

2018-2019 Service Learning & Civic Engagement Office Annual Report

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ACCOMPLISHMENTS/ GOAL ATTAINMENT

- There were 144 credit-bearing service learning placements in 55 distinct courses during AY 2018-2019 (the goal was to facilitate 108 credit-bearing service learning placements). There were 6 courses that required credit-bearing service learning. The retention rate for credit-bearing service learning students was 95.4%.
- There were 80 students that completed project-based service learning in 5 courses (the goal was 2 courses).
- There were 183 students who completed a one-time service learning experience in 10 courses (the goal was 4 courses).
- Secured an additional \$5000 in funding in October of 2018 from the Cambridge Charitable Foundation to fund 5 student philanthropy courses during the 2018-2019 academic year (the goal was to facilitate 4 student philanthropy courses). \$1000 was donated to City Gospel Mission from CORE 115, \$1309 was donated to Melodic Connections from SED 345, \$1000 was donated to the Welcome House of Northern Kentucky from CRM 218, \$1491 was donated to Washington United Church of Christ from CORE 425, \$1000 was donated to IKRON from ENG 262, and \$558 was donated to Our Sam Foundation from ENG 262.
- **New!** Mount St. Joseph University's student philanthropy program was highlighted in Cincy Magazine's April/ May magazine.
- There were 205 student voter registrations (the goal was 120 voter registrations), 52 voter registration checks, 13 absentee ballot requests, and 14 residence hall letters written.
- **New!** Mount St. Joseph University was included in Washington Monthly's "Best Colleges for Student Voting" list; the Mount was one of only two local institutions to be included on the list.
- Mount St. Joseph University was designated by NASPA as a "Voter Friendly Campus" for the second time, valid during the 2019-2020 academic year; the Mount is the only university in Greater Cincinnati to receive this designation.
- The Habitat for Humanity Campus Chapter completed the 2018 Collegiate Challenge in Charleston, SC, monthly house builds, MLK Day of Service, they facilitated a successful Shantytown advocacy experience, and will be participating in the 2019 Collegiate Challenge in Charleston, SC this May. 109 students in the Habitat Campus Chapter have completed 390 hours of service since August of 2018.
- We hired a year-long democracy fellow using external funds from the Campus Vote Project. **New!** We also hired a semester-long Campus Election Engagement Project Fellow using external funds from the Campus Election Engagement Project. Our democracy fellows worked on our democratic engagement efforts.
- 880 individuals participated in the Service Learning & Civic Engagement Office's programs this academic year.

INTERNAL/ EXTERNAL SERVICE

- Service Learning Committee (Chair)
- Habitat for Humanity Campus Chapter (Staff Advisor)
- Professional Allies & Advocates Committee (member)

- Greater Cincinnati Service Learning Network (MSJ Representative)
- English Language Learning Foundation (Board President)

OUTPUTS

Outputs	2018-2019 AY	2017-2018 AY	Delta
Credit-Bearing Service Learning (30 hours or more)			
Service learning placements	144 (1 in summer, 51 in fall, 92 in spring)	123 (2 in summer, 64 in fall, 57 in spring)	+17%
Service learning students (no duplicates)	132	109	+21%
Service learning courses available	104 (2 in summer, 54 in fall, 48 in spring)	85 (1 in summer, 42 in fall, 42 in spring)	+22%
Service learning courses with students registered	55 (1 in summer, 29 in fall, 25 in spring)	42 (1 in summer, 20 in fall, 21 in spring)	+31%
Required service learning courses	6 (0 in summer, 1 in fall, 5 in spring)	4 (0 in summer, 3 in fall, 1 in spring)	+50%
Service learning community partners, 30 hours or more	57 (1 in summer, 29 in fall, 40 in spring)	49 individual community partners (1 in summer, 32 in fall, 30 in spring)	+16%
Service learning faculty involvement, 30 hours or more	33 (1 in summer, 20 in fall, 23 in spring)	36 (1 in summer, 25 in fall, 19 in spring)	-8%
Service learning orientations	19 (10 in fall, 9 in spring)	18 (11 in fall, 7 in spring)	+5%
Service learning guided reflections	18 (8 in fall, 10 in spring)	17 (9 in fall, 8 in spring)	+6%
Service learning in-class pitches	67 (47 in fall, 20 in spring)	N/A—New Output	N/A—New Output
Project-Based Service Learning (~6-15 hours)			
Project-based service learning courses	5 (Fall: CORE 425, ECE 338, HLT 200; Spring: HLT 230, ECE 339)	N/A—New Output	N/A—New Output
Project-based service learning participants	80	N/A—New Output	N/A—New Output
One-Time Service Learning (~1-5 hours)			
One-time service learning courses	10 courses Fall: CORE 115 x2 (Wheeler x2); COM 100 x3 (Wheeler x2, Crews) Spring: HLT 200, COM 100 x3 (Wheeler x2, Crews x1), COM 320, PA 510	N/A—New Output	N/A—New Output

