

Will creating a Service Learning Program at Northern Essex Community College foster an entrepreneurial spirit on campus that will link our faculty and students with the community?

A collaborative research project for the Carnegie Foundation Scholarship for Teaching and Learning.

Group members: Sue Grolnic, Wayne Kibbe, Joe Rizzo, Marcy Vozzella, Biff Ward

Introduction

Prior to applying for a 2006-2007 SOTL grant, the group first collaborated in fall 2005 to discuss the concept of entrepreneurship in an academic context. We discussed campus issues and how to positively contribute to an entrepreneurial spirit on campus and have an institution where bold ideas are proposed and supported. The group defined “entrepreneurship” as: *The ability to identify an issue or problem; develop a structure, process, or system to address the issue; and engage others in the development and implementation of the “solution”.*

The group hypothesized, and our SOTL research later confirmed, that faculty have great ideas but there is a perception within the college that leads many to believe that ideas would not be supported. There was also concern that faculty and students were not involved enough with the community. This was the foundation for our SOTL research question: *Will creating a Service Learning Program at NECC foster an entrepreneurial spirit on campus that will link our faculty and students with the community?*

Following a traditional literature research, the group conducted an online survey to gather data about the college’s interest in entrepreneurship and service learning, and also assessed the current climate at NECC by conducting interviews with faculty who incorporated service learning in their courses. With this information, we envisioned a pilot project that could be realistically proposed campus-wide at NECC. The group’s work culminated in the design of such a pilot project.

Research

The first step in our research was a literature search which examined entrepreneurship and service learning in higher education. The following is a summary of this research.

Entrepreneurship and Service Learning in Higher Education

Higher Education is typically a non-profit or public sector enterprise. As such, the concept of entrepreneurialism would appear to be incongruent with the culture of academia. Where entrepreneurship connotes the pursuit of profit and personal gain, stereotypes associated with

higher education are that of disconnectedness with the real world and an unwavering dedication to tradition. As with any stereotype, these representations are often exaggerations or distortions of a small aspect of reality.

Although the notion of the entrepreneur and capitalism are very much intertwined, the entrepreneurial spirit means something much more. The entrepreneur can recognize opportunities and identify unmet needs (Bagbey, 2006). In addition, there is a creative ability to follow through with innovative problem solving which includes the bringing together of capital and human resources.

Higher education in general, and community colleges in particular, are quite sensitive to external social, political, and economic factors. This is true as well for the faculty and staff employed by institutions of higher learning. Moreover, creativity and individualism runs deep in the overall milieu of academia. The purpose of the project is to identify the extent to which entrepreneurial characteristics exist within the faculty, staff, and organization of Northern Essex Community College and if extant, to explore the possibility to manifest this potential by the establishment of an interdisciplinary service learning program. By so doing, the ultimate organizational objective to the education of our students and service to the community can be better realized.

Service learning

Apprenticeships have a rich tradition in imparting skills for many occupations. However, learning by doing has had a more limited application within formal education. In regard to academics, experiential learning can be traced back to the early 20th century and the writings of John Dewey (1963). Service learning, as a pedagogical tool, is a relatively recent innovation. It often combines the philosophy of experiential learning with the ideological value of volunteerism and the organizational format of the field internship. The objective is to enhance academic learning through community service. Ideally, service learning will synthesize educational theory with civic education and career development. The community then is an extension of the classroom and academics is grounded in real world experiences. Linking the academic to real world problems promotes a stronger awareness in students of the interconnectedness of disciplines. In addition, this collaborative educational enterprise demonstrates an effective model of problem solving.

The Development of Service Learning

The service learning movement grew out of a tradition of charitable service and a mid-twentieth century national concern about civic involvement. The federal government has been actively promoting both the expansion of volunteerism through grants promoting the establishment of campus-community partnerships and collaborations since the early 1970's. The passage of the Domestic Volunteer Service Act of 1973 emphasized incentives to increase volunteerism and community service, particularly through school-based programs. Some schools began to award credit to service projects.

A survey conducted by the National Student Volunteer Program found 2,000 volunteer programs in existence on college and university campuses in 1973 and 1974 (Hinck and Brandell, 2000). Slightly over half awarded academic credit for the service performed. By the mid-1980's, high schools were increasingly providing opportunities for community service, with some even mandating service as a graduation requirement. Approximately 9% had incorporated service into the curriculum and 13% mandated it as a graduation requirement (Belbas, Gorak, and Shumer: 1993).

In 1990, the National and Community Service Act was passed which created the Corporation for National Service. This new agency combined the Commission on National and Community Service and ACTION, two previously existing federal programs, bringing their programs such as Serve America, VISTA, Special Volunteer Programs, and Older Americans Volunteer Programs under its umbrella. In order to receive federal funds, each state was required to create national service commissions that would conduct strategic planning and administer grants. This act provided funding for the expansion of service learning projects and for the development of partnerships between educational institutions and community based organizations (Congressional Digest, 1993)

The creation of the Corporation for National Service and the availability of Learn and Serve America grants have resulted in a tremendous increase in the number of secondary students performing community service from 1984 to 1997. Over 12.5 million middle and high school students provide service to their community (Belbas, Gorak, and Shumer, 1993). The significance of the impact of this growth of student involvement in service learning on higher education cannot be overlooked. Students are entering colleges and universities with a history of service and an expectation that they will be provided with enhanced opportunities to link public service with their academic development on their campuses.

By the early 1990's, nearly 30% of the students in higher education, earn credit for service through an integrated service learning curriculum (Belbas, Gorak, and Shumer: 1993). The availability of grants to foster service learning and campus-community partnerships has stimulated theoretical developments and empirical research on their pedagogical effectiveness and the benefits provided to students, faculty, universities, and communities. This growing body of literature has led to refinements and a redefinition of the academic objectives underlying service learning.

Variations of service learning models have been identified (Fucco, 1996). These categories include the following:

Volunteerism emphasizes the service provided to the social good. The focus is on good deeds. Community Service benefits the community and usually advances a cause. Students become educated about the activity and related issues. The educational benefits are generally related to topic or issue.

Internships provide students with hands-on experience relevant to an area of study. This may have community benefit but the education of the student is the focus. Field Education involves co-curricular activities that maximize the student's understanding of a profession.

Service Learning strives for the integration of courses, curriculum, students, faculty, and community needs.

Service Learning Redefined

Service learning was defined in the National Community Service Act of 1990 as a pedagogical tool that facilitates student learning through active participation in structured community service that meets an identified community need (Hinck and Brandell, 1999). This definition expands upon the earlier focus on service as a means of promoting citizenship. It stresses the importance of service that is meaningful in meeting a community need and has led to a reformulation in the literature of the purpose and development of service learning projects. The service experience needs to be designed in a way that is mutually reinforcing of quality of service and effective learning (Weinberg, 1999). Additionally, service learning must be distinctly different from volunteerism and internships. As such, it must expand upon the qualities of caring, compassion, and civic engagement that characterize volunteerism, and the application of academic knowledge to a real world setting that characterizes internships, and include in its mission social activism that is intended to transform the community for the better (Chapin, 1998).

Therefore, a service learning project must integrate service and coursework in ways that increase disciplinary knowledge of subject matter and strives to incorporate the following objectives: First, it should increase cognitive development so that students learn to more effectively organize, analyze, and synthesize new ideas, concepts, and paradigms. Secondly, it should develop student ability to recognize the interrelationship of ideas, consistent with recurring patterns of thought, observations, and premises across disciplinary, spatial, and temporal boundaries. Lastly, it should increase problem-solving skills and ability to apply intellectual awareness and knowledge toward resolving global concerns and problems in order to improve the human condition. It is this last objective that most clearly establishes a mandate that service and learning must provide the vehicle for forming meaningful campus-community partnerships that are beneficial to every party involved. Campus-community collaborations must be beneficial to students, faculty, university administrators, and the community being served.

