

2019-2020 Service Learning & Civic Engagement Office Annual Report
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ACCOMPLISHMENTS/ GOAL ATTAINMENT

- There were 117 credit-bearing service learning placements in 44 courses during AY 2019-2020. There were 6 courses that required credit-bearing service learning. The persistence rate for credit-bearing service learning students was 92.8%.
- There were 65 students that completed project-based service learning in 3 courses.
- There were 112 students who completed a one-time service learning experience in 9 courses.
- **New!** Co-facilitated the Hacking Housing Insecurity Virtual Forum in partnership with the Greater Cincinnati Service Learning Network. MSJ Social Work instructor Roxana Hawkins and MSJ Social Work graduate Yolanda Hamza presented TED talk style presentations at the event, and there were approximately 25 MSJ attendees.
- The Habitat for Humanity Campus Chapter completed the 2019 Collegiate Challenge in Charleston, SC, monthly house builds, and the MLK Day of Service.
- Secured an additional \$5000 in funding in October of 2019 from the Cambridge Charitable Foundation to fund 3 student philanthropy courses during the 2019-2020 academic year. \$1000 was donated to Boys & Girls Club from CORE 115, \$1000 was donated to Pro Kids from CORE 425, and \$1000 was donated to People Working Cooperative from CORE 425.
- There were 235 student voter registrations, 72 voter registration checks, 18 absentee ballot requests, and 6 residence hall letters written.
- **New!** Co-facilitated the Campus Vote Project's Southern Ohio Student Voter Summit at Mount St. Joseph University. Approximately 20 individuals attended the summit.
- **New!** Mount St. Joseph University was awarded the Gold Seal in the ALL IN Campus Democracy Challenge for our student voting rate of 45.3% during the 2018 midterm election.
- **New!** Mount St. Joseph University was recognized with the 2020 Presidential Commitment Seal from the ALL IN Campus Democracy Challenge.
- **New!** Mount St. Joseph University was featured by WCPO as a site location for National Voter Registration Day.
- Mount St. Joseph University was included in Washington Monthly's "America's Best Colleges for Student Voting 2019" list; the Mount was one of only two local institutions to be included on the list.
- We hired one, one-semester democracy fellow and one year-long democracy fellow using external funds from the Campus Vote Project. Our democracy fellows worked on our democratic engagement efforts.
- **New!** Facilitated the MSJ Service Year Forum virtually, which provided MSJ students an opportunity to learn about local service year programs. Approximately 10 students attended the forum.
- **New!** Created a new Service Year Programs page on MyMount to help students transition into service year programs after graduation.
- Approximately 779 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	2019-2020 AY	2018-2019 AY	Delta
Credit-Bearing Service Learning (30 hours or more)			
Service learning placements	117 (2 in summer, 53 in fall, 62 in spring)	144 (1 in summer, 51 in fall, 92 in spring)	-18.75% (had 92 in spring pre-COVID 19, which would have taken us to 147 placements, or +2.1%)
Service learning students (no duplicates)	112	132	-15.2% (was 140 pre-COVID 19, which would have been +6%)
Service learning courses available	86 (2 un summer, 48 in fall, 36 in spring)	104 (2 in summer, 54 in fall, 48 in spring)	-17.3%
Service learning courses with students registered	44 (2 in summer, 21 in fall, 18 in spring)	55 (1 in summer, 29 in fall, 25 in spring)	-20% (had 22 courses in spring pre-COVID 19, would have been -12.8%)
Required service learning courses	6 (0 in summer, 3 in fall, 3 in spring)	6 (0 in summer, 1 in fall, 5 in spring)	+0% (had 5 required courses pre-COVID 19 in the spring, would have been +33%)
Service learning community partners, 30 hours or more (no duplicates)	49 (2 in summer, 32 in fall, 26 in spring)	57 (1 in summer, 29 in fall, 40 in spring)	-14%
Service learning faculty involvement, 30 hours or more (no duplicates)	32 (2 in summer, 21 in fall, 16 in spring)	33 (1 in summer, 20 in fall, 23 in spring)	-3.1% (had 21 faculty in spring pre-COVID 19, would have been +6%)
Service learning orientations	22 (11 in fall, 11 in spring)	19 (10 in fall, 9 in spring)	+15.8%
Service learning guided reflections	9 (9 in fall, 0 in spring)	18 (8 in fall, 10 in spring)	-50% (cancelled spring guided reflections due to COVID 19)
Service learning in-class pitches	55 (31 in fall, 24 in spring)	67 (47 in fall, 20 in spring)	-18%
Project-Based Service Learning (~5-15 hours)			
Project-based service learning courses	3 (Fall: HLT 200, SWK 329, Spring: HLT 230)	5 (Fall: CORE 425, ECE 338, HLT 200; Spring: HLT 230, ECE 339)	-40%

Project-based service learning participants	65	80	-18.8%
One-Time Service Learning (~1-4 hours)			
One-time service learning courses	9 courses Fall: COM 100 x2, CORE 115x1 Spring: PAS 510x1, COM 100x5 (Wheeler x2, Bodle x1, Crews x1)	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	-10%
One-time service learning participants	112	183	-39%
Student Philanthropy			
Student philanthropy courses	3 (2 in fall, 1 in spring) CORE 115, CORE 425 x2	5 (2 in fall, 3 in spring) CRM 218, SED 345, CORE 115, ENG 262, CORE 425	-40% (1 course in spring cancelled their student philanthropy project because of COVID 19, would have been -20%)
Student philanthropy orientations	3 (2 in fall, 1 in spring)	5 (2 in fall, 3 in spring)	-40%
Student philanthropy guided reflections	2 (2 in fall, 0 in spring)	5 (2 in fall, 3 in spring)	-60%
Student philanthropy participants	60	98	-39%
Democratic Engagement			
Voter registrations	235	205	+14.6%
Voter registration checks	72	52	+38%
Residence hall letters	6	14	-57%
Absentee ballot requests	18	13	+38%
Course-based democratic engagement, number of courses	2 (HON 263, SWK 223)	2 (COM 350, ECE 338)	+0%
Course-based democratic engagement, number of participants	21	20	+0.5%
Events			
Welcome Week Day of Service, number of participants	31	45	-31%
National Voter Registration Day, number of voter registrations	17	27	-37%
MLK Day of Service, number of participants (Habitat Build)	38	35	+8.5%

Hacking Housing Insecurity Virtual Forum, number of participants	~25	N/A	N/A
Southern Ohio Student Voter Summit, number of participants	~20	N/A	N/A
Spring Voter Registration Day	21	16	+31%
Celebration of Service Luncheon, number of participants	Cancelled due to COVID-19	~94	N/A
Habitat for Humanity Collegiate Challenge Trip, number of participants	Cancelled due to COVID-19	10	N/A
Other			
Student Appointments (CED 220, service learning, student clubs)	253	278	-9%

STUDENT SERVICE LEARNING POST EVALUATIONS SUMMARY: N=64/115 (55.6%)

- Our mode student was white, less than 25 years old, female, a senior, and worked 11-20 hours per week.
- 98.4% 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
- 85.9% agreed that the community work they did helped them to understand the lectures and readings in the course
- 85.9% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount.
- 48.5% agreed that they were already volunteering before taking their course
- 93.8% agreed that they felt the community work they did benefited the community
- 82.8% agreed that they were able to work directly with a community partner
- 98.4% agreed that they felt a personal responsibility to meet the needs of the community partner
- 4.7% agreed that they probably won't volunteer after the course
- 93.7% agreed that the interactions with the community partner enhanced their learning in the course.
- 95.4% of students agreed that service helped them to become aware of personal strengths and weaknesses
- 81.2% agreed that it helped them to clarify their career plans
- 75.2% agreed that the service enhanced their relationship with their faculty member
- 75% agreed that their service made them more aware of their personal biases and prejudices
- 93.8% agreed that it helped them to communicate in a "real world" setting
- 89.1% agreed that their service helped them to develop problem solving skills.
- 90.6% of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives
- 48.4% agreed that other students played an important role in their learning
- 84.4% agreed that they had the opportunity to periodically discuss their service and its relationship to the course content

COMMUNITY PARTNER SERVICE LEARNING POST EVALUATIONS SUMMARY: N=70/115 (60.8%)

- 98.6% of community partners agree that our students demonstrated adaptability

- 100% agree that our students demonstrated reliability
- 100% agreed that our students demonstrated punctuality
- 94.3% agree that our students demonstrated initiative
- 87.1% agree that our students demonstrated creativity
- 94.3% agree that our students were sensitive to issues of diversity and inclusion
- 95.7% agree that the students effectively communicated his/her course objectives/goals with the supervisor.
- 97.1% of community partners agree that the service learning experience helped address needs in their organization
- 98.6% agree that the student's work sufficiently addressed their community needs
- 100% agree that the student's work benefited their organization's mission
- 100% agree that the student's work benefited their clients
- 100% agree that the organization thought that the experience was worth their investment
- 97.14% agree that they would like to continue a service learning partnership with the Mount