life. Connect2Complete helped me solidify what I want to do." Perry hopes to continue giving back to communities in need by becoming a disaster relief worker. After graduating next fall from Owens, she plans to earn her bachelor's degree before pursuing a lifelong career in service.

C2C FACULTY PROFILES

Eddie Chapman, Professor of College Success and Social Science, Miami Dade College

At Miami Dade College, Professor Eddie Chapman supports new students in their transition to college through a specialized college success course. He also teaches a leadership development course, which helps train peer advocates to serve in the C2C program before they're paired with C2C students. "Their role is to help students get acquainted with the school," explains Chapman. "It's someone students know they can go to on a peer level, a familiar face."

Chapman guides the peer advocates and their mentees in developing service-learning projects in areas such as advocacy against human trafficking and hunger and homelessness awareness. Chapman notes that the experience helps build leadership capacity among both the mentors and their mentees: "Peer advocates guide the service-learning process and scaffold students to become leaders in service-learning." After students participated in one C2C service project, a hunger awareness banquet, they shared with Chapman that the experience not only taught them about the roots and extent of hunger issues but also "inspired their ability to be more humble."

Students also learn from the relationships they build through C2C. "Typically students go to class and don't know other people," says Chapman. By participating in C2C, "they learn that they can connect to other peers." Overall, he notes, "students with peer advocates had a stronger bond at the end of the semester." Chapman has also observed that students involved in C2C "have a better connection with staff, and connections to professors in class." C2C has had an impact on Chapman's teaching too: "There's an emphasis on the idea of connection. Although you might not have a peer advocate, you can bring in other students to be a link."

Daniel Griesbach, Professor of English, Edmonds Community College

After being involved in C2C at Edmonds Community College for five quarters, Professor Daniel Griesbach sees service-learning as something he hopes to utilize beyond Connect2Complete. "It's helped me to help students achieve college success," he notes. C2C students at Edmonds participate in a variety of service-learning projects that contribute to the campus community, including working with the campus Green Team, supporting the college's Community Garden, and engaging in projects with the Learn and Serve Environmental Anthropology Field (LEAF) School. Griesbach explains, "Our projects are about finding solutions and making a difference."

C2C has made a real impact on the students it serves, Griesbach observes. "They learn that college success relies on your connection to the institution and the people

of the college and developing that strong community. Students also learn confidence and optimism, and learn to be excited about what they're doing in college." Griesbach sees a difference in his classes, too. "I see positive outcomes in my class with students more engaged with writing assignments. They're more eager now that they've been involved in campus and community life. They are more enthusiastic for course-work that involves these pedagogies."

After participating in service-learning as a C2C student, one of Griesbach's students went on to become a project leader and mentor in her next semester. "I do think peer advocacy has made me rethink ways of connecting students on campus," he reflects. "I'm continually looking for ways to have students build campus community." C2C is especially beneficial for students who are lacking a connection to the college—"students who need something beyond the conventional classroom and textbook learning. Students who really need to have that connection and need to feel connected. They wonder, 'Can I do this?' 'Why am I doing this?'" For these students, Griesbach says, "Connect2Complete is the perfect name."

Jennifer Hirz, Professor of Math, Lorain County Community College

After just one semester of being involved with Connect2Complete at Lorain County Community College (LCCC), Professor Jennifer Hirz already sees the difference service-learning and peer advocacy can make. "Students are seeing leadership on campus and what that looks like directly. Students want to be more engaged in the community," she explains. "They are more willing to engage in the college—they aren't just the student who comes and then leaves after class." With the support of peer advocates in her developmental math courses, students connect with campus resources, learn about topics like study skills and organization, and engage in service-learning projects.

For their service-learning project, Hirz's students tutor children at local schools or their own peers at LCCC. "For a lot of students, the worst thing for them is if someone asks something and they don't know the answer," she says. To address this fear, some students decided to volunteer at the LCCC Tutoring Center so they would have a more experienced tutor available as backup if needed. In reflecting on their tutoring experience, says Hirz, "The biggest theme is that students realized that when they need help, they can ask for it. They saw how much help they were to somebody else. After this project, one student wanted to work at the tutoring center, and I recommended he apply for a job there."

Hirz has noticed that her students who are involved with service-learning have been more successful overall and performed better academically than those who have not participated in service-learning. But the biggest success, she says, "is seeing students engage with peer advocates and feel more connected to the college."

Mona Bahouth-Kennedy, Professor of English, Owens Community College

Professor Mona Bahouth-Kennedy teaches Introduction to College Writing for first-year students at Owens Community College. Now in her eighth year at Owens, Bahouth-Kennedy understands the challenges of student attendance and retention both in her own classroom and at the college as a whole. As a direct result of C2C, Bahouth-Kennedy has seen an increase in student retention. As for attendance, when her C2C peer advocate planned a service-learning trip to a local food bank, every student showed up.

The service-learning experience was "very uplifting for the students," says Bahouth-Kennedy. "They made comments like, 'I didn't know I was kindhearted.'" She has

APPENDIX I: SAMPLE C2C PROFILES

noticed a change in her classroom atmosphere and in her students' self-confidence as well. "Before, they weren't happy working with a partner, but after the service-learning, they have this bonding and the class is more relaxed. Students feel better about themselves. They know now that they're an important part of the community."

Working with a C2C peer advocate has made a huge difference both in and outside of the classroom. In addition to engaging students in service-learning, the peer advocate helps students with academic and other challenges. For example, the peer advocate she works with makes sure students are going to class, supports them in dealing with personal issues, and helps them manage their schedules. When hearing feedback on class work and effort, says Bahouth-Kennedy, students take the peer advocate's comments "more positively than if they were to come from me," which makes a real difference in the classroom. C2C helps make class content "more real life," she says. Students learn that success in school is not only about succeeding with books but about succeeding in all facets of life.

Danita White, Professor of English, Cuyahoga Community College

After being involved in C2C for three semesters at Cuyahoga Community College, Professor Danita White is "sold" on utilizing a combination of peer advocacy and service-learning in her developmental English courses. Having a peer advocate (Tara Foxworth-Appling, profiled above) in the classroom provides students with a role model, says White. "In developmental education, students don't know how to be a good student. Tara models that behavior and shows students, 'I've been where you are, here's where I am now, and here's how I got here.'" In addition to helping students develop self-efficacy, Foxworth-Appling provides students with time management advice, study tips, and computer literacy skills such as registering for courses and finding financial aid information.

An important aspect of the benefits White sees in C2C is that the program provides students with a chance to connect with their community through service-learning projects. These projects help students build confidence in ways that go beyond the classroom. In a recent project, White's class visited a local elementary school to tutor and support children one-on-one. Following this experience, one of White's students told her that he plans to change his major to child development.