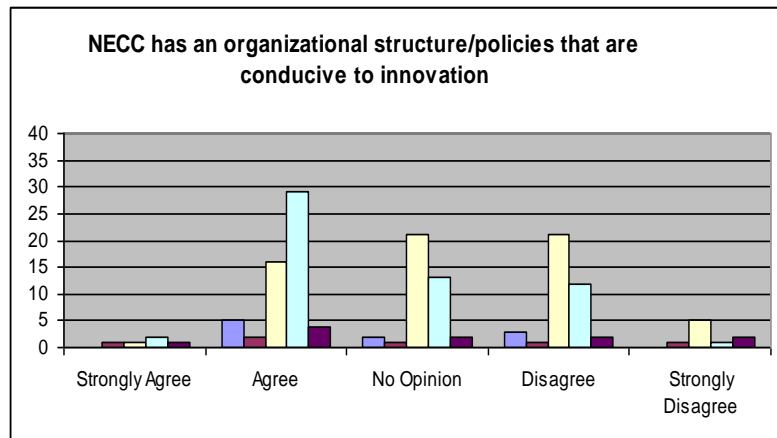
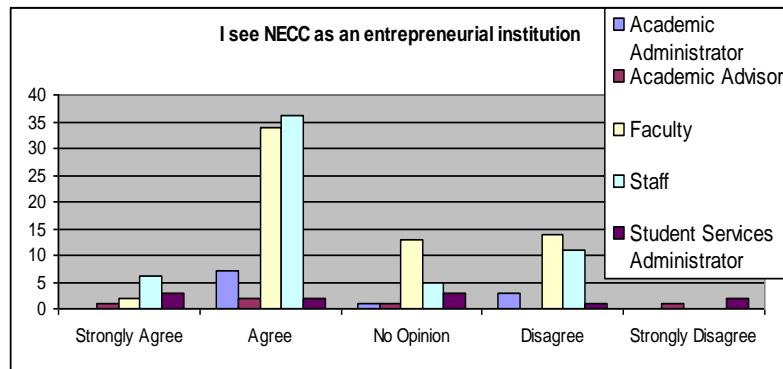
See Appendix A for References

Survey of Faculty and Staff

In 2006, the SOTL team invited all faculty and staff to respond to an electronic survey seeking information about their perceptions about how the college's current culture involved entrepreneurship and service learning, and asking them about their interests and concerns about moving to a service learning culture. The survey was sent three times – twice in the summer and once in early fall. Respondents used Survey Monkey to record their input. 172 persons responded to the survey: 13 academic administrators; 5 academic advisors; 67 faculty; 76 staff; and 11 student services administrators. We were surprised and pleased by the high level of response and by the diversity of the respondents.

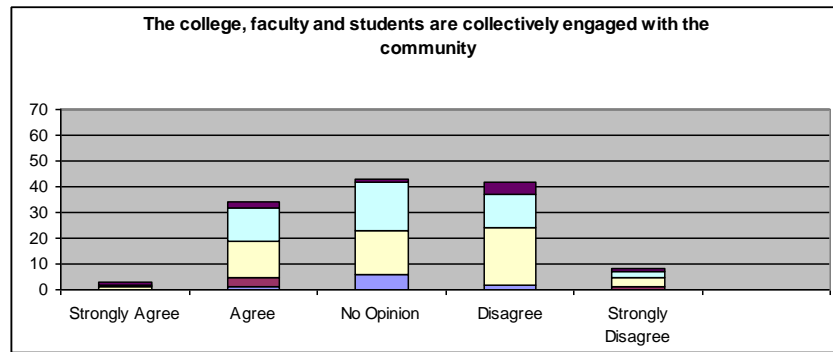
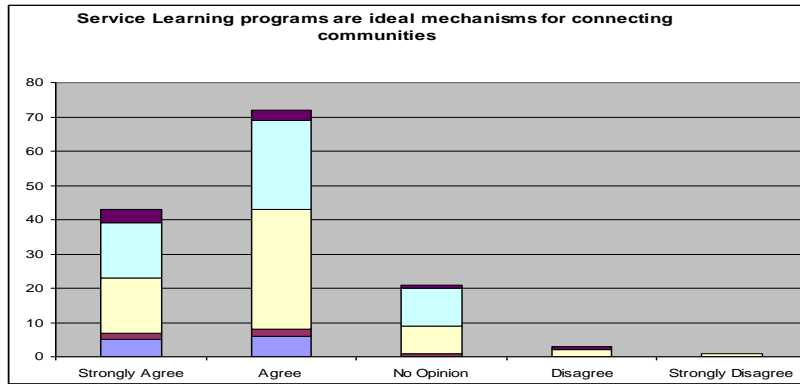
The full data set of responses (except for the open-ended ones – due to space limitations) is in appendix B. The following graphs show some of the more interesting data. The first set of graphs indicates that respondents found NECC to be an institution that is entrepreneurial. While the majority of both faculty and staff feel NECC is an entrepreneurial institution, more staff than faculty felt the college had an organizational structure that supports entrepreneurship/innovation.

Entrepreneurship



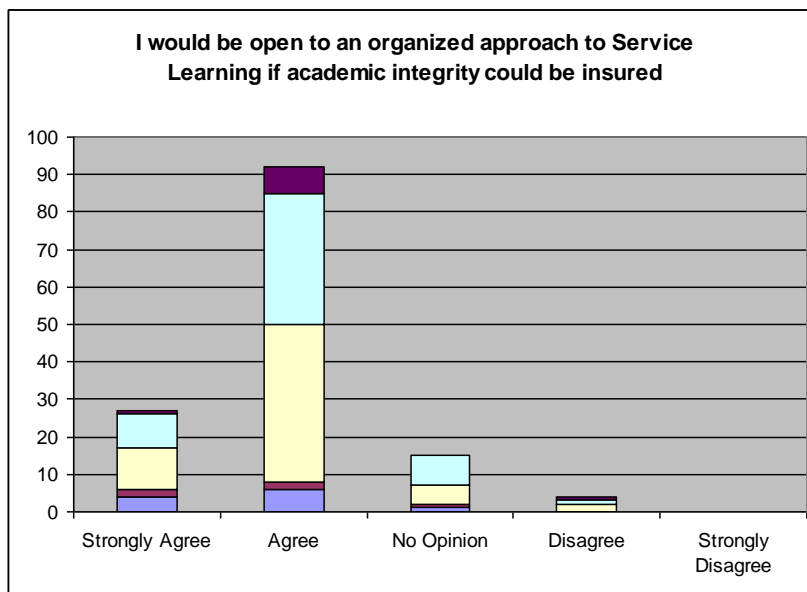
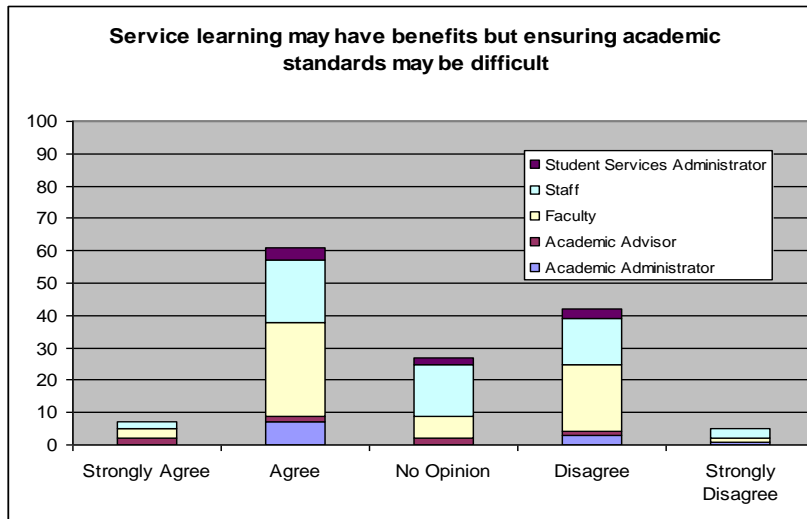
The following two sets of graphs depict respondents' views about Service Learning. As you can see from the first set, a large majority of respondents indicated they believe service learning is an ideal mechanism for connecting communities. There was a wide range of responses to the question about whether or not the college is currently engaged in these activities.

