

2015-2016 Service Learning Office Annual Report

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ACCOMPLISHMENTS/GOAL ATTAINMENT

- Increased “Plus One” service learning placements by **16.6%** compared to 2014-2015 academic school year (from 138 to 161)
- **92.6%** of students who completed service learning in S115, S215, and S116 are currently enrolled or are graduated (retention rate)
- Successfully and collaboratively planned, implemented, and evaluated the inaugural Greater Cincinnati Service Learning Network Community Partner Training Day at the Kenton County Public Library, with 60 community partners in attendance. Secured \$100 sponsorship by Ohio Campus Compact to support the event.
- Successfully and collaboratively planned, implemented, and evaluated the Greater Cincinnati Service Learning Network Service Learning Symposium at the Cincinnati Art Museum, with 12 Mount faculty/staff in attendance.
- Designed and implemented faculty learning community called “Civic Engagement Champions” which trained 3 faculty members in service learning and community-based pedagogies.
- Worked with Institutional Advancement to secure grant funding from the Cambridge Charitable Foundation at the **\$5000-level** for our new academic student philanthropy program, to be launched in the fall of 2016.
- Registered 136 students to vote this academic year (+300%)
- Habitat for Humanity Campus Chapter collaborated with the Office of Diversity and Inclusion on the second-annual Martin Luther King Jr. Day of Service, with 39 in attendance. The event was covered by local media outlets, including the Cincinnati Enquirer and WLWT. Also, 10 students completed a weeklong Habitat for Humanity trip to South Carolina.
- Impact Cincinnati successfully planned, implemented, and evaluated the Impact Cincinnati Welcome Week Day of Service, making the event a 100% student-driven service event.

INTERNAL/EXTERNAL SERVICE

- Service Learning Advisory Committee (Chair)
- Service Award Committee (Chair)
- Habitat for Humanity Club (Staff advisor)
- Impact Cincinnati Club (Staff advisor)
- Greater Cincinnati Service Learning Network (Representative)
- Renaissance Covington (Secretary, Board Member, Executive Committee Member)

OUTPUTS

Output	2015-2016 Academic Year	2014-2015 Academic Year	% Change over 2014-2015
Service Learning Placements, 30 Hours or More	161 (4 in the summer, 77 in the fall, 80 in the spring)	138 (2 in the summer, 64 in the fall, 72 in the spring)	+16.6%
Service Learning Courses Available	85 (3 in the summer, 41 in the fall, 41 in the spring)	98 (1 in the summer, 46 in the fall, 51 in the spring)	-13.3%

Service Learning Courses with Students Registered	50 (3 in the summer, 20 in the fall, 27 in the spring)	52 (2 in the summer, 24 in the fall, 26 in the spring)	-3.9%
Service Learning Required Sections	8 (3 in the fall, 5 in the spring)	7 (3 in the fall, 4 in the spring)	+14.2%
Service Learning Community Partners	61 individual partners (3 individual partners in the summer, 35 individual partners in the fall, 32 individual partners in the spring)	61 individual partners (2 individual partners in the summer, 33 individual partners in the fall, 37 individual partners in the spring)	+0%
Service Learning Faculty Involvement	45 individual faculty (3 in the summer, 28 in the fall, 24 in the spring)	39 individual faculty (2 in the summer, 23 in the fall, 24 in the spring)	+15.3%
Service Learning Orientations	16 (8 in the fall, 8 in the spring)	7 (4 in the fall, 3 in the spring)	+228%
Service Learning Guided Reflections	10 (5 in the fall, 5 in the spring)	8 (4 in the fall, 4 in the spring)	+25%
Impact Cincinnati Welcome Week Service Day	64 participants	104 participants	-38.5%
Martin Luther King Jr. Day of Service	39 participants	40 participants	-2.5%
Campus Election Engagement Project	136 students registered to vote	35 students registered to vote	+388%
Student Appointments	219	73	+300%

SERVICE LEARNING EVALUATION SUMMARIES

STUDENT SERVICE LEARNING EVALUATIONS

Demographics:

- Our mode student was white, under 25, female, sophomore, and worked 11-20 hours per week.

Perspective of Course:

- 93.6% of the students agreed that the community participation aspect of their course helped them to see how the subject matter they learned can be used in everyday life (-5.4%)
- 90% agreed that the community work they did helped them to understand the lectures and readings in the course (+1%)
- 82.9% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount. (-1.4%)

Attitude toward Community Involvement:

- 39.2% agreed that they were already volunteering before taking their course (+3%)
- 93.5% agreed that they felt the community work they did benefited the community (+5.1%)
- 92.8% agreed that they were able to work directly with a community partner (-1.8%)
- 92.1% agreed that they felt a personal responsibility to meet the needs of the community partner (+1.1%)
- 71.4% disagreed that they probably won't volunteer after the course (-4.6%)
- 87.1% agreed that the interactions with the community partner enhanced their learning in the course. (-2.2%)

Learning Outcomes:

- 91.3% of students agreed that service helped them to become aware of personal strengths and weaknesses (-2.4%)
- 70.1% agreed that it helped them to clarify their career plans (-4.2%)
- 74.6% agreed that the service enhanced their relationship with their faculty member (-4%)
- 72.8% agreed that their service made them more aware of their personal biases and prejudices (-4.9%)
- 92.1% agreed that it helped them to communicate in a “real world” setting (+3.7%)
- 87.1% agreed that their service helped them to develop problem solving skills. (+4.9%)

Other Course Reflections:

- 94.2% of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives (+19.1%)
- 52.5% agreed that other students played an important role in their learning (-10.3%)
- 87% agreed that they had the opportunity to periodically discuss their service and its relationship to the course content (+6.6%)

COMMUNITY PARTNER SERVICE LEARNING EVALUATIONS

Student Performance:

- 90.3% agree that our students were sensitive to diversity (+11%)
- 95.1% agree that the students effectively communicated his/her course objectives/goals with the supervisor. (-.6%)

Community Impact:

- 97.5% of community partners agree that the service learning experience helped address needs in their organization (+7%)
- 92.5% agree that the student’s work sufficiently addressed their community needs (+2.2%)
- 97.5% agree that the student’s work benefited their organization’s mission (+3.6%)
- 94% agree that the student’s work benefited their clients (+.3%)
- 95.8% agree that the organization thought that the experience was worth their investment (+.05%)
- 98.3% agree that they would like to continue a service learning partnership with the Mount. (+4.7%)

2015 NSSE DATA:

- 85% of first year students reported participating in a service learning experience (+26% over Great Lakes Private, 59%)
- 69% of seniors reported participating in a service learning experience (+1% over Great Lakes Private, 68%)