White sees an improvement in her students' class work stemming from C2C. "Their depth of thought has increased since their service-learning project," she says. "Students begin to see themselves differently." An additional benefit of C2C, says White, is that course retention has improved dramatically. "Before C2C, retention was at 50% in these classes; now it is at 90%." Through C2C, students "develop their identity as a college student," which contributes to their success. Not only that, says White: "It's changed how I think and how I teach."

Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success

APPENDIX II: Sample College-Produced Materials

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

College-
Created

C2C Program Brochure
Owens Community College

CONTACT INFORMATION

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sador Specialist

sadors

Campus Compact

Owens Community College is a member of
Ohio Campus Compact

Campus Compact

Connect2Complete is a program
at Owens Community College
with funding from Campus Compact.

To find out more about utilizing this program
in your classes or applying for a Civic
Ambassador position, please contact Krista
Kiessling in the Office of Service, Civic
Engagement and Leadership, visit
www.owens.edu/servicelearning

Owens Community College
PO Box 10000
Toledo, Ohio 43699

www.owens.edu

www.owens.edu

Civic Ambassadors integrate peer advocacy
and student leadership with service
learning activities.

Connect2Complete

Connect2Complete

The Connect2Complete program at Owens Community College utilizes peer to peer advocacy and service learning to support academic success and persistence of low-income students in developmental education courses.

What is Service Learning?

The National Service-Learning Clearinghouse defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities."

The Center for Service Learning, Civic Engagement and Leadership sponsors Civic Ambassador led service learning projects on campus and in the community.
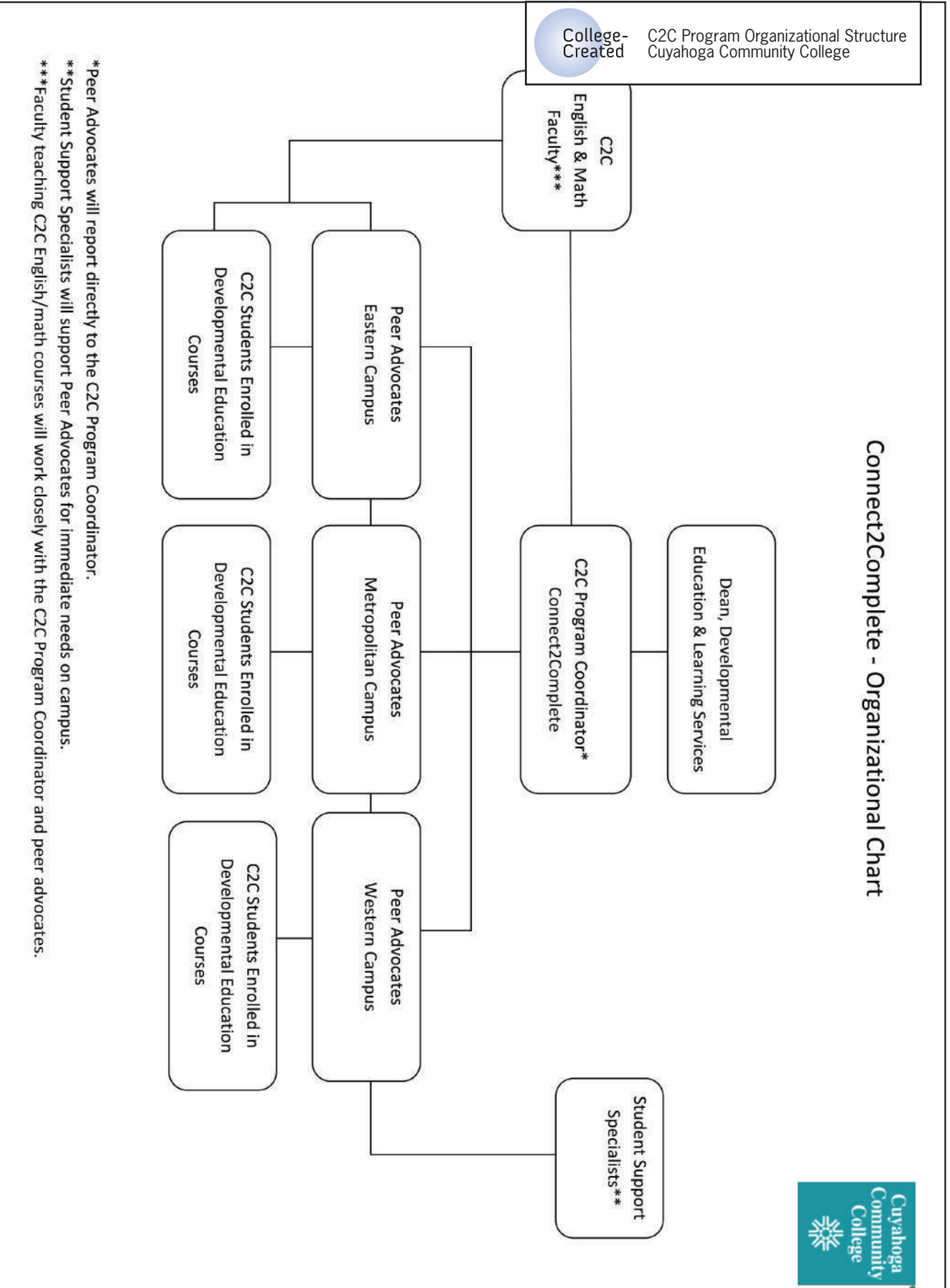
Civic Ambassadors are specially trained student employees who support Owens students and faculty in the development and implementation of integrated and relevant community engagement experiences. Civic Ambassadors develop leadership skills through participation in a specialized student leadership curriculum and ongoing opportunities for professional development. Civic Ambassadors work closely with faculty, community partners and a variety of academic departments and offices on campus.

REQUIREMENTS FOR PARTICIPATION

- Students can apply for a position as a Civic Ambassador if he/she is interested in being a student leader and learning about the benefits of community involvement and education.

- Civic Ambassadors work up to 20 hours per week and must maintain a 3.0 grade point average and have completed the Developmental Education Course sequence for Math, Reading and Writing.

- Faculty members can request a Civic Ambassador for their Dev Ed classrooms. Civic Ambassadors will attend classes, offer mentoring support and coordinate service learning activities to allow faculty to focus on the implementation and integration of experiential learning.

- The Director of the Center will support both Civic Ambassadors and Faculty to ensure a successful experience for all involved.