Service Learning



The third set of graphs depicts respondents' views about their desire to implement SL and their perceptions about how difficult that might be.

Service Learning



The graphs show that more than half of the respondents, including 2/3 of the responding faculty, would be interested in participating in service learning activities/processes if they could be assured the quality of learning would be maintained. Approximately half the responding faculty indicated concern that this would be difficult.

Based in part on the results of this survey, the SOTL team devised a pilot project that would involve multiple classes across disciplines.

Interviews with Administrators and Faculty

In addition to analysis of the survey results which gave us insight into attitudes and perceptions about service learning, we wanted to find out specifically what, if any, types of student programs are currently in place on campus within the realm of service learning, community service, and entrepreneurship. Our aim was not to change any of these programs, but to gain a better understanding of them and perhaps incorporate them into a larger, more unified model. We found several departments and programs which have been in place for many years. In some cases, these programs fulfill accreditation requirements, giving students practical work experience and future employment references.

One such example is the Health Professions, where service learning through clinical experience is part of the syllabus and the course grade. The class meets at scheduled times for a classroom session on campus and in a clinical setting. This program has successfully integrated practical clinical experience with the course grade. Students cannot pass the course unless they satisfactorily perform the clinical part of the course. In addition, students, faculty, and the college establish an ongoing relationship through student recruitment and participation in the program. Faculty concerns about grades are handled by the requirement that students have to complete the internship portion of the course with a satisfactory evaluation from their onsite program coordinators.

In the engineering department, Dept. Chair Kathy Prioetti has proposed using grant money to begin a service learning program. This program would allow engineering students to work during the summer for a local high school to install software and repair desktop computers. This program would allow students the opportunity to work off-campus polishing their technical skills and establish a cooperative relationship with the college and the local school district. Students who have been through the program would tutor and advise other students who are entering the program, creating sustainability within the department and developing leadership skills for the students. Participation in the program would be optional, and students would have to meet minimum grade requirements to participate. As with the Health Professions, a portion of the students' grade would be based on evaluations from their on-site coordinators.

In Early Childhood Education, NECC students participate in an off-campus learning program that is closely monitored by their instructors, supervising teachers, and a program coordinator. The program coordinator is involved in details such as coordinating travel times to the off-campus sites, working with the onsite supervisors to place only a certain amount of students at each site, and to monitor student performance in the program. Students also have to pass a criminal background check before participating.

NECC Career Services is involved with the team in recommending and placing students in various off-campus opportunities to enhance academic programs currently in place. This cooperation with career services is an integral part to providing students additional work experience and enhancing the goals of the service learning team.

For interview notes, see Appendix C.

Pilot Project

Based on our research, the group proposed the following criteria for a pilot project consistent in the manner in which service learning has been redefined:

- The project/program would allow any faculty member interested to join
- The time required would not be limiting
- The work would encourage community outreach while simultaneously connecting courses and the employees at the college in a novel way
- The project could expand or shrink in size according to need
- Both students and faculty would find the experience beneficial to coursework

Tree Committee Proposal

In the late fall of 2006, group member Marcy Vozzella was invited to the monthly meeting of the Newburyport Tree Committee to discuss a city wide tree assessment project they were hoping to undertake. Following the meeting, Marcy began work on creating a pilot project.. Two students were placed in co-op jobs which entailed beginning the tree survey under the supervision of two faculty, Marcy Vozzella and Emily Gonzalez (NECC's resident plant physiologist). Simultaneously, the SOTL team developed Pilot Project Goals and proposed the large scale Service Learning Pilot Project to the Newburyport Tree Committee.

The first task in the pilot project was a city-wide survey of all street trees. The two students have spent the spring semester writing a tree identification manual and data base users manual which can be used by community members, including students working on a service project, to continue the survey with ease. Additionally, they have created the initial database, started the surveys, and begun to identify the city's tree needs and health problems. Several of the other organizing groups have already contacted NECC to engage in a service learning opportunity.

The pilot project outline is located in Appendix D.

Conclusion

This was the first time the SoTL program at NECC had supported a *team* project. Although it is not clear that all the results are a consequence of this design, the amount of work that was accomplished and the speed with which this project grew from a SoTL project to a college-wide initiative suggests there is value in considering the team model. Another factor contributing to the success of this project may be the composition of the team. The four faculty members represented different disciplines, different lengths of service, and different degrees of familiarity with the college. This meant there was a wide range of opinions, work styles, and experiences on which the team could draw. The fifth member of the team was a division dean. It appears to be important to have as a team member, someone to advocate for the team's plan and who is in a position to manage the implementation of that plan.

The members of the team are now members of the newly formed college-wide Service Learning Committee. The college's application for a VISTA to support our work in developing a culture of Service Learning was approved, and the VISTA began work in late July. A faculty member took a sabbatical in the spring semester and worked on creating a database of community organizations with whom the college can - or might - work. The group is proud of its

accomplishments and the role they played in increasing the opportunities for faculty and staff to be entrepreneurial.

Appendix A

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Appendix B

Survey Data

My role at NECC is:	I have been at NECC	I consider myself to be	I see NECC as an entrepreneurial institution	I have been entrepreneurial in my work here	My colleagues have been entrepreneurial
Academic Administrator	10-15 years	Entrepreneurial	Agree	Agree	Agree
Academic Administrator	10-15 years	Entrepreneurial	Agree	Agree	Agree
Academic Administrator	10-15 years	Entrepreneurial	Disagree	Agree	Disagree
Academic Administrator	10-15 years	Entrepreneurial	Strongly Agree	Agree	Agree
Academic Administrator	5-10 years	Very entrepreneurial	Disagree	Agree	Disagree
Academic Administrator	5-10 years	Entrepreneurial	Disagree	Strongly Agree	Agree
Academic Administrator	5-10 years	Entrepreneurial	Agree	Strongly Agree	Agree
Academic Administrator	5-10 years	Entrepreneurial	Agree	Agree	Agree
Academic Administrator	Less than 2 years	Very entrepreneurial	Disagree	Agree	Disagree
Academic Administrator	Less than 2 years	Very entrepreneurial	No Opinion	No Opinion	No Opinion
Academic Administrator	More than 15 years	Entrepreneurial			
Academic Administrator	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Academic Advisor	10-15 years	Entrepreneurial	Agree	Disagree	Agree
Academic Advisor	10-15 years	Not entrepreneurial	Agree	No Opinion	No Opinion
Academic Advisor	5-10 years	Entrepreneurial	Strongly Agree	No Opinion	Strongly Agree
Academic Advisor	5-10 years	Not entrepreneurial	Agree	No Opinion	No Opinion
Academic Advisor	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	10-15 years	Entrepreneurial	Agree	Strongly Agree	Agree
Faculty	10-15 years	Very entrepreneurial	Disagree	Agree	Agree
Faculty	10-15 years	Entrepreneurial			
Faculty	10-15 years	Very entrepreneurial	Agree	Agree	Agree
Faculty	2-4 years	Entrepreneurial	Agree	Agree	No Opinion
Faculty	2-4 years	Entrepreneurial	Agree	Agree	Disagree
Faculty	2-4 years	Very entrepreneurial	Strongly Disagree	Strongly Agree	Disagree
Faculty	2-4 years	Very entrepreneurial	No Opinion	Strongly Agree	Agree
Faculty	2-4 years	Entrepreneurial	No Opinion	Agree	Agree
Faculty	2-4 years	Very entrepreneurial	Agree	Strongly Agree	Agree
Faculty	2-4 years	Entrepreneurial	Agree	Disagree	No Opinion
Faculty	2-4 years	Entrepreneurial	No Opinion	Agree	Agree
Faculty	2-4 years	Entrepreneurial	No Opinion	Agree	Agree
Faculty	2-4 years	Entrepreneurial	Agree	Agree	Agree
Faculty	2-4 years	Entrepreneurial	Agree	Agree	No Opinion
Faculty	2-4 years	Entrepreneurial	Agree	Agree	Disagree
Faculty	2-4 years	Not entrepreneurial	Agree	No Opinion	Agree
Faculty	5-10 years	Entrepreneurial	No Opinion	Agree	No Opinion
Faculty	5-10 years	Entrepreneurial	Disagree	Agree	Agree
Faculty	5-10 years	Not entrepreneurial	Disagree	Agree	Disagree
Faculty	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	5-10 years	Entrepreneurial	Disagree	Agree	Agree

