Keith Lanser, Manager of Service Learning & Civic Engagement

ACCOMPLISHMENTS/ GOAL ATTAINMENT

- Mount St. Joseph University was included in the **2015 President’s Higher Education Community Service Honor Roll**, making it the 5th year that the University has received this prestigious recognition.

- **New!** Mount St. Joseph University was awarded the **Voter Friendly Campus Designation** for the 2017-2018 academic year by NASPA, making the University one out of 83 colleges and universities in the country to receive this prestigious designation.

- Increased credit-bearing service learning placements by **6.9%** over previous academic year (170 AY 2016-2017, 159 AY 2015-2016), the most since AY 2012-2013. Increased credit-bearing service learning students by **4.28%** over AY 2015-2016.
  - 96.06% of community partners agree that our students were sensitive to issues of diversity and inclusion (+5.76%)
  - 97.57% 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 (+3.97%)

- **84.93%** of students who completed service learning in S416, S117, and S217 graduated or are currently enrolled (retention rate). This rate is **17.93%** higher than our overall retention rate for undergraduate students (67% in S115), but is 7.67% lower than the service learning retention rate for the previous academic year (92.6%).

- **New!** Facilitated 5 student philanthropy courses comprised of 112 students, resulting in **$12,000** donated to local nonprofits. Secured an additional $5,000 from the Cambridge Charitable Foundation and $2,000 from the Ohio Campus Compact to support student philanthropy courses.
  - 85.55% 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

- Registered **116** students to vote this fall, up **7.4%** over previous fall (from 108 to 116).
  - Incorporated election engagement as a journal module for all service learning students, and incorporated election engagement into 1 social work course and 1 education course. University also facilitated a number of debate watch parties, an issue forum on immigration, an election night party, and a complimentary voter shuttle.

- Habitat for Humanity Campus Chapter completed over **574** hours of community service this academic year. Habitat collaborated with the Office of Diversity and Inclusion on the third-annual Martin Luther King Jr. Day of Service, with **40** in attendance. **10** Habitat students also completed a weeklong trip to Charleston, SC through the Collegiate Challenge Program.

- Impact Cincinnati successfully planned and implemented the Impact Cincinnati Welcome Week Day of Service with at least **60** participants in attendance, and completed over **350** hours of community service with **9** community partners.

- Successfully and collaboratively planned, implemented, and evaluated the **2016 Greater Cincinnati Service Learning Network Community Partner Training Day** at the United Way Convening Center, with **30** community partners in attendance.

- Successfully and collaboratively planned, implemented, and evaluated the **2017 Greater Cincinnati Service Learning Network’s Wingspread Conference** at the Life Learning Center with **6** Mount faculty/staff in attendance.
### INTERNAL/ EXTERNAL SERVICE
- Service Learning Committee (Chair)
- Habitat for Humanity Club (Advisor)
- Impact Cincinnati (Advisor)
- Greater Cincinnati Service Learning Network (MSJ Representative)
- Renaissance Covington (Vice President of the Board)
- New! English Language Learning Foundation (Secretary of the Board)

### OUTPUTS

<table>
<thead>
<tr>
<th>Output</th>
<th>2016-2017 AY</th>
<th>2015-2016 AY</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service learning placements, 30 hours or more</td>
<td>170 (91 in spring, 74 in fall, 5 in summer)</td>
<td>159 (79 in spring, 76 in fall, 4 in summer)</td>
<td>+6.91%</td>
</tr>
<tr>
<td>Service learning students, 30 hours or more (no duplicates)</td>
<td>146</td>
<td>140</td>
<td>+4.28%</td>
</tr>
<tr>
<td>Service learning courses available, 30 hours or more</td>
<td>104 (5 in summer, 42 in fall, 57 in spring)</td>
<td>85 (3 in the summer, 41 in the fall, 41 in the spring)</td>
<td>+22.35%</td>
</tr>
<tr>
<td>Service learning courses with students registered, 30 hours or more</td>
<td>53 (5 in summer, 22 in fall, 26 in spring)</td>
<td>50 (3 in summer, 20 in fall, 27 in spring)</td>
<td>+6%</td>
</tr>
<tr>
<td>Required service learning courses, 30 hours or more</td>
<td>6 (0 in summer, 2 in fall, 4 in spring)</td>
<td>8 (0 in summer, 3 in fall, 5 in spring)</td>
<td>-25%</td>
</tr>
<tr>
<td>Service learning community partners (no duplicates)</td>
<td>58 individual community partners (3 in summer, 33 in fall, 38 in spring)</td>
<td>61 individual community partners (3 in summer, 35 in fall, 32 in spring)</td>
<td>-5%</td>
</tr>
<tr>
<td>Service learning faculty involvement, 30 hours or more (no duplicates)</td>
<td>42 (5 in summer, 26 in fall, 24 in spring)</td>
<td>45 individual faculty (3 in summer, 28 in fall, 24 in spring)</td>
<td>-6.6%</td>
</tr>
<tr>
<td>Service learning orientations</td>
<td>18 (9 in fall, 9 in spring)</td>
<td>16 (8 in fall, 8 in spring)</td>
<td>+12.5%</td>
</tr>
<tr>
<td>Service learning guided reflections</td>
<td>15 (9 in fall, 6 in spring)</td>
<td>10 (5 in fall, 5 in spring)</td>
<td>+50%</td>
</tr>
<tr>
<td>Student philanthropy courses</td>
<td>5 (2 in fall, 3 in spring)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Student philanthropy orientations</td>
<td>5 (2 in fall, 3 in spring)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Student philanthropy guided reflections</td>
<td>5 (2 in fall, 3 in spring)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Student philanthropy participants</td>
<td>112</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Impact Cincinnati
Welcome Week Day of Service
At least 60 participants 64 participants Not enough data
MLK Day of Service 40 participants 39 participants +2.56
Voter Registrations 116 in S117 108 in S116 +7.4%
Student Appointments (CED 220, service learning, student clubs) 261 219 +19.17%

