

2017-2018 Service Learning & Civic Engagement Office Annual Report

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ACCOMPLISHMENTS/ GOAL ATTAINMENT

- There were 121 credit-bearing service learning placements in 39 distinct courses during AY 2017-2018, totaling 3630 hours of community service. There were 4 courses that required credit-bearing service learning (HON 261, LCE 300, RDG 215, SED 215). The retention rate for credit-bearing service learning students was **92.5%**.
- There were 246 students that completed course-based service learning experiences totaling 1,182 hours of community service. There were 12 courses that incorporated course-based service learning experiences (8 sections of COM 100, 1 section of CORE 115, **New!** PAD 510, **New!** 15 hour requirement in HLT 200, and **New!** 15 hour requirement in HLT 230).
- Secured an additional \$5000 in funding in October of 2017 from the Cambridge Charitable Foundation to fund student philanthropy experiences in four student philanthropy courses during the 2017-2018 academic year. \$1,500 was donated to the Brighton Center's Scholar House, \$1,500 was donated to Teen Challenge Cincinnati, \$1000 was donated to Sober Living Ohio, and \$1000 was given to Childhood Food Solutions.
- There were 138 student voter registrations (+18.9% over AY 2016-2017), 17 voter registration checks, 3 absentee ballot requests, and 3 residence hall letters written during the 2017-2018 academic year.
- **New!** Mount St. Joseph University was recognized with the Silver Seal during the ALL IN Campus Democracy Challenge in October of 2017 for our 2016 student voting rate of 65%, placing MSJ in the top 37 institutions in the country for student voter participation.
- **New!** Mount St. Joseph University hosted its first Candidate Forum in October of 2017, featuring 39 candidates who were on the ballot in Hamilton County.
- Successfully and collaboratively planned, implemented, and evaluated the 2017 Greater Cincinnati Service Learning Network Community Partner Training Day in August of 2017 at the United Way Convening Center, with 30 participants in attendance.
- Habitat for Humanity Campus Chapter completed the 2017 Collegiate Challenge in Charleston, SC, monthly house builds, facilitated a successful Shantytown advocacy experience, will be participating in the 2018 Collegiate Challenge in Charleston, SC this May, and **New!** is planning a mission trip to Houston, Texas for next academic year. 25 students in the Habitat Campus Chapter have completed 190 hours of service since August of 2017.
- **New!** The Impact Cincinnati student club has been successfully combined with the Campus Ministry Club, which will be called Interfaith Club during the 2018-2019 academic year.
- The service learning co-op created spring Career Center newsletter, recorded footage from Career Fair, created student videos for Co-op Recognition Dinner, creating videos for celebration of service, and did a Career Center website audit.
- **New!** Hired a year-long democracy fellow using external funds from the Campus Vote Project. Our democracy fellow worked on our Spring Voter Registration Day and will be coordinating election engagement activities during the fall of 2018.
- **New!** Partnered with Be Concerned, Inc. on pilot supplemental food nutrition program. Served 74 student participants, made 132 deliveries/ 1650 meals served.

INTERNAL/ EXTERNAL SERVICE

- Service Learning Committee (Chair)
- Habitat for Humanity Campus Chapter (Staff Advisor)
- Impact Cincinnati (Staff Advisor)
- **New!** Equity & Inclusion Taskforce, Academic Subcommittee (member)
- **New!** Professional Allies & Advocates Committee (member)
- Ohio Campus Compact Advisory Board (MSJ Representative)
- Greater Cincinnati Service Learning Network (MSJ Representative)
- Renaissance Covington (former Vice President, Board Member)
- English Language Learning Foundation (Board President, former Board Secretary)

OUTPUTS

Output	2017-2018 AY	2016-2017 AY	
Service learning placements, 30 hours or more	123 (2 in summer, 64 in fall, 57 in spring)	170 (91 in spring, 74 in fall, 5 in summer)	-27%
Service learning students, 30 hours or more (no duplicates)	109	146	-25%
Service learning courses available , 30 hours or more	83 (1 in summer, 43 in fall, 39 in spring)	104 (5 in summer, 42 in fall, 57 in spring)	-20.2%
Service learning courses with students registered, 30 hours or more	42 (1 in summer, 20 in fall, 21 in spring)	53 (5 in summer, 22 in fall, 26 in spring)	-20.8%
Required service learning courses, 30 hours or more	4 (0 in summer, 3 in fall, 1 in spring)	6 (0 in summer, 2 in fall, 4 in spring)	-33.3%
Service learning community partners (no duplicates)	49 individual community partners (1 in summer, 32 in fall, 30 in spring)	58 individual community partners (3 in summer, 33 in fall, 38 in spring)	-15.6%
Service learning faculty involvement, 30 hours or more (no duplicates)	36 (1 in summer, 25 in fall, 19 in spring)	42 (5 in summer, 26 in fall, 24 in spring)	-14.3%
Service learning orientations	18 (11 in fall, 7 in spring)	18 (9 in fall, 9 in spring)	No change
Service learning guided reflections	17 (9 in fall, 8 in spring)	15 (9 in fall, 6 in spring)	+13.3%
Student philanthropy courses	4 (2 in fall, 2 in spring)	5 (2 in fall, 3 in spring)	-20%
Student philanthropy orientations	4 (2 in fall, 2 in spring)	5 (2 in fall, 3 in spring)	-20%
Student philanthropy guided reflections	4 (2 in fall, 2 in spring)	5 (2 in fall, 3 in spring)	-20%

