

**2020-2021 Service Learning & Civic Engagement Office Annual Report**  
Keith Lanser, Associate Director of Service Learning & Civic Engagement

**ACCOMPLISHMENTS/ GOAL ATTAINMENT:**

- There were 100 credit-bearing service learning placements in 29 courses during AY 2020-2021. There were 5 courses that required credit-bearing service learning. The persistence rate for credit-bearing service learning students was 96%.
- There were 57 students that completed project-based service learning in 5 courses.
- There were 92 students who completed one-time service learning experiences in 4 courses.
- Co-Chaired the Greater Cincinnati Service Learning Network's Anti-Racist Community Engagement Conference, with 10 MSJ students/ faculty/ staff in attendance. Approximately 425 attended the conference in all.
- **New!** Mount St. Joseph University was awarded a \$245,000 grant from the Arthur Vining Davis Foundation to expand experiential education centered on service learning pedagogy and the theme of the common good over the next three years.
- 58 students, faculty, and staff participated in the 2020 Welcome Week Service Day. This year's event featured in-person volunteering, virtual volunteering, and an item drive. Over \$700-worth of donations were donated to Bethany House through this program.
- 47 students, faculty, and staff attended our MLK Day March & Candlelight Vigil.
- Secured an additional \$5,000 in funding in October of 2020 from the Cambridge Charitable Foundation to fund 4 student philanthropy courses during the 2020-2021 academic year. \$7,032 were donated to 4 nonprofits this academic year: \$1,400 was donated to the Women's Crisis Center from CORE 425, \$1,400 was donated to Sweet Cheeks Diaper Bank from CORE 425, \$1,400 was donated to the Cincinnati Dragons Wheelchair Basketball Team from HLT 320, and \$2,832 was donated to Whole Again from CORE 425.
- There were 96 student voter registrations, 43 voter registration checks, 25 absentee ballot requests, and 12 residence hall letters written.
- **New!** The Social Justice Forum series was launched in the fall of 2020, in partnership with the Office of Diversity and Inclusion. 264 participants attended 7 Social Justice Forums.
- Mount St. Joseph University was ranked #12 in the United States in Washington Monthly's "America's Best Colleges for Student Voting 2020" list.
- Mount St. Joseph University was designed as a Voter Friendly Campus by NASPA for the third time. This designation is valid during 2021-2022.
- Mount St. Joseph University's democracy program was featured in 9 local, regional, and national news stories in the fall of 2020, including WKRC, WCPO, and Spectrum News 1 Ohio.
- **New!** Keith Lanser and Dr. Rayshawn Eastman submitted a chapter draft entitled "If you build it, they will come: Encouraging student democratic engagement through structure and inclusion", which will be featured in *The Proper Role of Higher Education in a Democratic Society*. Publication is pending.
- **New!** Keith Lanser was awarded the St. Elizabeth Ann Seton Mission Award in the spring of 2021 for excellence in service learning and civic engagement and advocacy for students with diverse backgrounds.
- There were approximately 986 participants who engaged with the Service Learning & Civic Engagement Office's programs and services this academic year.

**INTERNAL/ EXTERNAL SERVICE:**

- MSJ Service Learning Committee (Chair)
- MSJ Habitat for Humanity Campus Chapter (Staff Advisor)
- MSJ Professional Allies & Advocates Committee (Member)
- MSJ MOSAIC Cross Cultural Inclusion Center Programming Council (Member)
- Greater Cincinnati Service Learning Network (Chair, MSJ Representative)
- English Language Learning Foundation (Board President)
- Cincinnati Association (Member)