Krista_kiessling@owens.edu

Connect2Complete - Organizational Chart

C2C Program Organizational Structure
Cuyahoga Community College

College-Created

Dean, Developmental Education & Learning Services

C2C Program Coordinator*
Connect2Complete

C2C English & Math Faculty***

Peer Advocates Eastern Campus

Peer Advocates Metropolitan Campus

Peer Advocates Western Campus

Student Support Specialists**

C2C Students Enrolled in Developmental Education Courses

C2C Students Enrolled in Developmental Education Courses
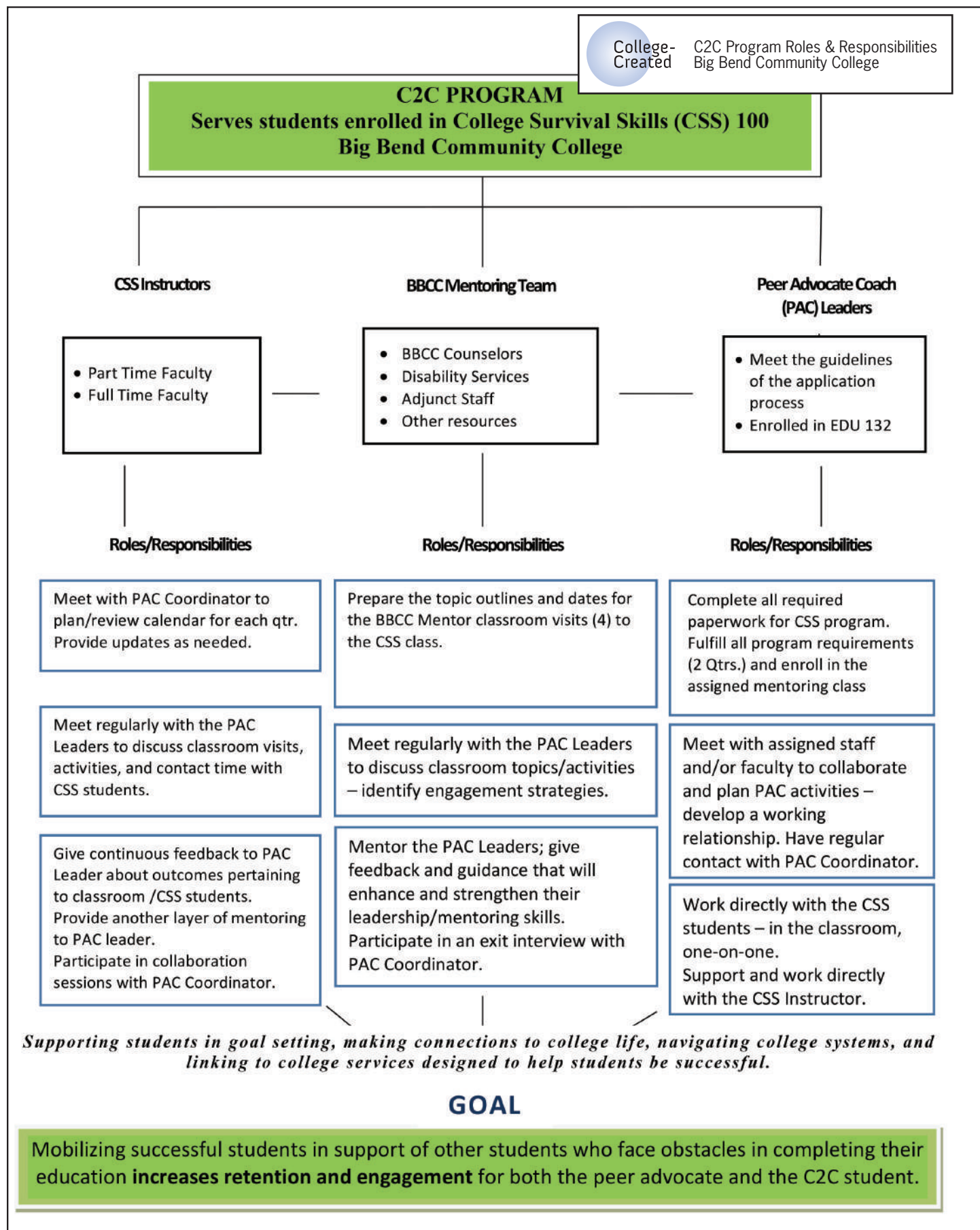
C2C Students Enrolled in Developmental Education Courses

*Peer Advocates will report directly to the C2C Program Coordinator.

**Student Support Specialists will support Peer Advocates for immediate needs on campus.

***Faculty teaching C2C English/math courses will work closely with the C2C Program Coordinator and peer advocates.

College-Created   C2C Program Roles & Responsibilities
                   Big Bend Community College

C2C PROGRAM
Serves students enrolled in College Survival Skills (CSS) 100
Big Bend Community College

CSS Instructors

- Part Time Faculty
- Full Time Faculty

BBCC Mentoring Team

- BBCC Counselors
- Disability Services
- Adjunct Staff
- Other resources

Peer Advocate Coach (PAC) Leaders

- Meet the guidelines of the application process
- Enrolled in EDU 132

Roles/Responsibilities

Meet with PAC Coordinator to plan/review calendar for each qtr. Provide updates as needed.

Meet regularly with the PAC Leaders to discuss classroom visits, activities, and contact time with CSS students.

Give continuous feedback to PAC Leader about outcomes pertaining to classroom /CSS students. Provide another layer of mentoring to PAC leader. Participate in collaboration sessions with PAC Coordinator.

Roles/Responsibilities

Prepare the topic outlines and dates for the BBCC Mentor classroom visits (4) to the CSS class.

Meet regularly with the PAC Leaders to discuss classroom topics/activities – identify engagement strategies.

Mentor the PAC Leaders; give feedback and guidance that will enhance and strengthen their leadership/mentoring skills. Participate in an exit interview with PAC Coordinator.

Roles/Responsibilities

Complete all required paperwork for CSS program. Fulfill all program requirements (2 Qtrs.) and enroll in the assigned mentoring class

Meet with assigned staff and/or faculty to collaborate and plan PAC activities – develop a working relationship. Have regular contact with PAC Coordinator.

Work directly with the CSS students – in the classroom, one-on-one. Support and work directly with the CSS Instructor.

Supporting students in goal setting, making connections to college life, navigating college systems, and linking to college services designed to help students be successful.

GOAL

Mobilizing successful students in support of other students who face obstacles in completing their education **increases retention and engagement** for both the peer advocate and the C2C student.

...are our faculty fellows?

CONNECT 2 COMPLETE
Faculty Fellows at Edmonds Community College

Campus Compact

What is Service-Learning?
The National Service-Learning Clearinghouse defines service-learning as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

Connect 2 Complete is a program of Campus Compact at Edmonds and Everett Community Colleges with funding from the Bill and Melinda Gates Foundation.

