

**Service Learning at  
Historically Black Colleges and  
Universities:  
A Preliminary Study**

## **Background Information**

About two years ago, David Ray, director of Community Outreach Programs for the United Negro College Fund, suggested that the National Service Learning Clearinghouse take a closer look at Historically Black Colleges and Universities. He felt that their unique histories and connection to the surrounding community would provide a fresh perspective on service learning. As the southern partner of the Clearinghouse, the National Dropout Prevention Center took the lead in responding to this request.

The National Dropout Prevention Center partnered with the Points of Light Foundation, UCLA, Johnson C. Smith University, Benedict College, the United Negro College Fund, and the National Service Learning Clearinghouse to design three surveys: one for faculty who had incorporated service into their curriculum, one for their community partners, and one for students who were involved in the service project. The surveys were designed to get a sense of service learning, identify patterns among HBCUs, and also as a guide for follow-up interview questions.

## **Method**

Interview packets were sent to 170 schools. Each packet contained a service learning coordinator information sheet, five faculty surveys, five community partner surveys, and 15 student surveys. Each faculty member was given a faculty survey, a community survey, and five student surveys. Twenty-nine schools responded and a total of 379 completed surveys were received- 74 faculty surveys, 54 community partner surveys, and 251 student surveys. The low response rate is not an issue since the survey was designed to give direction for future study. The survey responses are based upon the respondents' actions and perceptions and the survey was limited to HBCUs.

# The Surveys

# Faculty Survey

## Faculty/Administrator Evaluation of Academic Courses with Service Learning Components (Please type or print)

Name of Institution: \_\_\_\_\_

Your Name: \_\_\_\_\_

Department: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Phone: \_\_\_\_\_

FAX: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Years of Teaching Experience: \_\_\_\_\_

Years of Experience Utilizing Service Learning: \_\_\_\_\_

Agency Partnered With Last Semester (please list the agency or agencies that partnered with the 5 students who are also filling out this survey):

\_\_\_\_\_

**Have you attended any conferences, workshops, or training sessions focusing on service learning?** (check all that apply)

regional conference

national conference

workshops

trainings

none

other

**What are your reasons for utilizing service learning?** (check all that apply)

supports a teaching requirement

develops leadership skills

promotes citizenship

supports research agenda

career exploration

cognitive development

promotes change within the community

Please use the CompuTest form provided to complete the remainder of the survey.

### Part I: Background Information

**Directions:** Please answer each of these questions pertaining to service learning on your campus. Mark only one.

1. How would you best describe the service learning course that you taught last semester?
  - (1) education/health
  - (2) math/science/engineering
  - (3) liberal arts
  - (4) business
  - (5) other
  
2. How is the service learning component integrated into that class?
  - (1) required
  - (2) optional
  
3. How many service learning hours must be fulfilled by the student throughout the duration of that class?
  - (1) Hours not required
  - (2) less than 10 hours
  - (3) 10 – 25 hours
  - (4) 26 – 40 hours
  - (5) more than 40 hours
  
4. How many students were enrolled in that class?
  - (1) 1-20 students
  - (2) 21-40 students
  - (3) 41-60 students
  - (4) 61-80 students
  - (5) more than 80 students
  
5. What was the classification of the majority of the students in that class?
  - (1) freshmen
  - (2) sophomore
  - (3) junior
  - (4) senior
  - (5) graduate
  
6. How are the average student grades for that course compared to the grades from a similar course taught without a service learning component?
  - (1) higher
  - (2) same
  - (3) lower
  - (4) no comparable course
  - (5) don't know
  
7. How has the enrollment for that course changed over the past five years?
  - (1) increased
  - (2) decreased
  - (3) remained stable
  - (4) varies
  - (5) don't know

8. For the duration of the course with the service learning component, how many total contacts were there between yourself and the agency?
  - (1) none (handled by someone else)
  - (2) 1 – 3 contacts
  - (3) 4 – 6 contacts
  - (4) 7 – 10 contacts
  - (5) over 10 contacts
  
9. For the duration of the course with the service learning component, how many total contacts were there between the students and the agency?
  - (1) none (handled by someone else)
  - (2) 1 – 3 contacts
  - (3) 4 – 6 contacts
  - (4) 7 – 10 contacts
  - (5) over 10 contacts
  
10. Did the agency request the continuation of your students' service beyond the duration of that course?
  - (1) yes
  - (2) no
  - (3) don't know
  
11. Did the students request the continuation of their service beyond the duration of that course?
  - (1) yes
  - (2) no
  - (3) don't know
  
12. Did you request from the agency the continuation of similar service activities for future courses?
  - (1) yes
  - (2) no

## **Part II: Course Components**

**Directions:** The following are items which could be included in a service learning experience. Please evaluate each of the following items using the scale below:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unknown\*
- 4 = Agree
- 5 = Strongly agree

\* Please use "unknown" only when the information is not available to you, making it impossible for you to agree or disagree.

