Assessing Impacts of Service & Service-Learning on Student Attitudes and Engagement

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Overview of Presentation

- **Context** & Starting Points
- **Theoretical & Research Basis**
- **Assessment Structure and Content**
- **Reporting and Use**
- **Next Steps** in Our Assessment Plans
- **Resources** and Tools for You
John Carroll University

- Private Jesuit Catholic
- 4-year liberal arts
- 3,137 undergraduate enrollment
- Suburban campus
- 30 minutes from downtown Cleveland

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.
John Carroll University
CENTER FOR SERVICE AND SOCIAL ACTION

- Situated in Academic Affairs
- 5 professional staff
  - Director, Associate Director, 2 Assistant Directors, Coordinator, Administrative Assistant
  - 2 graduate assistants
- Service-learning & co-curricular involvement
CSSA by the Numbers

1. Unduplicated students who engage in weekly service each year.
2. Students who engage in weekly service each semester.
3. Students who engage in weekly service to fulfill a service-learning course requirement.
4. Faculty who teach service-learning courses each year.
5. Disciplines in which faculty are engaged in service-learning.
6. Service-learning courses taught each year.
7. Van trips made to transport students to and from service each semester.
8. Number of vans CSSA operates to transport students to and from service.
9. Members of the CSSA Student Leadership Team.
10. Community partners with which CSSA engages for service.
11. Unduplicated students who engage in weekly service each year.
12. Total service hours contributed to the community by JCU students.
Alignment with University Learning Goals

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Survey Question Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellect</td>
<td>4, 5, 54, 55, 56, 57, 58, 59, 61, 62, 63, 64, 66</td>
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<tr>
<td>Leadership</td>
<td>3, 7, 10, 19</td>
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<tr>
<td>Character</td>
<td>8, 9, 23, 24, 25, 26, 27, 28</td>
</tr>
<tr>
<td>Service</td>
<td>11, 14, 15, 16, 17, 18, 20</td>
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</tbody>
</table>
Student Assessment of Service & Service-Learning

• Foster understanding of students’ identities and attitudes after a semester of weekly service
• Inform and shape our work
• Foster best practices
• Ensure meaningful and valuable experiences for students, service-learning faculty, and community organizations
• 66 questions
  • 11 qualitative  |  55 quantitative
  • 42 positive  |  5 negative  |  19 neutral
Importance of Assessment

- Measures impact and quality of experience
- Leads to continuous improvement
- Facilitates internal and external reporting
- Data led to institutional support

70% would not have been able to participate in service without transportation
Design of Instrument

• Following Higher Learning Commission review
• Social Research Methods (Sociology) course
• Anonymity – similar to course evaluations
• Institutional Review Board
  • Deemed unnecessary; internal use only
  • Waiver includes approval to use acquired data
• Mission, vision, and goals inconsistent with questions asked
  • Added questions pertaining to solidarity, social justice, vocation/major, diversity, personal competence
Theoretical Research Basis for Assessment Tool

• The Student Service-Learning Course Survey Instrument (SSLCS)
  • Scales for personal competence, social justice responsibility and charitable responsibility were included.
  • SSLCS was developed to measure student outcomes of a course-based service experience.
  • Four outcomes scaled:
    1. Awareness of social justice issues
    2. Improve interpersonal skills
    3. Develop an appreciation for diverse perspectives
    4. Develop confidence in leadership skills

• The Diverse Learning Environment Survey
  • Pluralistic orientation scale
How do you assess your students? What tools do you use?
Flow of Assessment

- Satisfaction with Program Administration
- Demographics
- Service-Learning Course Evaluation
- Impact of Service
- Impact on Attitudes
- Impact on Diversity
- Interfaith Impact
- Satisfaction with Service Experience
Service-Learning Course Evaluation

Quantitative questions evaluate:

- Adequate preparation for, discussion of, and reflection on service
- Enjoyment, positive impact on learning
- Enhanced understanding and care for, and meaningful application of, course content
- Comprehension of purpose of service and fit with course goals

Qualitative question evaluates:

- “If you were the instructor of a service-learning course, what would you do differently?”
Impact of Service

Quantitative questions evaluate:

- Leadership,
- communication skills
- vocational exploration
- spiritual grounding
- understanding of community needs

Qualitative question evaluates:

- “Comments about answers on this page”
Impact On Attitudes

Quantitative questions evaluate:

• Responsibility toward service
• Responsibility toward less fortunate
• Willingness to act for change
• Responsibility to help enact change
• Opinion on social programs
• Belief in personal ability to promote equal opportunity

Qualitative question evaluates:

• “What was the most significant (meaningful) aspect of this experience for you?”
Impact On Diversity

Quantitative questions evaluate:

- Racial/cultural awareness, openness to being challenged
- Ability to see from different perspective
- Knowledge of cultural background of others, respect of others with different beliefs

Qualitative questions evaluate:

- “In what way has your service experience exposed you to diversity?”
- “How has your service experience enhanced your understanding of diversity?”
Other Evaluation Areas

- Interfaith Impact
- Satisfaction with Service Experience
- Satisfaction with Program Administration
What do you do with your data?
To whom do you report data?
Incentives

- **Anonymous**
  - Redirects to separate survey for Chipotle drawing entry after submitting assessment

- **Short**
  - “Should take no longer than 5-10 minutes”
  - Progress bar

- **Extra credit in service-learning course**
  - Buy-in from Office of Institutional Planning and Assessment
  - Email to faculty requesting assistance
  - Assignment in Canvas (Learning Management System)

1. Email from their instructors
2. Weekly e-newsletters
3. Direct emails from CSSA
4. Posts on social media
We would love to hear from you! Complete our Student Assessment of Service and Service-Learning by Friday, May 12, at 4:00 PM. Enter for your chance to win one of four $25 gift cards to Chipotle! It should take no longer than 5-10 minutes to complete. Access the survey here.