Find out more
tmurphy@edcc.edu
www.edcc.edu/servicelearning

Thomas Murphy, Connect 2 Complete Program Director

Tom is committed to engaging students in the community and with each other. Students who are engaged not only help make our world a more sustainable place, but they are more likely to pass their classes, earn good grades, graduate, find jobs, and volunteer in the community throughout their lives.

Tom has taught anthropology at Edmonds CC for the past 14 years. He chairs the Department of Anthropology, developed our Center for Service-Learning, and founded the Learn and Serve Environmental Anthropology Field (LEAF) School. The LEAF School (www.edcc.edu/leaf) is a service-learning program that uses peer advocacy, traditional knowledge, and modern science to help make our communities more sustainable. In partnership with Everett CC, local tribes, government agencies, and non-profits, the LEAF School offers field and lab courses in human ecology and archaeology that engage students in hands-on service as they learn about local people, plants, and animals.

Students recognized Tom's teaching with the Lifetime Honorary Triton Outstanding Faculty Award in 2005 and the Board of Trustees followed with an Excellence in Education Award in 2008. Stilly-Snohomish Fisheries Enhancement Task Force selected the LEAF School as its Volunteer Group of the Year in 2007 and the Snohomish Tribe of Indians followed with a similar award in 2011. Adopt-A-Stream Foundation designated Tom Streamkeeper of the Year in 2007 and the Washington Association of Conservation Districts selected him as its Educator of the Year in 2011.

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...a thriving
...am for students with autism and Asperger's at Roosevelt High School during this time.

At Edmonds CC, Dusty has worked as an instructor in the Developmental Education and High School Completion departments for four years and has developed and currently runs a peer mentoring program for students who have dropped out of high school and are returning to gain their diploma and college experience.

Currently, he is incorporating service-learning, peer advocacy, and professional development into all of his courses. As a part of this effort, he and his students have partnered with a local youth organization, The Neighborhood Youth Alliance, and are working to teach homeless and impoverished youth their math facts as a building block for academic success and life options.

Favorite quote: "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7)

EDMONDS COMMUNITY COLLEGE

Who are our faculty fellows?

The Center for Service-Learning at Edmonds Community College selected four faculty fellows who teach one or more Bridge or pre-college English courses per quarter. The fellows support the academic success of low-income developmental education students through peer advocate supported service-learning.

Responsibilities and Expectations

Service-learning faculty fellows:

- integrate service-learning and peer-to-peer advocacy into one or more developmental education courses;
- participate in professional development opportunities on campus, regionally, and nationally;
- participate in a service-learning showcase;
- participate in sponsored projects with the Center for Service-Learning;
- develop integrated assignments with college-level service-learning courses;
- implement assessments of peer advocacy and service-learning in associated courses.

Daniel Griesbach, English Department

Daniel believes that his English composition classroom is not perfected — that as an English instructor he's not done improving his pedagogy — until every student fully comprehends the power their writing will have in all their academic, professional, and civic pursuits.

Daniel has taught college English for more than 10 years since moving to Washington from northern California, but has only recently witnessed his teaching be transformed by service-learning, learning communities, peer mentoring, and community engagement. He has come to understand service both as a teacher and a learner. His graduate research at the University of Washington focused on American literature that portrays the lives and historical experiences of migrant farm workers. Daniel's ever increasing questions about food, land, social justice, and the environment led to a journey of service that has involved counting bird species at habitat restoration sites and maintaining a tool shed at a local community garden.

Favorite quote: In *Walden*, Henry David Thoreau poses a surprising question: Why is a college established first by having someone else build the classrooms where learning will take place? "I think that it would be better than this," he writes, "for the students, or those who desire to be benefited by it, even to lay the foundation themselves." In education, Thoreau's quote reminds us, we are constantly laying out our own foundations.

Meg Connelly, Bridge Department

Meg has been involved in Adult Education for more than 10 years and is currently teaching at Edmonds CC and at Lake Washington Institute for Technology. She loves teaching a variety of topics including history, reading, writing, and academic, basic and workplace ESL. It is her hope to take advantage of the diverse population on our campus to forge connections that improve understanding between people from various cultures. Meg has two sons and spends her free time painting, swimming, and reading.

Favorite quote: "Diversity is the one true thing we all have in common. Celebrate it every day." – Anonymous

Erica Almeda, Developmental Education Department

Erica has been a Developmental Education instructor for more than ten years in the Los Angeles and Seattle areas. She has incorporated service-learning into her classes around the themes of poverty and homelessness. Some service-learning projects integrated in the class included volunteering food prep for the hungry through a nearby church, working with the college's student services to plan campus food and clothing drives, a field trip to Tent City, and volunteering at the local food bank. Erica has a four-year-old daughter and a one-year-old son with whom she enjoys spending time and rediscovering the world. She also enjoys traveling, eating, reading, and hiking.

Favorite quote: "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." – Horace Mann

College-Created

Professional Development/Faculty Recruitment Activity
Tallahassee Community College

Lunch 'n Learn

**Faciliators: C2C College Success Faculty,
Sara Marchessault and Patrick McDermott
Date/Time: March 29, 2013
Time: 12:30 pm — 1:30 pm
Location: FPAC 216**

The Lunch n' Learn is for developmental education faculty who are interested in service learning. We will be sharing ideas about how service projects can support classroom learning, strategizing ways to integrate service learning into the classroom without adding a lot of extra work for instructors, and discussing assessment of service learning experiences.

Register now at....

Leadership Book Club

**Faciliators: C2C College Success Faculty,
Sara Marchessault and Patrick McDermott**

Meeting Dates (2:30pm - 3:30pm):

- **March 7 – chapters 1-3**
- **March 21 – chapters 4-6**
- **April 4 – chapters 7-9**
- **April 18 – chapters 10-12**

Register now at.....
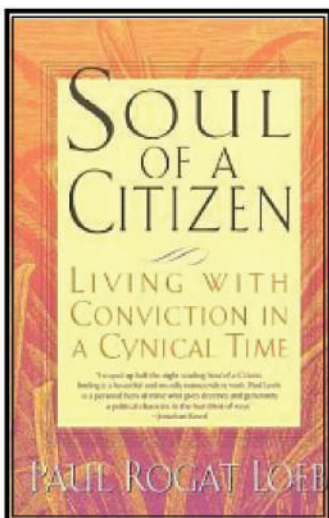
Soul of a Citizen has become the handbook for budding social activists, veteran organizers, and anybody who wants to make a change—big or small—in the world around them. A book of inspiration and integrity, Soul of a Citizen is an antidote to the twin scourges of modern life--powerlessness and cynicism, compelling us to move from passivity to participation.