Assessing the needs of the community prior to the service experience was a process that involved:

13. myself
14. my students
15. agency staff
16. other

Selection of the service project was a process that involved:

17. myself
18. my students
19. agency staff
20. other

Establishing the purpose of the service project was a process that involved:

21. myself
22. my students
23. agency staff
24. other

Establishing the ties between the service project and the course curriculum was a process that involved:

25. myself
26. my students
27. agency staff
28. other

Training and/or information regarding the service experience was given to the following individuals **prior** to the service:

29. staff from community organizations were trained to work with student volunteers
30. students were trained to work with community clients
31. I provided my students with supplementary reading materials related to the service experience

Students were given opportunities for personal development **during** their service experience, such as:

32. discussing their service experience during class time
33. writing about their service experience during class time

Evaluation and feedback regarding **the students' performance** during the service experience was a process that involved:

34. a self-evaluation
35. evaluation by other students with whom he/she worked
36. evaluation by agency staff
37. my evaluation of the student's performance

I incorporated items related to the service project into the grading process, such as:

38. students' attendance at service activity
39. reflection activities
40. agencies' evaluation of student performance
41. other

Students were formally recognized for achievements during their service experience by:

- 42. myself
- 43. the University/College
- 44. agency staff

I believe that my use of service learning in my class is useful and relevant by:

- 45. meeting a real need and/or creating change in our community
- 46. clearly relating and helping the students better understand the subject matter in my class

### **Part III: Project Components**

**Directions:** The following are items which may describe the service learning project. Please answer each of these questions pertaining to the course that you taught last semester that included a service component.

- 47. Did you work with other faculty on the project?
  - (1) yes
  - (2) no
- 48. Did you receive any external funding for the project?
  - (1) yes
  - (2) no
- 49. What area did the service activity address?
  - (1) education
  - (2) environment
  - (3) human needs
  - (4) public safety
- 50. The students conducted this service project:
  - (1) as individuals
  - (2) in teams
  - (3) as a class
- 51. How did the students get to and from the service site?
  - (1) car
  - (2) public transportation
  - (3) walked
  - (4) bicycle
  - (5) not applicable
- 52. Student volunteers were primarily supervised by:
  - (1) a faculty member
  - (2) an agency staff member
  - (3) a service learning coordinator
  - (4) a student coordinator
  - (5) no supervision

53. How would you best describe the students' service experience related to that course?
- (1) brief, one-time experience
  - (2) extended, one-time experience (i.e., alternative spring break)
  - (3) once or twice a month participation
  - (4) weekly participation
  - (5) 2 or more times per week

**Using the scale below, indicate which of the following methods of reflection you use**

- (1) = Yes
- (2) = No

- 54. journal writing
- 55. report writing
- 56. class or small group discussion
- 57. one-on-one discussion with professor
- 58. culminating presentation
- 59. other

#### **Part IV: College/Community Partnerships**

**Directions:** The following are items which may describe the relationship between yourself and the community agency. Please answer each of these questions pertaining to the course that you taught last semester that included a service component.

60. How was the partnership initiated?
- (1) by the agency
  - (2) by faculty/staff
  - (3) by students
61. How many different partners did you work with?
- (1) 1 agency
  - (2) 2 agencies
  - (3) 3 agencies
  - (4) 4 agencies
  - (5) more than 5 agencies
62. On average, how would you describe these partnerships?
- (1) one time
  - (2) ongoing

**Use the following scale to answer questions 63 – 74.**

- (1) = Yes
- (2) = No

**What resources does your campus provide to the partnership?**

- 63. staff time
- 64. money
- 65. transportation
- 66. materials
- 67. other

**What role or function do you play?**

- 68. service placement
- 69. planning of project
- 70. training and orientation of students
- 71. facilitation of reflection
- 72. recognition
- 73. supervision
- 74. evaluation

**Part V: Ratings**

**Directions:** Please rate the following items according to the scale below:

- 1 = Not at all important
- 2 = Slightly important
- 3 = Moderately important
- 4 = Very important
- 5 = Most important

**To what degree are the following outcomes from utilizing service learning important?**

- 75. faculty renewal
- 76. professional contacts
- 77. public relations for the college
- 78. provision of service
- 79. academic improvement
- 80. career exploration
- 81. leadership development
- 82. increased awareness of social issues
- 83. moral development
- 84. civic development

Please attach sheets for any other comments you would like to share, including any evaluative data of your own.

THANK YOU FOR YOUR PARTICIPATION

## