

2016-2017 Service Learning & Civic Engagement Office Annual Report

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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

Output	2016-2017 AY	2015-2016 AY	% Change
Service learning placements, 30 hours or more	170 (91 in spring, 74 in fall, 5 in summer)	159 (79 in spring, 76 in fall, 4 in summer)	+6.91%
Service learning students, 30 hours or more (no duplicates)	146	140	+4.28%
Service learning courses available , 30 hours or more	104 (5 in summer, 42 in fall, 57 in spring)	85 (3 in the summer, 41 in the fall, 41 in the spring)	+22.35%
Service learning courses with students registered, 30 hours or more	53 (5 in summer, 22 in fall, 26 in spring)	50 (3 in summer, 20 in fall, 27 in spring)	+6%
Required service learning courses, 30 hours or more	6 (0 in summer, 2 in fall, 4 in spring)	8 (0 in summer, 3 in fall, 5 in spring)	-25%
Service learning community partners (no duplicates)	58 individual community partners (3 in summer, 33 in fall, 38 in spring)	61 individual community partners (3 in summer, 35 in fall, 32 in spring)	-5%
Service learning faculty involvement, 30 hours or more (no duplicates)	42 (5 in summer, 26 in fall, 24 in spring)	45 individual faculty (3 in summer, 28 in fall, 24 in spring)	-6.6%
Service learning orientations	18 (9 in fall, 9 in spring)	16 (8 in fall, 8 in spring)	+12.5%
Service learning guided reflections	15 (9 in fall, 6 in spring)	10 (5 in fall, 5 in spring)	+50%
Student philanthropy courses	5 (2 in fall, 3 in spring)	N/A	N/A
Student philanthropy orientations	5 (2 in fall, 3 in spring)	N/A	N/A
Student philanthropy guided reflections	5 (2 in fall, 3 in spring)	N/A	N/A
Student philanthropy participants	112	N/A	N/A

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.