One-time service learning participants	183	N/A—New Output	N/A—New Output
Student Philanthropy			
Student philanthropy courses	5 (2 in fall, 3 in spring)	4 (2 in fall, 2 in spring)	+25%
Student philanthropy orientations	5 (2 in fall, 3 in spring)	4 (2 in fall, 2 in spring)	+25%
Student philanthropy guided reflections	5 (2 in fall, 3 in spring)	4 (2 in fall, 2 in spring)	+25%
Student philanthropy participants	98	69	+42%
Democratic Engagement			
Voter registrations	205	153	+34%
Voter registration checks	52	17	+205%
Residence hall letters	14	2	+600%
Absentee ballot requests	13	3	+333%
Course-based democratic engagement, number of courses	2 (COM 350, ECE 338)	0	N/A
Course-based democratic engagement, number of participants	20	0	N/A
Service Days			
Welcome Week Day of Service, number of participants	45	0- cancelled due to weather	N/A
MLK Day of Service, number of participants	35	0- cancelled due to weather	N/A
Other			
Student Appointments (CED 220, service learning, student clubs)	278	276	+.7%

STUDENT SERVICE LEARNING EVALUATIONS SUMMARY: N=82/143 (57.3%)

- Our mode student was white, less than 25 years old, female, a senior, and worked 11-20 hours per week.
- 94.9% 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
- 89.7% agreed that the community work they did helped them to understand the lectures and readings in the course
- 84.8% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount.
- 43.6% agreed that they were already volunteering before taking their course
- 96.2% agreed that they felt the community work they did benefited the community
- 89.7% agreed that they were able to work directly with a community partner
- 96.2% agreed that they felt a personal responsibility to meet the needs of the community partner
- 10% agreed that they probably won't volunteer after the course
- 92.4% agreed that the interactions with the community partner enhanced their learning in the course.

- 92.3% of students agreed that service helped them to become aware of personal strengths and weaknesses
- 77.3% agreed that it helped them to clarify their career plans
- 78.5% agreed that the service enhanced their relationship with their faculty member
- 79.4% agreed that their service made them more aware of their personal biases and prejudices
- 89.9% agreed that it helped them to communicate in a “real world” setting
- 89.9% agreed that their service helped them to develop problem solving skills.
- 91.6% of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives
- 49.3% agreed that other students played an important role in their learning
- 83.3% agreed that they had the opportunity to periodically discuss their service and its relationship to the course content

COMMUNITY PARTNER SERVICE LEARNING EVALUATIONS SUMMARY: N=87/143 (60.8%)

- 95.4% of community partners agree that our students demonstrated adaptability
- 90.8% agree that our students demonstrated reliability
- 90.8% agreed that our students demonstrated punctuality
- 91.9% agree that our students demonstrated initiative
- 91.78% agree that our students demonstrated creativity
- 90.3% agree that our students were sensitive to issues of diversity and inclusion
- 93.1% agree that the students effectively communicated his/her course objectives/goals with the supervisor.
- 94.3% of community partners agree that the service learning experience helped address needs in their organization
- 92.9% agree that the student’s work sufficiently addressed their community needs
- 97.9% agree that the student’s work benefited their organization’s mission
- 91.8% agree that the student’s work benefited their clients
- 96.5% agree that the organization thought that the experience was worth their investment
- 98.8% agree that they would like to continue a service learning partnership with the Mount

STUDENT PHILANTHROPY STUDENT EVALUATIONS SUMMARY: N=87/98 (88.7%)

- Our mode student was white, less than 25 years old, female, a senior, and did not have a job.
- 86.1% of the students agreed that the student philanthropy aspect of their course helped them to see how the subject matter they learned can be used in everyday life
- 79.3% agreed that the student philanthropy work they did helped them to understand the lectures and readings in the course
- 70% agree that student philanthropy should be practiced more at the Mount
- 86.1% agreed that the student philanthropy experience benefited the community
- 57.4% agreed that they will probably volunteer in the community after this SP experience
- 44.8% agreed that they will probably donate money to a nonprofit after this SP experience
- 76.7% agreed that the interactions with the community partners of the course enhanced their learning in the course
- 82.7% agreed that because of their SP experience, they now have an increased sense of social responsibility to help others in need
- 83.8% agreed that because of their SP experience, they now have an increased sense of social responsibility to the community in which they live.
- 74.6% of students agreed that because of their student philanthropy experience, they now have an increased awareness of personal strengths and weaknesses

- 39% agreed that student philanthropy helped them to clarify their career plans
- 72.4% agreed that their student philanthropy experience helped them to identify personal biases, prejudices, and stereotypes about people who are not like them
- 74.7% agreed that student philanthropy enhanced their ability to communicate in a “real world” setting
- 62% agreed that their student philanthropy experience helped them to develop problem solving skills
- 83.8% agreed that student philanthropy helped them to increase their awareness of nonprofit organizations
- 89.6% agreed that student philanthropy helped to increase their awareness of social problems