**OUTPUTS:**

Outputs	2020-2021 AY	AY 2019-2020	Delta
<b>Credit-Bearing Service Learning (30 hours or more)</b>			
Service learning placements	100 (0 in summer, 36 in fall, 64 in spring)	117 (2 in summer, 53 in fall, 62 in spring)	-14.5%
Service learning students (no duplicates)	100	112	-10.7%
Service learning sections available	73 (1 in summer, 37 in fall, 35 in spring)	86 (2 in summer, 48 in fall, 36 in spring)	-15.1%
Service learning sections with students registered	29 (0 in summer, 12 in fall, 17 in spring)	44 (2 in summer, 21 in fall, 18 in spring)	-34.1%
Required service learning sections	5 (0 in summer, 2 in fall, 3 in spring)	6 (0 in summer, 3 in fall, 3 in spring)	-16.7%
Service learning community partners, 30 hours or more (no duplicates)	38 (0 in summer, 19 in fall, 26 in spring)	49 (2 in summer, 32 in fall, 26 in spring)	-22.4%
Service learning faculty involvement, 30 hours or more (no duplicates)	22 (0 in summer, 12 in fall, 15 in spring)	32 (2 in summer, 21 in fall, 16 in spring)	-31.3%
Service learning orientations	24 (11 in fall, 13 in spring)	22 (11 in fall, 11 in spring)	9.1%
Service learning guided reflections	0 (0 in fall, 0 in spring)	9 (9 in fall, 0 in spring)	N/A, cancelled due to COVID-19 interruption
Service learning in-class pitches	17 (12 in fall, 5 in spring)	55 (31 in fall, 24 in spring)	-69.1%
<b>Project-Based Service Learning (~5-15 hours)</b>			
Project-based service learning courses	5 (fall: SWK 329, SWK 220, HON 201; spring: GRD 356, PSY 212)	3 (Fall: HLT 200, SWK 329, Spring: HLT 230)	66.7%
Project-based service learning participants	57	65	-12.3%
<b>One-Time Service Learning (~1-4 hours)</b>			
One-time service learning courses	4 courses	9 courses	-55.6%

	Fall: COM 100x1, CORE 115x1 Spring: COM 100x1, PAS 510	Fall: COM 100 x2, CORE 115x1 Spring: PAS 510x1, COM 100x5 (Wheeler x2, Bodle x1, Crews x1)	
One-time service learning participants	92	112	-17.9%
<b>Student Philanthropy</b>			
Student philanthropy courses	4 (3 in fall, 1 in spring)	3 (2 in fall, 1 in spring)	33.3%
Student philanthropy orientations	4 (3 in fall, 1 in spring)	3 (2 in fall, 1 in spring)	33.3%
Student philanthropy guided reflections	1 (0 in fall, 1 in spring)	2 (2 in fall, 0 in spring)	-50%, fall reflections cancelled due to COVID-19 interruption
Student philanthropy participants	78	60	30%
<b>Democracy Program</b>			
Voter registrations	96	235	-59%
Voter registration checks	43	72	-40.3%
Residence hall letters	12	6	100%
Absentee ballot requests	25	18	38.9%
Course-based democratic engagement, number of courses	0	2 (HON 263, SWK 223)	N/A, cancelled due to COVID-19 interruption
Course-based democratic engagement, number of participants	0	21	N/A, cancelled due to COVID-19 interruption
National Voter Registration Day, number of voter registrations	5	17	-70.6%
Spring Voter Registration Day, number of voter registrations	0	21	N/A, lack of participation due to COVID-19 interruption
Constitution Day, number of participants	~25	N/A	N/A, data was not tracked in AY 2019 2020
Social Justice Forums, number of events	7	N/A	N/A, program began in AY 2020 2021
Social Justice Forums, number of participants	264	N/A	N/A, program began in AY 2020 2021
<b>Events</b>			
Welcome Week Day of Service, number of participants	58	31	87.1%
MLK Day, number of participants	47	38	23.7%
Service Year Open House	15	19	-21.1%
GCSLN Service Learning Symposium, number of participants	10	~25	-60%

Celebration of Service Luncheon, number of participants	50	N/A	N/A, event was cancelled in 2020 due to COVID-19 interruption
Habitat for Humanity, Rock the Block	9	N/A	N/A, event was cancelled in 2020 due to COVID-19 interruption
Habitat for Humanity Collegiate Challenge Trip, number of participants	0	10	N/A, event was cancelled in 2021 due to COVID-19 interruption
<b>Other</b>			
Student Appointments (CED 220, service learning, student clubs)	200	253	-20.9%

**STUDENT SERVICE LEARNING POST EVALUATION SUMMARY: N=82/100 (82%)**

- Our mode student was white, less than 25 years old, female, a senior, and worked 31-40 hours per week.
- 98.8% 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
- 93.9% agreed that the community work they did helped them to understand the lectures and readings in the course
- 82.9% agree that the idea of combining work in the community with college coursework should be practiced more at the Mount.
- 35.3% agreed that they were already volunteering before taking their course
- 93.9% agreed that they felt the community work they did benefited the community
- 90.3% agreed that they were able to work directly with a community partner
- 95.1% agreed that they felt a personal responsibility to meet the needs of the community partner
- 6.1% agreed that they probably won't volunteer after the course
- 91.5% agreed that the interactions with the community partner enhanced their learning in the course.
- 93.9% of students agreed that service helped them to become aware of personal strengths and weaknesses
- 75.7% agreed that it helped them to clarify their career plans
- 70.7% agreed that the service enhanced their relationship with their faculty member
- 78% agreed that their service made them more aware of their personal biases and prejudices
- 92.6% agreed that it helped them to communicate in a "real world" setting
- 91.4% agreed that their service helped them to develop problem solving skills.
- 97.6% of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives
- 52.5% agreed that other students played an important role in their learning
- 84.2% agreed that they had the opportunity to periodically discuss their service and its relationship to the course content

**COMMUNITY PARTNER SERVICE LEARNING POST EVALUATION SUMMARY: N=65/100 (65%)**

- 98.4% of community partners agree that our students demonstrated adaptability
- 95.3% agree that our students demonstrated reliability
- 95.4% agreed that our students demonstrated punctuality
- 98.5% agree that our students demonstrated initiative
- 81.6% agree that our students demonstrated creativity
- 96.9% agree that our students were sensitive to issues of diversity and inclusion

- 98.4% agree that the students effectively communicated his/her course objectives/goals with the supervisor.
- 98.4% of community partners agree that the service learning experience helped address needs in their organization
- 98.4% agree that the student's work sufficiently addressed their community needs
- 98.5% agree that the student's work benefited their organization's mission
- 96.9% agree that the student's work benefited their clients
- 100% agree that the organization thought that the experience was worth their investment
- 98.5% agree that they would like to continue a service learning partnership with the Mount

**STUDENT PHILANTHROPY POST EVALUATION SUMMARY: N=36/78 (46.2%)**

- Our mode student was white, less than 25 years old, male, a senior, and worked 11-20 hours per week
- 97.2% 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.
- 75% agreed that the student philanthropy work they did helped them to understand the lectures and readings in the course.
- 72.2% agreed that student philanthropy should be practiced more at the Mount.
- 94.4% agreed that the student philanthropy experience benefited the community
- 75% agreed that they will probably volunteer in the community after this SP experience
- 72.2% agreed that they will probably donate money to a nonprofit after this SP experience
- 72.2% agreed that the interactions with the community partners of the course enhanced their learning in the course
- 88.9% agreed that because of their SP experience, they now have an increased sense of social responsibility to help others in need
- 86.1% agreed that they have an increased sense of social responsibility to the community in which they live.
- 69.5% of students agreed that because of their student philanthropy experience, they now have an increased awareness of personal strengths and weaknesses
- 38.9% agreed that student philanthropy helped them to clarify their career plans
- 63.9% agreed that their student philanthropy experience helped them to identify personal biases, prejudices, and stereotypes about people who are not like them
- 75% agreed that student philanthropy enhanced their ability to communicate in a "real world" setting
- 61.1% agreed that their student philanthropy experience helped them to develop problem solving skills
- 97.2% agreed that student philanthropy helped them to increase their awareness of nonprofit organizations
- 86.2% agreed that student philanthropy helped to increase their awareness of social problems.