Faculty	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	5-10 years	Entrepreneurial			
Faculty	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	5-10 years	Entrepreneurial	Strongly Agree	Agree	Agree
Faculty	5-10 years	Entrepreneurial	Agree	Agree	

My role at NECC is:	I have been at NECC	I consider myself to be	I see NECC as an entrepreneurial institution	I have been entrepreneurial in my work here	My colleagues have been entrepreneurial
Faculty	5-10 years	Entrepreneurial	Agree	Agree	Agree
Faculty	Less than 2 years	Not entrepreneurial	No Opinion	No Opinion	No Opinion
Faculty	Less than 2 years	Not entrepreneurial	No Opinion	Agree	No Opinion
Faculty	Less than 2 years	Entrepreneurial	Disagree	No Opinion	Disagree
Faculty	Less than 2 years	Very entrepreneurial	No Opinion	Agree	No Opinion
Faculty	Less than 2 years	Entrepreneurial	Agree	No Opinion	No Opinion
Faculty	Less than 2 years	Very entrepreneurial	Disagree	Disagree	Disagree
Faculty	Less than 2 years	Entrepreneurial	Agree	Agree	Agree
Faculty	Less than 2 years	Not entrepreneurial	Agree	Disagree	No Opinion
Faculty	Less than 2 years	Entrepreneurial	Agree	Agree	No Opinion
Faculty	Less than 2 years	Not entrepreneurial	No Opinion	Disagree	Agree
Faculty	Less than 2 years	Entrepreneurial			
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Faculty	More than 15 years	Entrepreneurial	Agree	Strongly Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	No Opinion
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Not entrepreneurial	No Opinion	Disagree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	No Opinion	No Opinion
Faculty	More than 15 years	Not entrepreneurial	Agree	No Opinion	Agree
Faculty	More than 15 years	Not entrepreneurial	Disagree	Disagree	Disagree
Faculty	More than 15 years	Entrepreneurial	Agree		
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	No Opinion	No Opinion
Faculty	More than 15 years	Very entrepreneurial	Disagree	Strongly Agree	
Faculty	More than 15 years	Somewhat entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Disagree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Faculty	More than 15 years	Entrepreneurial	Agree	Agree	No Opinion
Faculty	More than 15 years	Entrepreneurial	No Opinion	Agree	Disagree
Faculty	More than 15 years	Entrepreneurial	Disagree	Agree	Agree

Faculty	More than 15 years	Not entrepreneurial	Disagree	Disagree	Disagree
Faculty	More than 15 years	Not entrepreneurial	Agree	Disagree	Disagree
Staff	2-4 years	Very entrepreneurial	Disagree	Strongly Agree	No Opinion
Staff	2-4 years	Entrepreneurial	Disagree	Agree	Agree
Staff	2-4 years	Very entrepreneurial		Agree	Disagree
Staff	2-4 years	Entrepreneurial			
Staff	2-4 years	Not entrepreneurial	Disagree	Disagree	Disagree
Staff	2-4 years	Entrepreneurial	Disagree	Disagree	Disagree

My role at NECC is:	I have been at NECC	I consider myself to be	I see NECC as an entrepreneurial institution	I have been entrepreneurial in my work here	My colleagues have been entrepreneurial
Staff	2-4 years	Entrepreneurial	Disagree	Agree	Disagree
Staff	2-4 years	Not entrepreneurial	No Opinion	Disagree	Agree
Staff	2-4 years	Entrepreneurial			
Staff	2-4 years	Entrepreneurial			
Staff	2-4 years	Entrepreneurial	No Opinion	Agree	Agree
Staff	2-4 years	Entrepreneurial	Agree	Agree	Agree
Staff	2-4 years	Not entrepreneurial	Agree	No Opinion	Agree
Staff	5-10 years				
Staff	5-10 years	Not entrepreneurial	Agree	Disagree	Agree
Staff	5-10 years	Entrepreneurial	Disagree	Agree	No Opinion
Staff	5-10 years	Entrepreneurial	Agree	Agree	No Opinion
Staff	5-10 years	Entrepreneurial	Agree	Agree	No Opinion
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Staff	5-10 years	Somewhat entrepreneurial	Agree	Agree	Agree
Staff	5-10 years	Not entrepreneurial	Agree	Agree	Agree
Staff	5-10 years	Somewhat entrepreneurial	Agree	Agree	Agree
Staff	5-10 years	Not entrepreneurial	Agree	Agree	No Opinion
Staff	5-10 years	Not entrepreneurial			
Staff	5-10 years	Entrepreneurial	Agree	Agree	Disagree
Staff	5-10 years	Entrepreneurial	Agree	Agree	Agree
Staff	5-10 years	Very entrepreneurial	No Opinion	No Opinion	No Opinion
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Staff	5-10 years	Entrepreneurial	No Opinion	Agree	Agree
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Staff	5-10 years	Entrepreneurial	Agree	Agree	Agree
Staff	5-10 years	Entrepreneurial	Disagree	Disagree	Disagree
Staff	5-10 years	Not entrepreneurial	Agree	Disagree	Disagree
Staff	5-10 years				
Staff	5-10 years	Entrepreneurial			
Staff	Less than 2 years	Very entrepreneurial	Agree	Agree	Agree
Staff	Less than 2 years	Entrepreneurial	Strongly Agree	Agree	Strongly Agree
Staff	Less than 2 years	Somewhat entrepreneurial	Agree	No Opinion	Agree
Staff	Less than 2 years	Not entrepreneurial	Agree	No Opinion	Agree
Staff	Less than 2 years	Entrepreneurial	Agree	Agree	Agree
Staff	Less than 2 years	Not entrepreneurial	Agree	Disagree	No Opinion

My role at NECC is:	I have been at NECC	I consider myself to be	I see NECC as an entrepreneurial institution	I have been entrepreneurial in my work here	My colleagues have been entrepreneurial
Staff	Less than 2 years	Entrepreneurial	Strongly Agree	Strongly Agree	Agree
Staff	Less than 2 years	Entrepreneurial	Agree	Agree	Agree
Staff	Less than 2 years	Entrepreneurial	Agree	No Opinion	Agree
Staff	Less than 2 years	Not entrepreneurial	Disagree	No Opinion	No Opinion
Staff	Less than 2 years	Somewhat entrepreneurial	Agree	No Opinion	No Opinion
Staff	Less than 2 years	Very entrepreneurial	Agree	Agree	Agree
Staff	Less than 2 years	Not entrepreneurial	Strongly Agree	Strongly Agree	Strongly Agree
Staff	Less than 2 years	Very entrepreneurial	Strongly Agree	Strongly Agree	Strongly Agree
Staff	Less than 2 years				
Staff	Less than 2 years	Entrepreneurial			
Staff	More than 15 years	Not entrepreneurial			
Staff	More than 15 years	Not entrepreneurial	Agree	Agree	Strongly Agree
Staff	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Staff	More than 15 years	Very entrepreneurial	No Opinion	Agree	Agree
Staff	More than 15 years	Somewhat entrepreneurial	Strongly Agree	Agree	Strongly Agree
Staff	More than 15 years	Entrepreneurial			
Staff	More than 15 years	Very entrepreneurial			
Staff	More than 15 years	Very entrepreneurial	Disagree	Strongly Agree	Agree
Staff	More than 15 years	Entrepreneurial	Strongly Agree	Agree	Strongly Agree
Staff	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Staff	More than 15 years	Entrepreneurial			
Staff	More than 15 years	Entrepreneurial			
Staff	More than 15 years	Entrepreneurial	Agree	Agree	Agree
Staff	More than 15 years	Entrepreneurial			
Staff		Somewhat entrepreneurial	Disagree	Disagree	
Student Services Administrator	2-4 years	Entrepreneurial	No Opinion	Agree	No Opinion
Student Services Administrator	2-4 years	Entrepreneurial	No Opinion	Strongly Agree	Agree

Student Services Administrato	5-10 years	Entrepreneurial	Strongly Agree	Agree	Agree
Student Services Administrato	5-10 years	Very entrepreneurial	Strongly Disagree	Agree	Disagree
Student Services Administrato	5-10 years	Entrepreneurial	Strongly Agree		No Opinion
Student Services Administrato	5-10 years	Entrepreneurial	Agree	Agree	
Student Services Administrato	5-10 years	Very entrepreneurial	No Opinion	Strongly Agree	Disagree
Student Services Administrato	More than 15 years	Very entrepreneurial	Agree		Disagree
Student Services Administrato	More than 15 years	Very entrepreneurial	Strongly Agree	Strongly Agree	Agree
Student Services Administrato	More than 15 years	Very entrepreneurial	Strongly Disagree	No Opinion	Disagree
Student Services Administrato	More than 15 years	Very entrepreneurial	Disagree	Agree	Disagree

I'd be more entrepreneurial if I felt I had the support of my colleagues	I'd be more entrepreneurial if I had the support of my administrator(s)	The college is open to accepting innovative ideas from faculty	NECC has an organizational structure/policies that are conducive to innovation	My division promotes experimentation in new pedagogies and/or curriculum innovation	My department promotes experimentation in new pedagogies and/or curriculum innovation
Disagree	Disagree	Agree	Agree	Agree	Agree
No Opinion	No Opinion	No Opinion	Agree	Agree	Agree
Strongly Agree	Strongly Agree	Disagree	Disagree	Disagree	Disagree
Agree	Strongly Agree	Strongly Agree	No Opinion	Agree	Agree
Disagree	Disagree	Agree	Disagree	Agree	No Opinion
Disagree	Disagree	No Opinion		Strongly Agree	Strongly Agree
No Opinion	No Opinion	Strongly Agree	Agree	Strongly Agree	Agree
Disagree	Disagree	Agree	Agree	Strongly Agree	Strongly Agree
Strongly Agree	Strongly Agree	No Opinion	Disagree	No Opinion	No Opinion
No Opinion	No Opinion	No Opinion	No Opinion	No Opinion	No Opinion
Disagree	Disagree	Agree	Agree	Agree	Agree
Agree	Agree	Disagree	Disagree	Disagree	Disagree
Strongly Agree	Agree	No Opinion	Agree	Agree	Agree
No Opinion	No Opinion	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Agree		No Opinion	Agree	Agree	Agree
Disagree	Disagree	Agree	Agree	Strongly Agree	Strongly Agree
Agree	Agree	Disagree	Disagree	Disagree	Disagree
No Opinion	Agree	Disagree	Disagree	No Opinion	No Opinion
Strongly Agree	Strongly Agree	Agree	Agree	Agree	Agree
Agree	Strongly Agree	Agree	Disagree	Agree	No Opinion
Agree		No Opinion	No Opinion	Agree	Agree
Disagree	Agree	Disagree	Strongly Disagree	No Opinion	No Opinion
Disagree	No Opinion	No Opinion	No Opinion	Agree	Strongly Agree
No Opinion	No Opinion	No Opinion	No Opinion	No Opinion	Agree
Strongly Agree	Strongly Agree	Agree	Disagree	Disagree	Disagree
Strongly Agree	Strongly Agree	No Opinion	No Opinion	Agree	Agree

Disagree	Agree	Disagree	No Opinion	Agree	Agree
Strongly Agree	Strongly Agree	Disagree	Disagree	Agree	Agree
No Opinion	Agree	Agree	No Opinion	No Opinion	Agree
Agree	Strongly Agree	Disagree	Disagree	Disagree	Disagree
Disagree	Disagree	Agree	Agree	Agree	Agree
Agree	Agree	No Opinion	No Opinion	No Opinion	No Opinion
Agree	Strongly Agree	No Opinion	No Opinion	Agree	Strongly Agree
Agree	Agree	Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
No Opinion	No Opinion	Agree	Disagree	Disagree	Disagree
Agree	Agree	Disagree	Strongly Disagree	Agree	Strongly Agree
No Opinion	No Opinion	Agree	No Opinion	Agree	Agree
Agree	Agree	Agree	Agree	Strongly Agree	Strongly Agree
Agree	No Opinion	Agree	No Opinion	Agree	Agree
No Opinion	No Opinion	Agree	Agree	Agree	Strongly Agree
	No Opinion	Agree	Strongly Agree		Strongly Agree

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No Opinion	No Opinion	Agree	No Opinion	Agree	Agree
Disagree	Disagree	No Opinion	No Opinion	Agree	Agree
No Opinion	Agree	Disagree	Disagree	Disagree	Disagree
No Opinion	Agree	No Opinion	Agree	Agree	Agree
No Opinion	No Opinion	Agree	Agree	Strongly Agree	Strongly Agree
No Opinion	Agree	Disagree	Disagree	Disagree	Disagree
No Opinion	No Opinion	Agree	Agree	Agree	Agree
Disagree	Disagree	Agree	No Opinion	Agree	Agree
Disagree	Disagree	Agree	Agree	Agree	Agree
Disagree	Agree	Disagree	Strongly Disagree	Agree	Agree
No Opinion	No Opinion	No Opinion	No Opinion	No Opinion	No Opinion
Agree	Agree	Agree	Agree	Agree	Agree
No Opinion	No Opinion	No Opinion	Disagree	Disagree	Disagree
Disagree	Disagree	Agree	No Opinion	Disagree	Disagree
No Opinion	Agree	Agree	Agree	No Opinion	Agree
Agree	Agree	No Opinion	Disagree	Agree	Agree
Agree	Disagree	Agree	No Opinion	Agree	Strongly Agree
Disagree	Disagree	Agree	Disagree	Strongly Agree	Strongly Agree
Disagree	Agree	Agree	Disagree	Agree	Agree
Disagree	Disagree	Agree	No Opinion	Agree	Strongly Agree
Strongly Agree	Strongly Agree	Disagree	No Opinion	Agree	
No Opinion	Agree	Agree	Agree	No Opinion	No Opinion
Agree	Disagree	Agree	No Opinion	Strongly Agree	Strongly Agree
Disagree	Disagree	Agree	Agree	Agree	Agree

Agree	No Opinion	Strongly Agree	Agree	Strongly Agree	Strongly Agree
Strongly Agree	Agree	Agree	Disagree	Agree	No Opinion
Agree	Agree	No Opinion	No Opinion	Agree	Agree
Strongly Agree	Strongly Agree	Agree	Disagree	Agree	Agree
Strongly Agree	Strongly Agree	Agree	Agree	Agree	Agree
Disagree	Agree	Agree	Disagree	Agree	Agree
Agree	No Opinion	Disagree	Disagree	Disagree	Disagree
Agree	Disagree	Agree	No Opinion	Strongly Agree	Strongly Agree
No Opinion	Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Agree		Disagree	Disagree	Agree	Agree
Disagree	Disagree	Agree	Disagree	Agree	Agree
Disagree	Disagree	Agree	Agree	Agree	Agree
Agree	Strongly Agree	Disagree	Disagree	Disagree	Disagree
Agree	Strongly Agree	Disagree	Strongly Disagree	Agree	Agree
Strongly Agree	Strongly Agree	Agree	Agree	Agree	Agree
Agree	Agree	No Opinion		Disagree	Strongly Disagree
Agree	Agree	Agree	Agree	Agree	Agree