Ideas for Initiating your Role as a P.A.C. Leader
Big Bend Community College

The PAC program uses mentoring, classroom activities, social media, and service-learning to help the College Survival Skills (CSS) students be successful college students.

Ideas for Mentoring

Mentoring opportunities outside of the classroom may take place:
- In small group(s)
  - ✓ inform your C2C students that you will be available in the Student Success Center (SSC) on a specific day so that if they want to come down and see you they will know where to find you!
  - ✓ offer to meet C2C students in the SSC for a study session
  - ✓ offer to join C2C students at campus events
- one-on-one
  - ✓ meet on campus and during hours of operations
  - ✓ take a C2C student to Sodexo for coffee or lunch
  - ✓ offer to a C2C student to a program that they are interested in learning more about
  - ✓ offer to meet with a C2C student to go over study skills, etc.

Students can contact you outside of class time by signing up for the Facebook page and/or encourage them to come to the Student Success Center.

Ideas for Classroom Activities

Work collaboratively with College Survival Skills (CSS) instructors and members of the BBCC Mentor Team to:
- Participate in designing and co-facilitating class activities and discussions that promote community building and student success. Example ideas:

  - ✓ ice breakers
  - ✓ brain teaser: tangoes – groups of 2 / competition
  - ✓ make announcements about and/or post campus event information on the board
  - ✓ lead a discussion about campus resources
  - ✓ take class on a campus tour
  - ✓ participate in classroom discussion/activities
  - ✓ make a presentation –
    - ▪ highlight the BBCC website – focusing on Student Life
    - ▪ time management strategies
    - ▪ goal setting (puzzle activity/ S. M.A.R.T. goals)
    - ▪ study skills (note taking, marking text, etc.)
    - ▪ AEW – Academic Early Warning - http://www.screencast.com/t/jqgN1L1s
    - ▪ Registration – http://youtu.be/aBKz_iv61W8
    - ▪ stress management techniques
    - ▪ test taking preparation
  - ✓ help instructor with assignments

Other Ideas: _____

Facebook

Work with PAC Coordinator to create a group Facebook page that only your assigned CSS students will be able to access. Steps to get started:

1. A group Facebook page for each CSS Class with a PAC Leader will be created.
2. "Like the CSS Page" and become friends with CSS
3. Help your CSS students understand how to get onto your class Facebook page. (Be the expert!)
4. Start Posting WEEKLY!
   Example ideas:
   - ✓ introductory video
   - ✓ upcoming campus events
   - ✓ Highlight a program on campus (SSC, Career Center, TRiO, Math Lab, Opportunity Grant, Financial Aid, SALT, etc.)
   - ✓ post a quote OR video
     - educational – study skills, goal setting, note taking
     - personal - time management, stress reducers, balancing work/study/family
     - career (link to an career interest inventory, websites about fastest growing careers, etc.) www.wois.org/ OR the Occupational Outlook Handbook http://www.bls.gov/ooh/
     - Khan Academy http://www.khanacademy.org/
     - TED TV - http://www.ted.com/
       clips that are funny, inspiring, courageous, persuasive, hot topics, etc.

Facebook Posts – Information about different campus events is included in your PAC Leader Manual. These will be posted on the BBCC College Survival Skills main page so that you will be able to share to your own group and/or cut and paste the information to your page.

Facebook competition(s) – With these competitions, the P.A.C. leaders are looking for ways to encourage the CSS students to **join** and **engage** in their group Facebook page. Example ideas:

- the class that has the most students sign up wins!
- the student who has the most posts in a week wins!
- whoever takes a picture with their PAC Leader on campus and then posts it to the group page wins!

Other Ideas:

- post a POLL
- play hangman
- play guess who, guess where – post pictures of places on campus, pictures of staff and the first student to get the correct answer wins!

Remember, you're a student too - post the kind of content that you would like to receive!
(PAC Leaders must post at least weekly and respond to other students' posts asap!)

Service Project(s)

PAC Leaders will support at least one service project in their respective CSS classes each quarter. Ideas for service projects include:

Moses Lake Food Bank
- *Community Services of Moses Lake is a nonprofit organization that works to feed and help people in need. The Moses Lake food bank is a Food Distribution Center for three counties that provides helpful items to those in need. One of their projects is to provide Thanksgiving meals to families and to provide Toys to children.* http://www.mlfood.org/home

Habitat for Humanity for Greater Moses Lake
- *Habitat for Humanity is a nonprofit organization that raises money and recruits volunteers to build houses with Moses Lake's low-income families. Habitat has a broad base of volunteers, partner families and donors and welcomes the involvement of all individuals. Habitat needs volunteers with many skills and interests ranging from construction and light office work to board and committee participation.*
  http://habitatmoseslake.org/

- Thanksgiving Baskets (BBCC student coordinating)
- Blanket Drive (BBCC student coordinating)
- Moses Lake Serve
- Food Kitchen
- Senior Centers

BBCC Mentor Team Members

Every PAC Leader has an assigned BBCC Mentor. It is the PAC Leader's responsibility to contact, coordinate and plan the four different dates that the PAC/Mentor team will go into the CSS class together.

Suggestions:
- ✓ Contact your BBCC Mentor **immediately** to arrange a time to meet with them. Exchange information about how *best* to contact each other - phone, email, office, etc.
- ✓ Interview your BBCC Mentor to find out about their job, how long have they been at BBCC, where are they from, etc.
- ✓ Tell your BBCC Mentor about yourself – why did you join C2C, what are you studying, where are you from, etc.
- ✓ Always try to contact your BBCC Mentor the week before your scheduled visit to class (refer to your PAC calendar).
- ✓ Avoid any last minute 'stuff' – remember BBCC Mentors are very busy people as are you!
- ✓ Let the PAC Coordinator know if you are having difficulties reaching your BBCC Mentor.

   Your BBCC Mentor Team Members are a great resource on campus! Learn from them.

Some of the BBCC Mentors:
Names listed here

MISC.........

IT IS HIGHLY RECOMMENDED THAT PAC LEADERS do the following:

- ✓ Routinely check your BBCC email for any information or updates
    - emails may be used to pass along posting information for you to use on your Facebook page

- ✓ Routinely check the PAC Leader mailbox in the SSC for any information, classroom supplies and/or schedule changes.

- ✓ Use your BBCC planner to write down dates and events

- ✓ Join the BBCC College Survival Skills Facebook page so that you can stay up to date as to what is going on with the PAC and get info about campus events
    - you can copy/paste information from this page to your own group page

- ✓ Connect with other PAC leaders for ideas
    - Share quotes, videos, pictures, ideas about activities, etc.

