

# 2014-2015 Service Learning Annual Report

## Keith Lanser

### ACCOMPLISHMENTS/GOAL ATTAINMENT

- Increased “Plus One” service learning placements by 5.4% compared to 2013-2014 academic school year (from 129 to 136)
- Selected as a Finalist for the first-ever Service Year + Higher Education Innovation Challenge. Invited to pitch “MountCorps”, a proposed service year program for undergraduate students. One of three finalists in the Private University category. The University was highlighted on the Service Year + Higher Education Innovation Challenge’s website: <http://www.sychallenge.org/>
- Secured mini grant from Ohio Campus Compact to launch the Campus Election Engagement Project. This initiative seeks to register students, educate students, and get out the vote during election seasons. Registered 35 students to vote in the fall of 2014. We are now part of the National Study of Learning, Voting, and Engagement (NSLVE) which will provide us student voting rates for the 2014, 2014, and 2016 elections. The success of this program was highlighted on the Campus Election Engagement Project’s website: <http://www.campuselect.org/select-2014-state-successes.html>
- Habitat for Humanity Campus Chapter collaborated with the Office of Diversity and Inclusion on the first-inaugural Martin Luther King Jr. Day of Service. Over 40 students, faculty, and staff participated in the event. The event was covered by local media outlets, including WLWT: <http://www.wlwt.com/news/volunteers-across-tristate-give-back-honoring-mlks-legacy/30797928>. The Habitat for Humanity Campus Chapter also won SGA Club of the Year and the SGA Diversity and Inclusion Award. Finally, 11 students completed a weeklong Habitat for Humanity trip to South Carolina.
- Collaborated with Wellness on the 2014 Warrior Run College Challenge, where we reached second place. In all, we had 13 participants, \$345 dollars raised, and we completed 131 volunteer hours. The University was recognized on the Warrior Run’s website: <http://www.cincywarriorrun.org/collegescoreboard.php>
- Collaboratively designed and implemented the 2020 Service Learning Strategic Plan which will prepare the University for the Carnegie Classification for Community Engagement.
- Provided service learning professional development for 16 Mount faculty/staff who attended the 2015 Service Learning Symposium at the Museum Center. Also secured approval for a faculty learning community called “Civic Engagement Champions” which will train faculty in service learning and community-based pedagogies starting the 2015-2016 academic year.
- Modified service learning student and community partner evaluations to better assess student learning and community impact.
- Designed and implemented new study abroad validation process for University.
- Successfully submitted the 2015 Presidential Honor Roll application.

### 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)
- Cooperative for Education (Special Event Committee Member)

- Renaissance Covington (Secretary, Board Member, Organizational Committee Chair, Executive Committee Member)

## OUTPUTS

Output	2014-2015 Academic Year	2013-2014 Academic Year	% Change over 2013-2014
Service Learning Placements, 30 Hours or More	136 (64 in the fall, 72 in the spring)	129 (67 in the fall, 62 in the spring)	+5.4%
Service Learning Placements, 2-3 Hours	~267 (142 in the fall, 125 in the spring)	~251 (115 in the fall, 136 in the spring)	+6.3%
Service Learning Sections Available	97 (46 in the fall, 51 in the spring)	86 (41 in the fall, 45 in the spring)	+12.7%
Service Learning Sections with Students Registered	50 (24 in the fall, 26 in the spring)	51 (23 in the fall, 28 in the spring)	-2%
Service Learning Required Sections	7 (3 in the fall, 4 in the spring)	7 (3 in the fall, 4 in the spring)	0%
Service Learning Community Partners	59 individual partners (33 individual partners in the fall, 37 individual partners in the spring)	N/A (46 individual partners in the fall, 35 individual partners in the spring)	N/A
Service Learning Faculty Involvement	37 individual faculty (23 in the fall, 24 in the spring)	N/A	N/A
Service Learning Orientations	7 (4 in the fall, 3 in the spring)	N/A	N/A
Service Learning Guided Reflections (group and in-class)	8 (4 in the fall, 4 in the spring)	N/A	N/A
Welcome Week Service Event	104 participants (60 freshman, 19 student leaders, 4 alumni, 16 staff, 5 faculty)	136 participants (108 students, 8 faculty and staff leaders, and 20 student leaders)	-30%
Martin Luther King Jr. Day of Service	40 participants	N/A	N/A
Campus Election Engagement Project	35 students registered to vote	N/A	N/A
Student Appointments	73	67	+8.9%

## SERVICE LEARNING EVALUATION SUMMARIES

### STUDENT SERVICE LEARNING EVALUATIONS

#### Demographics:

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

#### Perspective of Course:

- 99% 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
- 88.9% agreed that the community work they did helped them to understand the lectures and readings in the course

- 84.3% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount.

Attitude toward Community Involvement:

- 36.2% agreed that they were already volunteering before taking their course
- 88.4% agreed that they felt the community work they did benefited the community
- 94.6% agreed that they were able to work directly with a community partner
- 91% agreed that they felt a personal responsibility to meet the needs of the community partner
- 76% disagreed that they probably won't volunteer after the course
- 89.3% agreed that the interactions with the community partner enhanced their learning in the course.

Learning Outcomes:

- 93.7% of students agreed that service helped them to become aware of personal strengths and weaknesses
- 74.3% agreed that it helped them to clarify their career plans
- 78.6% agreed that the service enhanced their relationship with their faculty member
- 77.7% agreed that their service made them more aware of their personal biases and prejudices
- 88.4% agreed that it helped them to communicate in a "real world" setting
- 82.2% agreed that their service helped them to develop problem solving skills.

Other Course Reflections:

- 75.1% of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives
- 62.8% agreed that other students played an important role in their learning
- 80.4% agreed that they had the opportunity to periodically discuss their service and its relationship to the course content

## COMMUNITY PARTNER SERVICE LEARNING EVALUATIONS

Student Performance:

- 97.8% of community partners agree that our students demonstrated adaptability/flexibility
- 85.5% agree that our students demonstrated reliability and punctuality
- 91.6% agree that our students demonstrated initiative, creativity, and innovation
- 79.3% agree that our students were sensitive to diversity
- 95.7% agree that the students effectively communicated his/her course objectives/goals with the supervisor.

Community Impact:

- 90.5% of community partners agree that the service learning experience helped address needs in their organization
- 90.3% agree that the student's work sufficiently addressed their community needs
- 93.9% agree that the student's work benefited their organization's mission
- 93.7% agree that the student's work benefited their clients
- 95.75% agree that the organization thought that the experience was worth their investment
- 93.6% agree that they would like to continue a service learning partnership with the Mount.