Student philanthropy participants	69	112	-38.4%
Impact Cincinnati Welcome Week Day of Service	0- cancelled due to weather	At least 60 participants	N/A
MLK Day of Service	0- cancelled due to weather	40 participants	N/A
Voter Registrations	138	116 in S117	+18.9%
Student Appointments (CED 220, service learning, student clubs)	276	261	+5.7%
Be Concerned Food Deliveries	74 participants, 132 deliveries, 1650 meals served	N/A	N/A

STUDENT SERVICE LEARNING EVALUATIONS SUMMARY:

- Our mode student was **white, less than 25 years old, female, a sophomore, and worked 11-20 hours per week.**
- **95.3%** 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
- **89.3%** agreed that the community work they did helped them to understand the lectures and readings in the course
- **89.5%** agree that the idea of combining work in the community with college coursework should be practiced more at the Mount.
- **49.4%** agreed that they were already volunteering before taking their course
- **94.1%** agreed that they felt the community work they did benefited the community
- **95.3%** agreed that they were able to work directly with a community partner
- **97.6%** agreed that they felt a personal responsibility to meet the needs of the community partner
- **10.6%** agreed that they probably won't volunteer after the course
- **91.8%** agreed that the interactions with the community partner enhanced their learning in the course.
- **94.1%** of students agreed that service helped them to become aware of personal strengths and weaknesses
- **84.5%** agreed that it helped them to clarify their career plans
- **76.6%** agreed that the service enhanced their relationship with their faculty member
- **86.9%** agreed that their service made them more aware of their personal biases and prejudices
- **97.6%** agreed that it helped them to communicate in a "real world" setting
- **91.7%** agreed that their service helped them to develop problem solving skills.
- **91.8%** of students agreed that the syllabus provided for their course outlined the objectives of the community work in relation to the course objectives
- **48.2%** agreed that other students played an important role in their learning
- **78.8%** agreed that they had the opportunity to periodically discuss their service and its relationship to the course content

COMMUNITY PARTNER SERVICE LEARNING EVALUATIONS SUMMARY:

- **97.7%** of community partners agree that our students demonstrated adaptability
- **94.3%** agree that our students demonstrated reliability
- **94.3%** agreed that our students demonstrated punctuality
- **94.4%** agree that our students demonstrated initiative
- **81.8%** agree that our students demonstrated creativity
- **85.3%** agree that our students were sensitive to issues of diversity and inclusion
- **93.2%** agree that the students effectively communicated his/her course objectives/goals with the supervisor.
- **97.7%** of community partners agree that the service learning experience helped address needs in their organization
- **97.8%** agree that the student's work sufficiently addressed their community needs
- **97.7%** agree that the student's work benefited their organization's mission
- **97.6%** agree that the student's work benefited their clients
- **97.7%** agree that the organization thought that the experience was worth their investment
- **98.9%** agree that they would like to continue a service learning partnership with the Mount

STUDENT PHILANTHROPY STUDENT EVALUATIONS SUMMARY:

- Our mode student was **white, less than 25 years old, a senior, and worked 11-20 hours per week.**
- **95.3%** 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
- **95.2%** agreed that the student philanthropy work they did helped them to understand the lectures and readings in the course
- **90.5%** agree that student philanthropy should be practiced more at the Mount.
- **92.1%** agreed that the student philanthropy experience benefited the community
- **71.4%** agreed that they will probably volunteer in the community after this SP experience
- **63.5%** agreed that they will probably donate money to a nonprofit after this SP experience
- **85.4%** agreed that the interactions with the community partners of the course enhanced their learning in the course
- **93.6%** agreed that because of their SP experience, they now have an increased sense of social responsibility to help others in need
- **87.3%** agreed that because of their SP experience, they now have an increased sense of social responsibility to the community in which they live.
- **88.9%** of students agreed that because of their student philanthropy experience, they now have an increased awareness of personal strengths and weaknesses
- **60.7%** agreed that student philanthropy helped them to clarify their career plans
- **80.6%** agreed that their student philanthropy experience helped them to identify personal biases, prejudices, and stereotypes about people who are not like them
- **92%** agreed that student philanthropy enhanced their ability to communicate in a "real world" setting
- **76.2%** agreed that their student philanthropy experience helped them to develop problem solving skills

- **98.4%** agreed that student philanthropy helped them to increase their awareness of nonprofit organizations
- **96.8%** agreed that student philanthropy helped to increase their awareness of social problems.