- **ALWAYS, ALWAYS, ALWAYS wear your P.A.C. badge when you go into the classroom!**

ETHICAL CONSIDERATIONS *for the Peer Advocate Coach (PAC) Leader*
Big Bend Community College

As you perform your duties as a PAC Leader, it is critical to understand and practice ethical behaviors. You were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position can also place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principles when helping others.

PAC Leaders will:

- Have knowledge and act consistently with the standards associated with the program.

- Respect the autonomy and individual dignity of the students they serve.

- Avoid acting beyond the scope of the service for which they were selected and trained and NOT attempt to offer professional services requiring more extensive qualifications and training. If in doubt, seek help from the PAC Program Coordinator, counselors, or other staff.

- Consult with the PAC Program Coordinator when faced with a situation that makes you uncomfortable or when you experience a conflict or dilemma.

- Remember that as a mentor you are a role model; it is important that you maintain congruence between what you say to fellow students in your role and how you act in other aspects of your life where you can be seen (or heard).

Boundaries

Before you begin your mentoring relationship, you should be aware of boundaries and how to establish them within a mentoring relationship.

Remember, you are a student, but you are also in a position to represent the Student Success Center. It is important for students to trust you and open up to you, but you need to avoid becoming too involved in personal issues. You should continue to discuss boundaries throughout the relationship. Situations may come up where you need to remind your C2C students or yourself that certain boundaries have been established and need to be adhered.

IMPORTANT: There are certain boundaries that all PAC Leaders and C2C students are expected to adhere to. These are:

- At no point, shall a mentoring relationship turn into a romantic relationship.
- Communication should remain through face-to-face contact, Facebook, and email only.
- Mentors and mentees will not threaten to cause harm to one another.

At any point that one feels these boundaries might be comprised, please consult with the program coordinator before a crisis develops. The program coordinator can help to establish clear boundaries.

Cultural Sensitivity

A person who is *culturally sensitive* is aware that there could be differences between their culture and another person's culture, and that these differences could affect their relationship and the way they communicate with each other.

Culturally sensitive people attempt to be free from prejudices and preconceptions about other cultures. As a mentor, it is important to be aware of any cultural differences between you and your mentee. You must learn to accept other cultures (even if you do not agree entirely) and not let differences in beliefs hinder the relationship.

It is also important to familiarize yourself with common behaviors of the different culture. Certain behaviors or expressions that may seem acceptable to you could be perceived as rude or derogatory to others.

Importance of Confidentiality
There must be a mutual understanding between the PAC Leader and student that conversations are protected between the two of them. A bond of trust is formed when a student comes to share something with you. It is important that you give them your attention and ensure them, if possible, that what they tell you is kept in confidence.

Information shared between a PAC Leader and student cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. If a student discusses self-harm or harm *to or from* others, you are responsible to report that information immediately to the appropriate persons (PAC Program Coordinator, counselors, etc.).

If the student has a condition that is beyond your ability to assist with (serious neurosis, alcohol, drug problems or depression), it is in the student's best interest that you find a way to share that information with staff. Specifically, ask the student if he/she would be okay if you were to share the information with staff; set-up the 'who, what, and when' for sharing the information with the agreed person.

Mandatory Reporter

Mandated Reporters must report suspected child abuse or neglect (or cause a report to be made) to law enforcement or CPS when they believe a child has suffered abuse or neglect or may be at risk of abuse or neglect. RCW 26.44.030 (1)(a) - WA State DSHS

Higher Education Employees are included in this reporting requirement. As advised by the Human Resources Director, all mentors must adhere to this reporting requirement as well.

1. P.A.C. leaders must view the mandatory reporter information at:
    http://www.dshs.wa.gov/ca/safety/abuseReq.asp?2
    OR
2. Review the power point section in the back of your *PAC Leader Manual*
    AND

3. Sign the CONFIDENTIALITY STATEMENT in your *PAC Leader Manual* - return to the PAC Program Coordinator as soon as possible.

SAFETY

Safety should always be a top priority for you and the CSS students. In an emergency situation, please call 911 first and then notify Campus Safety and Security at ###. If the situation is not an emergency but you are in need of assistance because of a safety issue, contact Campus Safety and Security at ###.

Other steps to take:

- Contact the Tutor Program Coordinator about any/all calls made to Campus Safety and Security that are associated with the Tutoring Program.
- Review BBCC Campus Safety and Security procedures and information at www.bigbend.edu/safety

REMEMBER: If ever in doubt about how to handle a situation, see the PAC Coordinator immediately.

Reference

Newton, F.B., & Ender, S.C. (2010). *Students Helping Students*. San Francisco, CA: Jossey-Bass.

College-Created | Peer Advocate & Faculty Training Retreat Agenda
Edmonds Community College

C2C Peer Advocate & Faculty Leadership Orientation Retreat

Fall 2013

Edmonds Community College and Big Bend Community College

DAY 1

DAY	TIME	WORKSHOP/EVENT	Presenter/Location
Oct 11, Friday	6:00-10:00pm	Arrivals	Lazy F, Trading Post
Oct. 12, Sat	8:00-9:00am	Breakfast/Arrivals	Trading Post (T.Post)
	9:00-9:20am	Welcome/Introductions	Ryan, Murphy/T.Post
	9:20-10:00am	Spooky Speed Dating	Ryan & Gast/Rec Hall
	10:00-11:00am	Connect2Complete 101	McGinty/T.Post
	11:15-12:00pm	**Breakout Session 1** **Faculty Fellows:** PA/Faculty Fellow Connection -- **Peer Advocates:** Mentoring Mechanics	Murphy/TBD ---------------------- Gast/T.Post
	12:00-1:00pm	Lunch	Lodge : Dining Hall
	1:00:2:45pm	FELINE - (community building activity also used with C2C students)	Recreation Barn
	3:00-4:30	Leadership Styles NESW (activity also used with C2C students)	Michel/TBD
	4:30-5:30	Troubleshooting: Academic, Personal, Financial	T.Post
	5:30 pm -6:30	Dinner	Lodge : Dining Hall
	6:30-7:00	Break	
	7:00-8:00pm	Fire Circle- Reflection	Small Campfire/T.Post

DAY 2

Oct. 13 Sun	8:00-8:45am	Breakfast	**Lodge : Dining Hall**
	9:00-10:45am	Coyote Mentoring/Asking Questions: Wildlife Track & Sign Exploration	**T.Post: Outside Hike**
	11:00-12:00pm	Learning Styles, Adult and Youth Learners	L. Masredjian/T.Post
	12:00-12:45pm	Lunch	**Lodge : Dining Hall**
	12:45-1:30pm	**Breakout Session 2** **Faculty Fellows:** Where to go from here…What's happening: research, symposiums, and conferences --- **Peer Advocates:** Time Management /Organizational Skills	Murphy & Gast/TBD ----------------------------- L. Masredjian/T.Post
	1:30-2:30	Building Service Learning Curriculum/Reflection process **Big Bend, EdCC CSL, LEAF, Dev.Ed**	T. Post
	2:30 pm	Final Reflection/Evaluation	**TBD**
	3:15/3:30 pm	Departure	

Thank you C2C Faculty Fellows and Peer Advocates!

College-
Created   Peer Advocate Orientation & Training Overview
            Lorain County Community College

SPRING 2013 PEER ADVOCATE ORIENTATION & TRAINING SCHEDULE

Group Service Project	Schedule:
For: All Peer Advocates *Description:* The Connect2Complete program, along with focusing on academic success, supports student involvment with civic engagement. We seek to use civic engagement as a tool to build deeper relationships, serve our community, and increase student persistence. All Peer Advocates will participate in a fun group service project to get to know one another, provide a service to our community, and learn how to develop service projects with your instructor for your C2C students.	**Location**: Second Harvest Food Bank of North East Ohio 7445 Deer Trail Lane - Lorain, OH 44053 **Date & Time: 2 OPTIONS – RSVP your preference to Julia** 1. Monday, January 14th 3:00 - 5:00pm 2. Friday, January 18th 10am - 12noon **Details**: Optional Carpooling from LCCC. Let Julia know if you'd like this option.
Peer Advocate Orientation	**Schedule:**
For: All Peer Advocates (*Returning Peer Advocates will join at 11:00am instead of 10:00am) *Description:* The Peer Advocate Orientation is an in-person orientation to the program and the roles of a Peer Advocate. This is the core component for understanding your roles and responsibilities and the resources available to help you connect with students.	**Location**: LCCC - iLoft 205 **Date & Time**: Wednesday, January 16th 10:00am – 12:00 noon (with lunch from 12-1:00pm) **Details**: FREE Lunch will be provided for Peer Advocates from noon – 1:00pm in the same room.
How To Mentor Students Workshop	**Schedule:**
For: All Peer Advocates (faculty and staff will also be attending) *Description:* Mentoring is a valuable strategy for helping students achieve academic success and develop life management skills. In this workshop you'll learn tools, techniques and concepts for successfully working with your mentees.	**Location:** LCCC - iLoft 207 **Date & Time:** Wednesday, January 16th 1:00-2:30pm **Details:** This workshop is also a part of the Faculty Development Days and faculty/staff will be joining us.
Leadership Through Civic Engagement course	**Schedule:**
For: All <u>NEW</u> Peer Advocates *Description*: All new Peer Advocates take this 1 credit hour leadership course. (Financial Assistance is available as needed for course tuition.) This course is open to all students regardless of whether they are Peer Advocates; however, financial assistance is only available for Peer Advocates. *Course Description*: In this leadership development course students will be able to identify the characteristics of exceptional leaders, understand the fundamental principles of leadership development, and practice specific leadership behaviors. Emphasis is placed on integrating leadership into civic engagement to support students and community. Students will develop a personal leadership action plan and participate in discussions to further develop leadership in themselves and support leadership in others. This course will include a service-learning component.	**Location:** LCCC - iLoft 125 **Dates & Times:** **Seminar Day 1**: Friday, March 1 – 3:00-6:00pm **Seminar Day 2:** Saturday, March 2 – 8:30am-1:00pm **Details:** Breakfast will be provided on Saturday's session. The course will be run by Professor Ellen Shafer. After the 2 day seminar, the remainder of the course will be taught via internet.
Monthly Meetings	**Schedule:**
For: All Peer Advocates *Description*: All Peer Advocates participate in one-hour monthly meetings. These meetings are designed to address the educational, developmental, and programmatic needs of Peer Advocates.	To be determined based on Peer Advocates' schedules.

CONNECT 2 COMPLETE

Lorain County Community College

DEAR _____

WELCOME to being a Fall 2013 Peer Advocate! We are excited that you have chosen to join us in the mission of helping other students be successful with their educational journey here at Lorain County Community College! You have already received the *Orientation/Training Schedule* and we look forward to seeing you then.

TO BEGIN your work as a Peer Advocate, you will need to meet with the professor you will be working with this semester. Below is their contact information. These meetings need to be scheduled and completed before the semester begins on *Monday August 26th*.   Please schedule the meeting between the orientation date (14th) and the start of classes (26th) so you will have the orientation to prepare you for the meeting. Please be sure to review the attached *Classroom Planning Guide,* and if you would like some extra preparation, please call or visit the C2C Program Coordinator.

AT THIS MEETING, you and your professor will get to know each other and make initial plans for the upcoming semester. You will learn about the typical needs of the professor's course and barriers students usually face, brainstorm ways a Peer Advocate can meet students' needs and challenges, discuss expectations, and set the schedule of classroom visits for the rest of the semester. The beauty of our program is that it can adapt to the needs of students as long as the professor and peer advocate are in agreement and their plan is aligned with the goals of the program.

ACTION ITEMS:
1. Schedule the meeting as soon as possible. (Do not wait! Make contact with your Professor ASAP. They are waiting for you.)
2. At the meeting, complete the attached *Classroom Planning Guide*
3. After the meeting and before classes begin submit the *Classroom Planning Guide* to the C2C Program Coordinator.

As with anything, if you have any questions, please don't hesitate to ask!
I look forward to seeing you at orientation,

Faculty Info:

Course Info:

Peer Advocate & Professor Classroom Planning Guide

CONNECT 2 COMPLETE
Lorain County Community College

Before the semester begins, the Peer Advocate and professor will meet in-person in order to get to know each other and make initial plans for the coming semester. This plan should be turned into the Peer Advocate Coordinator before the first day of classes. This document acts as the initial plan but can be adapted to fit both Peer Advocate's and professor's needs. Presentation topics/goals do not have to be set in place but should be discussed.

MEETING CHECKLIST:
☐ Make introductions (names, student's major, courses taught, interests, etc.)
☐ Put Peer Advocate contact information in the syllabus & give Peer Advocate copy of syllabus
☐ Discuss the parameters of the classroom visits (time, topics, goals, expectations, ideas, etc.)
☐ Discuss how to involve the students in community/civic engagement
☐ Set a minimum of 8 classroom visits (schedule below)
☐ Make copies of this completed *Classroom Planning Guide* for both the Peer Advocate and professor
☐ Submit completed *Classroom Planning Guide* to the Peer Advocate Coordinator

INFORMATION:
Course Name: _____

Class Meeting Days: M   TU   W   TH   F   Times: _____

Professor's Contact Information	Peer Advocate's Contact Information
Name: _____	Name: _____
Email Address: _____	Email Address: _____
Phone Number: _____	Phone Number: _____
Signature*: _____	Signature*: _____

*(*By signing this document, both parties are agreeing to effective communication practices: responding no later than 48 hrs. to email/phone, arriving on time, and giving adequate advance warning when canceling/rescheduling. No calls/no shows will not be tolerated.)*

PROPOSED CLASSROOM SCHEDULE FOR THE SEMESTER:
(First classroom visit should occur in week 1)

#1 VISIT DATE & TIME:	#2 VISIT DATE & TIME:	#3 VISIT DATE & TIME:	#4 VISIT DATE & TIME:
#5 VISIT DATE & TIME:	#6 VISIT DATE & TIME:	#7 VISIT DATE & TIME:	#8 VISIT DATE & TIME:

**Peer Advocate Support in My C2C Developmental English Course
From Professor Mona Bahouth-Kennedy, Owens Community College**

Dear Peer Advocate,

I would like to thank you for your support and for your willingness to work with my students to make their college experience less stressful and more enjoyable. Having gone through similar experiences yourself, I'm confident that students will relate to you and come to you if they need help. Since we haven't worked together before, I'd like to share the way I work in class with my students and how you and I can work together effectively.

I expect that you will:
- Introduce yourself at the beginning of the semester and share your experiences as a student, explaining your role in the classroom and that you are there to offer students support.
- Exchange emails and/or phone numbers with students and set up appointments to meet with each one individually outside the classroom to discuss issues or concerns they might have. (I give students extra credit for meeting with you).
- Attend the first 5-10 minutes at a minimum of each class session to share any news of campus events and ask students if they need help regarding any of the services on campus. If you encourage them, students will contact you for help.
- Work with me to plan and schedule various activities that you will lead over the course of the semester.
- Though not required, if possible, come to class a few minutes before the session starts; students will open up and talk about their concerns.
- Contact me if a student is having personal problems. You do not have to discuss the problems with me; just let me know about it to take into consideration.
- Contact students who are missing class or not doing assignments. Students feel comfortable sharing their concerns or issues with students like themselves. I will share names of students I observe who need help.
- Orient or take students to the right place to get the help they need.
- Encourage students to meet with their advisor to make sure they have signed up for the right classes and to prepare an academic plan.
- Please let me know if you cannot show up to a certain class session a day in advance at a minimum.

Regarding the Service-Learning Activities:
- Dates for service-learning activities are in my syllabus. We will work together to support service-learning activities.
- Before service trips, you will facilitate an orientation to the organization and explaining what the students will be doing as part of the service project.
- Transportation to and from service sites should be organized properly.

I truly appreciate all your efforts and hope that our work together will support C2C students to be successful.

ACTIVITIES CALENDAR for Peer Advocate Coaches in College Survival Skills (CSS) Classes

Big Bend Community College

Week 1 *Sept 22 - 26*	• **VISIT CSS CLASSROOM - 1st Visit to CSS Class w/ BBCC Mentor Team Member (Intro)** • **CAMPUS TOUR (at the discretion of the instructor)** • **EDUC CLASS – Monday, Sept 22rd (3:30 – 5:00)** • Schedule a time to meet with your BBCC Mentor Member next week – email or make an appointment TODAY!!!! • Meet with your CSS instructor and set up a schedule to attend your CSS class on a regular basis, plan activities, etc. Review your *PAC Leader Manual* for ideas/suggestions.

Week 2
Sept 29 – Oct 3
	• **VISIT CSS CLASSROOM – Will take entire class time.**
	    o Distribute memory sticks
	    o Distribute and collect photo release form
	    o **Lead class - PERSPECTACLES Activity (Stereotyping)**
	• Meet with your BBCC Mentor Team Member to discuss **Week 3's** classroom visit *(Campus Resources)*
	• CAMPUS TOUR (TBD - if not provided Week 1)
	• **PAC TRAINING OVERNIGHT**

Week 3 *Oct 6 – Oct 10*	• **VISIT CSS CLASSROOM - 2nd Visit w/ BBCC Mentor Team Member (Campus Resources)** • **EDUC CLASS – Monday, October 6th (3:30 – 5:00)**
Week 4 *Oct 13 – Oct 17*	• **VISIT CSS CLASSROOM** o Introduce FACEBOOK and lead class through connecting to FB group (discuss taking class to Computer Lab with instructor) • Post Intro Video to Facebook Page
Week 5 *Oct 20 – Oct 24*	• **VISIT CSS CLASSROOM – ANNOUNCEMENTS ONLY** • Facebook Postings •
Week 6 *Oct 27 – Oct 31*	• **VISIT CSS CLASSROOM – ANNOUNCEMENTS ONLY** • Facebook Postings • Contact your BBCC Mentor Team Member to discuss week 7's classroom visit – *Registration* • **EDUC Class – Monday, October 27th (3:30 – 5:00)**
Week 7 *Nov 3 – Nov 7*	• **VISIT CSS CLASSROOM - 3rd Visit w/ BBCC Mentor Team Member (Registration)** o **Lead Class - North-South-East-West Activity (Leadership Styles)** • Facebook Postings

Week 8 *Nov 10 – Nov 14*	• **VISIT CSS CLASSROOM – ANNOUNCEMENTS ONLY**
Week 9 *Nov 17 – Nov 21*	• **VISIT CSS CLASSROOM – ANNOUNCEMENTS ONLY** • Facebook Postings • Contact your BBCC Mentor Team Member to discuss week 11's classroom visit *(Degree Planning)* • **EDUC CLASS – Monday, Nov 17th (3:30 – 5:00)**
Week 10 *Nov 24 – Nov 28* **Thanksgiving!** **Nov 26th – 28th**	• **VISIT CSS CLASSROOM – ANNOUNCEMENTS ONLY** • Facebook Postings
Week 11 *Dec 1 – Dec 5*	• **VISIT CSS CLASSROOM – 4th Visit w/ BBCC Mentor Team Member (Degree Planning)** ○ **Lead Class - FELINE (Communication)** • Facebook Postings • **EDUC CLASS – Monday, Dec 1st (3:30 – 5:00)**
Week 12 *Dec 8 – Dec 10*	• Facebook Postings ONLY! • INSTRUCTION ENDS – Dec 6th • FINAL EXAMS – Dec 8 – Dec 10

CSS Instructors:

Names and contact information listed here.

C2C Staff:

Names and contact information listed here.

NOTES:

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