SERVICE LEARNING AND STUDENT PHILANTHROPY COURSE EVALUATION SUMMARIES

Service Learning Student Evaluations Summary (% change over AY 2015-2016)
- Our mode student was white, less than 25 years old, female, a sophomore, and worked 11-20 hours per week (no change)
- 97.57% 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 (+3.97%)
- 93.49% agreed that the community work they did helped them to understand the lectures and readings in the course (+3.49%)
- 85.48% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount (+2.58%)
- 49.18% agreed that they were already volunteering before taking their course (+9.98%)
- 95.15% agreed that they felt the community work they did benefited the community (+1.65%)
- 99.18% agreed that they were able to work directly with a community partner (+6.38%)
- 98.36% agreed that they felt a personal responsibility to meet the needs of the community partner (+6.26%)
- 71.77% disagreed that they probably won’t volunteer after this course (+.37%)
  - In future annual reports, this will be reported as: 9.66% agreed that they probably won’t volunteer after the course
- 91.12% agreed that the interactions with the community partner enhanced their learning in the course (+4.02%)
- 94.35% of students agreed that service helped them to become aware of personal strengths and weaknesses (+3.05%)
- 75.8% agreed that it helped them to clarify their career plans (+5.7%)
- 74.78% agreed that the service enhanced their relationship with their faculty member (+.18%)
- 79.03% agreed that their service made them more aware of their personal biases and prejudices (+6.23%)
- 94.35% agreed that it helped them to communicate in a “real world” setting (+2.25%)
- 91.93% agreed that their service helped them to develop problem solving skills (+4.83%)

Service Learning Community Partner Evaluation Summary (% change over AY 2015-2016)
- 93.27% of community partners agree that our students demonstrated adaptability/ flexibility (-2.6%)
- 92.52% agree that our students demonstrated reliability (+4.06% in S217)
- 93.22% agree that our students demonstrated punctuality (+1.06% in S217)
- 92.52% agree that our students demonstrated initiative (+4.06% in S217)
- 92.47% agree that our students demonstrated creativity (+16.47% in S217)
- 96.06% agree that our students were sensitive to issues of diversity and inclusion (+5.76%)
- 92.76% agree that the students effectively communicated his/her course objectives/goals with the supervisor (-2.34%)
- 95.41% of community partners agree that the service learning experience helped address needs in their organization (-2.09%)
- 92.41% agree that the student’s work sufficiently addressed their community needs (-.09%)
- 94.65% agree that the student’s work benefited their organization’s mission (-2.85%)
- 93.12% agree that the student’s work benefited their clients (-.88%)
- 95.45% agree that the organization thought that the experience was worth their investment (-.35%)
- 98.46% agree that they would like to continue a service learning partnership with the Mount. (+.16%)

**Student Philanthropy Student Evaluation Summary:**
- Our mode student was white, less than 25 years old, male, a senior, and worked 11-20 hours per week (vs. the mode service learning student who was female and a sophomore)
- **85.55%** 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
- 77.76% agreed that the student philanthropy work they did helped them to understand the lectures and readings in the course
- 77.52% agree that student philanthropy should be practiced more at the Mount.
- **86.66%** agreed that the student philanthropy experience benefited the community
- 71.1% agreed that they will probably volunteer in the community after this SP experience
- 53.92% agreed that they will probably donate money to a nonprofit after this SP experience
- 79.3% agreed that the interactions with the community partners of the course enhanced their learning in the course
- **80.68%** agreed that because of their SP experience, they now have an increased sense of social responsibility to help others in need
- 78.64% agreed that because of their SP experience, they now have an increased sense of social responsibility to the community in which they live.
- 71.9% of students agreed that because of their student philanthropy experience, they now have an increased awareness of personal strengths and weaknesses
- 42.69% agreed that student philanthropy helped them to clarify their career plans
- 61.35% agreed that their student philanthropy experience helped them to identify personal biases, prejudices, and stereotypes about people who are not like them
- 70.45% agreed that student philanthropy enhanced their ability to communicate in a “real world” setting
- 63.63% agreed that their student philanthropy experience helped them to develop problem solving skills
- **85.38%** agreed that student philanthropy helped them to increase their awareness of nonprofit organizations
- 79.77% agreed that student philanthropy helped to increase their awareness of social problems.