“Incomplete assessments will not be eligible for the drawing”

Incentives

- We would love to hear from you! Complete our Student Assessment of Service and Service-Learning by Friday, May 12, at 4:00 PM. Enter for your chance to win one of four $25 gift cards to Chipotle! It should take no longer than 5-10 minutes to complete. Access the survey here.

- “Incomplete assessments will not be eligible for the drawing”
How do you incentivize your assessment?
“As a result of my service placement, I know how to lead in a new situation.”

Service was voluntary
- Agree/Strongly Agree: 90.1%
- Neutral: 7.5%
- Disagree/Strongly Disagree: 1.9%

Service was required for course
- Agree/Strongly Agree: 81.8%
- Neutral: 13.4%
- Disagree/Strongly Disagree: 4.8%
“As a result of my service placement, I will act to work for social justice changes in society.”
Demonstrating Success

87% expressed that the service-learning experience allowed them to more meaningfully apply the concepts from the course.

95% know how to communicate their ideas in a cross-cultural situation as a result of their service-learning experiences.

99% feel they have a responsibility to help efforts directed at social justice changes in society as a result of their service-learning experiences.

** Percentages derived from the combined total of ‘agree’ and ‘strongly agree’ responses to questions, with neutral responses removed from overall response rate. Fall 2016 data only.
### Sharing Results with Faculty

- **Fall 2016 (below):** 32 courses
- **Spring 2017 (right):** 35 courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>We the People Service Practicum</td>
<td>Weekly</td>
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<tr>
<td>Youth for Justice Service Practicum</td>
<td>Weekly</td>
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<td>Arrupe Scholars for Social Action Orientation</td>
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<td>Arrupe Scholars Junior Experience</td>
<td>Project-Based</td>
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<tr>
<td>School &amp; Society (2 sections)</td>
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<td>Weekly</td>
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<tr>
<td>Multicultural Education in a Pluralistic Society</td>
<td>2 sections</td>
<td>Weekly</td>
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<td>Poverty &amp; Social Entrepreneurship</td>
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<td>Social Entrepreneurship</td>
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<td>Human Resource Management</td>
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<td>Market Analysis</td>
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<tr>
<td>United States Politics</td>
<td>Weekly</td>
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<td>Introduction to Psychological Science</td>
<td>Weekly</td>
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<td>Adolescent Development</td>
<td>Weekly</td>
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<tr>
<td>Child &amp; Adolescent Psychopathology</td>
<td>Weekly</td>
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<td>Practicum: Hospitalized Child</td>
<td>Project-Based</td>
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<td>Poverty, Welfare, &amp; Social Justice in the United States</td>
<td>Project-Based</td>
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<tr>
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<td>Weekly</td>
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<td>Volunteer Income Tax Assistance</td>
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<td>Youth for Justice Service Practicum</td>
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<td>Intercultural Communication</td>
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<td>School &amp; Society</td>
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<td>Multicultural Education in a Pluralistic Society</td>
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<td>Poverty in American Literature</td>
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<tr>
<td>US History From 1877-Present</td>
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<td>Other</td>
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<td>United States Politics</td>
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<td>Political Thought</td>
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<td>Adolescent Development</td>
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<td>Psychology of Autism</td>
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<td>Introduction to Theology &amp; Religious Studies</td>
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<td>Contemporary Catholic Theology: Global Person</td>
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<td>Project-Based</td>
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<tr>
<td>Justice and the Economy</td>
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<td>Weekly</td>
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Sharing Results with Faculty

If you were the instructor of a service learning course, what would you do differently?

- More discussion about and integration of service experience – rather than just writing papers (45)
- Nothing! (42)
- Better preparation for service activity (19)
- Clearer understanding of goals for service learning in the course (4)
- Do away with service component or make optional (4)
- Fewer or less demanding service-related assignments (4)
- Do service alongside the students (1)
- Increase the number of available sites at which to serve (1)
- Lessened commitment – too demanding (1)
Moving Forward

• Use feedback for **continuous improvement**
  • **Redesign** our Pre-Service Workshop and student orientation process
  • Spend more time **training** student leaders using the Social Change Model of Leadership
  • Use ITS and Stats Lab to do **deeper cross-cutting data analysis**
Moving Forward

• Look at **assessment tools** that will take us to the next level
  • “Diverse Learning Environments Instrument” modules:
    • Intergroup Relations Module
    • Integration of Learning
    • Critical Consciousness and Action
    • **Civic Engagement**
Moving Forward

• **Data Visualization**
  • Engage data visualization software to use for presentations, marketing, assessment reporting, longitudinal reporting, and our Annual Report
Moving Forward

• **Community Impact** measurements
  • Survey is in place but insufficient
  • Exploring research and assessment tools
  • Working with our community partners
Q & A
Resources and Tools

sites.jcu.edu/service/ohio-campus-compact-annual-meeting

✓ Download presentation
✓ Access recommended resources

Chipotle Gift Card Drawing!
Contact Us!

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