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No Opinion	No Opinion	No Opinion	Disagree	No Opinion	Disagree
Disagree	Disagree	Agree	No Opinion	Agree	Agree
No Opinion	No Opinion	No Opinion	No Opinion	No Opinion	No Opinion
No Opinion	Agree	Agree	Agree	Agree	Agree
No Opinion	No Opinion	Agree	Agree	Agree	Agree
Agree	Agree	Disagree	Disagree	No Opinion	No Opinion
Agree	Agree	No Opinion	Agree	No Opinion	No Opinion
Agree	Agree	Disagree	Disagree	Agree	Strongly Agree
Disagree	Agree	No Opinion	Agree	No Opinion	No Opinion
No Opinion	No Opinion	No Opinion	Agree	No Opinion	Strongly Agree
Disagree	Disagree	No Opinion	Agree	No Opinion	No Opinion
Strongly Agree	Strongly Agree	Disagree	No Opinion	Strongly Agree	Strongly Agree
Disagree	Disagree	Agree	No Opinion	Agree	No Opinion
Strongly Agree	Strongly Agree	Disagree	Agree	Strongly Disagree	Strongly Disagree
No Opinion	Agree	No Opinion	No Opinion	No Opinion	Agree
No Opinion	No Opinion	No Opinion	No Opinion	No Opinion	No Opinion
Agree	Strongly Agree	Disagree	Disagree	No Opinion	No Opinion
Strongly Agree	Strongly Agree	No Opinion	Agree	No Opinion	Agree

No Opinion	No Opinion	Agree	Agree	No Opinion	Agree
Agree	Agree	Agree	Agree	No Opinion	No Opinion
Disagree	Disagree	No Opinion	Agree	No Opinion	No Opinion
No Opinion	No Opinion	Agree	Agree	Agree	Agree
Disagree	No Opinion	No Opinion	Disagree	No Opinion	No Opinion
No Opinion	Agree	No Opinion	Agree	Agree	Agree
No Opinion	Agree	Disagree	No Opinion	No Opinion	Agree
No Opinion	No Opinion	Strongly Agree	Agree	Agree	Agree
Disagree	Disagree	No Opinion	Agree	No Opinion	No Opinion
Agree	Agree	Disagree	Disagree	Disagree	Disagree
No Opinion	Agree	Agree	Agree	Agree	Agree
Agree	Agree	Agree	No Opinion	No Opinion	No Opinion
No Opinion	No Opinion	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Agree	Strongly Agree	No Opinion	Agree	No Opinion	No Opinion
Disagree	Disagree	No Opinion	Agree	Agree	Agree
Disagree	Disagree	No Opinion	No Opinion	No Opinion	No Opinion
No Opinion	No Opinion	Agree	Agree	Agree	Agree

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No Opinion	No Opinion	No Opinion	Agree	No Opinion	No Opinion
Disagree	Disagree	No Opinion	Agree	No Opinion	No Opinion
No Opinion	No Opinion	Agree	Agree	Agree	Agree
No Opinion	Agree	No Opinion	No Opinion	No Opinion	No Opinion
No Opinion	Agree	Agree	Agree	Agree	Agree
Strongly Disagree	Strongly Disagree	No Opinion	No Opinion	No Opinion	No Opinion
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
Disagree	Disagree	No Opinion	Agree	Strongly Agree	Strongly Agree
Disagree	Agree	No Opinion	Disagree	No Opinion	No Opinion
No Opinion	Strongly Agree	No Opinion	No Opinion	No Opinion	No Opinion
No Opinion	Disagree	Agree	Agree	Disagree	Disagree
Disagree	No Opinion	Strongly Agree	Disagree	No Opinion	No Opinion
Strongly Disagree	Strongly Disagree	No Opinion	Agree	Disagree	Disagree

Agree	Agree	No Opinion	Disagree	No Opinion	No Opinion
Disagree	Disagree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
No Opinion	Agree	Disagree	Strongly Disagree	No Opinion	Agree
Disagree	Disagree	Agree	No Opinion	Strongly Agree	Strongly Agree
No Opinion	Agree	Agree	Strongly Agree	No Opinion	Agree
Agree	Agree	Agree	Agree	No Opinion	Agree
Agree	Strongly Agree	Disagree	Strongly Disagree	Disagree	Disagree
Strongly Agree	Agree	Strongly Agree	Agree	Agree	Agree
No Opinion	No Opinion	No Opinion	No Opinion	Agree	Agree
Agree	Agree	Agree	Strongly Disagree	Agree	Agree
Agree	Agree	Disagree	Disagree	Disagree	Disagree
No Opinion	No Opinion	No Opinion	Agree	Agree	Agree
Agree	Agree	No Opinion	Agree	No Opinion	No Opinion
Strongly Agree	Strongly Agree	Strongly Agree	Disagree	No Opinion	No Opinion

I do not care about entrepreneurial spirit at NECC	The students at NECC are engaged with the community	The faculty at NECC are engaged with the community	The college, faculty and students, are collectively engaged with the community	Service Learning may have important educational benefits but ensuring academic standards may be difficult
Strongly Disagree	No opinion	No opinion	No opinion	Disagree
Strongly Disagree	Agree	No opinion	No opinion	Agree
Strongly Disagree	Disagree	No opinion	Disagree	Agree
Strongly Disagree	Disagree	Disagree	Disagree	Disagree
Strongly Disagree	Disagree	Disagree	Disagree	Agree
	No opinion	No opinion	No opinion	Agree
Strongly Disagree	Agree	Disagree	Disagree	Disagree
Strongly Disagree	Disagree	Disagree	No opinion	Agree
Strongly Disagree	Agree	No opinion	Agree	Strongly Disagree
Strongly Disagree	No opinion	No opinion	No opinion	Agree
Strongly Disagree	Disagree	Agree		Agree
Strongly Disagree	No opinion	No opinion	No opinion	Agree
No Opinion	Agree	No opinion	No opinion	Agree
Strongly Disagree	Agree		Agree	No opinion
Disagree	Agree	No opinion	Agree	Agree
Strongly Disagree	Agree	Agree	Agree	Agree
Disagree	Disagree	Agree	Agree	Agree
Strongly Disagree	Disagree	Disagree	Disagree	Agree
Strongly Disagree	Disagree	Agree	Agree	No opinion
Strongly Disagree	Agree	Agree	No opinion	Disagree
Disagree	Disagree	Disagree		Agree
Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Disagree

Disagree	Disagree	Agree	Agree	No opinion
Strongly Disagree	Agree	Disagree	Disagree	Agree
Strongly Disagree	Agree	Disagree	Disagree	Agree
Strongly Disagree	Agree	No opinion	Disagree	Disagree
Disagree	Disagree	Strongly Disagree	Disagree	No opinion
Disagree	Disagree	Disagree	Disagree	Disagree
Disagree	No opinion	No opinion	No opinion	Agree
Disagree	Disagree	No opinion	Disagree	Disagree
Strongly Disagree	Agree	Agree	Agree	Disagree
No Opinion	Agree	Agree	Agree	Agree
Strongly Disagree	No opinion	No opinion	Disagree	No opinion
Strongly Disagree	Disagree	Disagree	Disagree	Agree
Disagree	Strongly Disagree	Disagree	Strongly Disagree	Disagree
Disagree	Disagree	Disagree	Disagree	Agree
Strongly Disagree	Strongly Disagree	Disagree	Disagree	Agree
Disagree	Agree	No opinion		Disagree
No Opinion	Agree	No opinion	No opinion	Strongly Agree
Disagree	Agree	Agree	Agree	Agree
Strongly Disagree	No opinion	No opinion	No opinion	Disagree
Disagree	Strongly Agree	Agree	Agree	Agree
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Disagree	Agree	Agree	Agree	Disagree
No Opinion	Strongly Agree	Agree	Agree	Agree
Disagree	Disagree	No opinion	No opinion	Disagree
Disagree	No opinion	No opinion	Disagree	Agree
Disagree	Agree	No opinion		Disagree
Disagree	Disagree	No opinion	No opinion	Agree
No Opinion	Disagree	Disagree	Strongly Disagree	Disagree
Disagree	Agree	Disagree	Disagree	No opinion
Disagree	Agree	Agree	Agree	Agree
Strongly Disagree	No opinion	No opinion	No opinion	Agree
Disagree	Disagree	No opinion	Strongly Disagree	Agree
No Opinion	Agree	Agree	Agree	Agree
Strongly Disagree	Agree	Agree	Agree	No opinion
No Opinion	No opinion	No opinion	No opinion	Agree
Disagree	Disagree	Disagree	Disagree	Agree
Disagree	No opinion	No opinion	No opinion	Agree
Disagree	No opinion	No opinion	No opinion	Agree
Disagree	Agree	No opinion		Disagree
Strongly Disagree	Disagree	Disagree	Disagree	Agree
Disagree	Disagree	Agree	No opinion	Disagree
Disagree	Agree	No opinion	Disagree	Agree
Disagree		No opinion	No opinion	No opinion

Disagree				
Disagree	Disagree	No opinion	No opinion	Disagree
Agree	Disagree	Disagree	Disagree	Disagree
Disagree	Strongly Agree		Strongly Agree	Agree
Strongly Disagree	Agree	Agree	Agree	Strongly Disagree
Disagree	Agree	Agree	Agree	No opinion
No Opinion	No opinion	No opinion	No opinion	No opinion
Strongly Disagree	No opinion	No opinion	Agree	Agree
Strongly Agree	Disagree		Disagree	Disagree
Disagree	Disagree		Strongly Disagree	Agree
Strongly Disagree	Disagree	No opinion	Agree	Disagree
Disagree	Agree		No opinion	Disagree
Disagree	Disagree	Disagree	Disagree	Strongly Agree
Agree	Disagree	Disagree	Disagree	Agree
Disagree	Disagree	Agree	Disagree	Disagree
Strongly Disagree	Agree	No opinion	No opinion	Disagree
Strongly Disagree	Agree	Agree	Agree	Strongly Agree
Strongly Disagree				
Disagree	Disagree	Disagree	Disagree	Agree
Strongly Disagree	Disagree	Disagree	Strongly Disagree	Agree

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Strongly Disagree	Agree	Disagree	Disagree	Agree
No Opinion	No opinion	No opinion	No opinion	No opinion
Disagree	No opinion	Agree	No opinion	Agree
Disagree	Agree	Agree	Agree	Strongly Disagree
Disagree	Agree	Agree	Agree	No opinion
Disagree	Agree	Agree	No opinion	Disagree
Disagree	Disagree	No opinion	No opinion	No opinion
Disagree	Agree	Agree	Agree	No opinion
No Opinion	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree
Strongly Disagree	Agree	Disagree	No opinion	Strongly Agree
Strongly Disagree	Disagree	Disagree	Disagree	Agree
Strongly Disagree	No opinion	No opinion	No opinion	Strongly Disagree
Disagree	No opinion	Disagree		Agree
Disagree	No opinion	Agree	Disagree	Agree

Disagree	Agree	Agree	Disagree	Disagree
Disagree	Disagree	No opinion	Disagree	Disagree
Strongly Disagree	No opinion	No opinion	No opinion	No opinion
Disagree	Agree	Disagree	Disagree	Agree
Strongly Disagree	Agree	Agree		No opinion
Strongly Disagree	Agree	Agree	Disagree	Strongly Agree
Disagree				
Disagree	Agree	Agree	No opinion	No opinion
Disagree	Disagree	Disagree	Disagree	No opinion
Disagree	Disagree	Disagree	Disagree	Agree
Agree	No opinion	No opinion	No opinion	No opinion
Disagree	Disagree	No opinion	No opinion	Disagree
No Opinion	No opinion	Agree	Agree	Agree
Disagree	No opinion	Agree	No opinion	No opinion
Disagree	Agree	Agree	Agree	Agree
Disagree	Agree	No opinion	Agree	Disagree
Strongly Disagree	No opinion	No opinion	No opinion	Disagree
Strongly Disagree				
Strongly Disagree	Agree			Disagree
Disagree	Agree	Agree		Disagree
Disagree	Agree	No opinion	No opinion	Agree
Disagree	Agree	Agree	Agree	Disagree

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Strongly Disagree				
Disagree	Agree	Agree	Agree	Disagree
Disagree	No opinion	No opinion	No opinion	Agree
No Opinion	No opinion	Disagree	Disagree	Agree
Disagree	Disagree	Disagree	Disagree	Disagree
Disagree				
Strongly Disagree	Strongly Agree	Strongly Agree	Agree	No opinion
Strongly Disagree	Agree	Agree	Strongly Agree	No opinion

No Opinion	Strongly Agree	Disagree		Strongly Disagree
Disagree	No opinion	No opinion	No opinion	No opinion
No Opinion	Disagree	Disagree	No opinion	Agree
Strongly Disagree	No opinion	No opinion	No opinion	No opinion
Disagree				
Strongly Disagree	No opinion	No opinion	No opinion	No opinion
Strongly Disagree	Agree	Agree	Agree	Agree
Disagree	Agree	Agree	No opinion	Disagree
No Opinion	Agree	No opinion	Agree	Disagree
Strongly Disagree	Agree	Agree	Agree	No opinion
Disagree	Agree	Agree	Agree	Disagree
Strongly Disagree	No opinion	No opinion	No opinion	Disagree
No Opinion	Strongly Disagree	Disagree	Disagree	No opinion
Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
Disagree	Disagree	Disagree	Disagree	Agree
Disagree	Agree	Disagree	Disagree	Disagree
Disagree	Disagree	Disagree	Disagree	Agree
Strongly Disagree				
Disagree	Disagree	Disagree	Disagree	Agree

I would be open to an organized approach to Service Learning if academic integrity could be insured	Service Learning is best suited for career courses	Service Learning is too complex for a 2 year college	Service Learning is best suited to traditional college courses	collaborative community projects along with fellow faculty and students if time restraints were not an issue and there was adequate institutional support	Service learning programs are ideal mechanisms for connecting communities
Agree	Agree	Disagree	Disagree	Agree	Agree
Agree	Disagree	Disagree	Disagree	Disagree	Agree
Agree	Disagree	Disagree	Agree	Agree	Agree
Strongly Agree	Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
Strongly Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	Disagree		Strongly Disagree	No opinion	Agree
No opinion	Agree	Strongly Disagree	Agree	Strongly Agree	Strongly Agree
Strongly Agree	Disagree	Disagree	Disagree	Agree	Agree
Strongly Agree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Agree	Strongly Agree
Agree	Disagree	Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Disagree	Strongly Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	No opinion	Disagree	No opinion	Strongly Agree	Strongly Agree

Strongly Agree	No opinion	No opinion	No opinion	Strongly Agree	Strongly Agree
Agree	Agree	Disagree	Disagree	Agree	Agree
Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Agree	Strongly Agree
Agree	Agree	Disagree	Disagree		Strongly Agree
Strongly Agree	No opinion	No opinion	No opinion	Strongly Agree	Agree
Agree	Disagree	Disagree	Disagree	No opinion	Agree
Strongly Agree	Disagree	Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree	Agree
Agree	Disagree	Disagree		Agree	Agree
No opinion	No opinion	No opinion	No opinion	No opinion	No opinion
No opinion	No opinion	No opinion	Disagree	No opinion	Agree
Agree	Disagree	Disagree	Disagree	Agree	Strongly Agree
Agree	Disagree	Agree	Disagree	Agree	Agree
Agree	Disagree	Disagree	Disagree	Agree	Agree
Strongly Agree	Disagree	Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Disagree	Agree	Agree	Agree	Agree
Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	No opinion	No opinion	Disagree	Agree	Agree
No opinion	No opinion	Agree	No opinion	No opinion	No opinion
Strongly Agree	Strongly Disagree	Disagree	No opinion	Strongly Agree	Strongly Agree
Agree	Disagree	Strongly Disagree	Disagree	Strongly Agree	Strongly Agree
Agree	Strongly Agree	Agree	Disagree	Agree	Strongly Disagree
Agree	Disagree	Disagree	Disagree	Strongly Agree	Agree
Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Agree	Strongly Agree
Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	Agree	No opinion	Disagree	No opinion	Agree
Agree	Agree	No opinion	No opinion	Agree	Agree
Strongly Agree	Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Agree	Disagree	Strongly Disagree	Strongly Disagree	Agree	Agree

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Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree	Strongly Agree
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Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	No opinion	Disagree	No opinion	Agree	Agree
Agree	No opinion	Disagree	Disagree	Disagree	Agree
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Agree	Agree	Strongly Disagree	Strongly Disagree	Strongly Agree	Agree
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Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree	Strongly Agree
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Agree	No opinion	Agree	Agree	Disagree	Disagree
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Agree	Disagree	Disagree	Disagree	Agree	Agree
Agree	Disagree	Disagree	Disagree	Agree	Agree
Disagree	No opinion	No opinion	No opinion	Agree	No opinion
Agree	Agree	Disagree	Agree	Agree	Agree

Appendix C

Interview Notes

Meeting with Jackie Long-Goding, Dean of Health Professions 10/26/06

Interviewed by: Sue Grolnic

- Clinic integrated into curriculum map – provides experience
- Clinic / Lecture / Lab is held each week – same objectives in each
- Clinical students are graded as S or U (Satisfactory or Unsatisfactory)
 - No specific credit is given for the clinical piece in the calculation of the grade.
 - Students need an S in the clinical to pass.

Faculty /Community Partnership

- Faculty establish partnerships
- Program coordinator or designated clerical coordinator find the sites and negotiate contracts
- Dean works on contract

Community Partners receive

- Recruiting tool
- Good public relations

Related evaluations

- Students evaluate site
- Faculty evaluate site
- Faculty and/or partner evaluates students

Meeting with Kathy Proietti, Dept. Chair Engineering

Interviewed by: Wayne Kibbe

What kinds of cooperative education or service learning does your department have in place at the present time?

None at the present time. We are planning through a grant to possibly work with the city of Haverhill school department. We would have students spend the summer working with the IT department on fixing computers, loading software, things our help

desk here on campus does during the summer. This could expand to other school systems or city departments as well.

Can it be integrated with other college departments?

Yes, by having our students help tutor or mentor students from other departments on the use of computers or computer applications. Helping them develop useful day to day technology skills.

How would the service learning component be evaluated?

Through use of an evaluation tool (rubrics) and feedback from the job site or work place. A percentage of the course grade would come from the evaluation of the service component.

If you had the opportunity, how would you expand or make it better?

Increasing the number of places and sites where our students could be utilized. Community non-profit groups such as the Boy's and Girl's clubs, the YMCA and the YWCA, for example.

Should / Do all students participate?

In theory, yes.

Should it be mandatory or optional?

Definitely optional. Those students who don't participate would have to make the grade up in other ways, through a paper or a project. They should take pride in helping others in the community by participating, and receiving job references and experience in the process.

Should participation be allowed or denied based on GPA?

They would have to have a certain minimum GPA to participate, not be on academic probation, have job-related qualifications, and probably pass a CORI check.

Do you have any additional thoughts or comments?

Before introducing a service component option into the course, hold an informational meeting with the students to describe exactly what is expected of them. Also, a seminar or mini-course could be offered that would introduce students to the "World of Work", similar in concept to the recently-introduced college study skills course.

Meeting with Rose Dittmer, Assistant Dean of Career Services

Interviewed by: Biff Ward

- Rose in process of creating brochure that defines their programs regarding service learning.
- She will lend support to any of our service learning needs.
- She was interested in seeing the results of our survey

Meeting with Gail Feigenbaum, Coordinator of Early Childhood Education

Interviewed by: Joe Rizzo

Gail through Joe gave the group copies of the “Early Childhood Education Program Practicum Handbook” and the “Work Experience Practicum Handbook”

These contain details on the career-oriented program currently in place in Early Childhood Education. Some of the details include:

- Responsibilities for making placement
 - Program coordinator is responsible
 - Includes factors such as;
 - Travel time to site from students’ residence
 - How many students can be placed at the site
 - Past student performance in a similar practicum
 - Supervising Teachers’ responsibility
 - Student responsibility
 - Feedback from student and teacher
 - Attendance

Appendix D Pilot Project outline

Goals:

Through this project, we plan to:

- Assess the effectiveness of a Service Learning project as a tool for increasing the entrepreneurial efforts of faculty.
- Assess the effectiveness of a Service Learning project as a tool for raising the consciousness about entrepreneurship among administrators, faculty, and staff.
- Have a small group of faculty from different disciplines, working with agency members; establish learning outcomes for the students.
- Have a small group of faculty from different disciplines, working with agency members, establish appropriate roles for students/faculty and agency members to ensure a real partnership exists between the agencies and the college.
- Have individual faculty design a set of tasks and transferable skills that will enable students to both learn new skills and transfer what they already know to meet the needs of the committee.
- Have the SOTL team, working with the faculty; determine the amount of faculty effort and time required by faculty in order to make entrepreneurial community outreach a sustainable practice.
- Have the SOTL team, working with the VP for Academic Affairs and others; determine the type and amount of oversight needed by the college to make this a sustainable process. Steps have already begun regarding this process with the addition of a full time VISTA Volunteer at NECC for the academic year 2007-2008.

Assessment:

The SOTL team members will be responsible for developing rubrics for measuring how well these goals have been met. These rubrics will be developed when we have met with the Committee in the fall of 2007 and have an agreement on what we want students, faculty, the committee, and the community to gain from this process.

We will consider conducting a new survey in the Spring '07 semester to determine if attitudes toward the entrepreneurship of the college and individual employees has changed.

Impact:

As this is a pilot project, we anticipate that we will involve a minimum of 3 faculty members from different disciplines and one class of each of their students, for a total of approximately 60 students. If we learn how to use Service Learning as a vehicle for increasing the entrepreneurship of the college community, we will ultimately impact *many* more students, faculty, staff, administrators – and community partners.

Pilot Project Details:

. Service learning is where students are required as part of coursework to dedicated time to a program in a community which will augment and enhance the curriculum. This form of service learning is most applicable in a science course where lab time can be dedicated to the tree assessment project however multiple courses can become engaged within the scope of the

Newburyport Tree Committee Goals. Each course would take on a relevant component of the tree committee's needs including the assessment.

Courses which could work in the Pilot Program, and have expressed interest in integrating Service Learning into their coursework are the listed below. Those committed for the fall are in blue and considering it or welcoming the project in spring 2008 are in purple.

Academic Areas Interested and their interest:

Science courses; including Ecology (proposed course), **Biology**, **Environmental Issues**, Meteorology, and Physical Geology

- Aide in data collection for the assessment (type, health, species)
- Reviewing soil types and nutrient capacity
- Analyzing data
- Review seasonal variability and climatology as related to tree health.

History course:

- interested in doing historical site surveys
- looking at old records to determine how Tree species have changed
- document and share the history and need for health "commons"

Art Courses; Graphic Design and **Photography:**

- create publications for Committee for residents and other promotions
- Use Newburyport to create art focusing on nature and trees

Computer Applications:

- manage database
- create presentations for committee
- produce graphics to assess results

Honors Program:

- has expressed interest but not narrowed the scope

Math:

- Statistical analysis of long term data
- Quantitative analysis

Journalism and Public Relations

- creating press releases for gallery space
- Public service announcements
- Awareness campaign

Other programs which could be included in the future would be:

Education

English

Government and Politics

Business

Since this is a pilot project where each course is working on a piece of a larger service project , we are following two guidelines to truly use the Fall 2007 semester as a test run. First, we are not setting limits on the time dedicated to the project or percentage of total grade. That will be determined by individual faculty.. We are simply going to ask that each faculty member report the time required on their part, the students' time, and the community partners' time commitment. This will enable us to truly judge the efficacy of future linked projects. Second, since one of the goals of the SOTL project was to connect both with the community and the college community, we will host an end of the semester symposium to share all of the work done by the classes with the college and Newburyport.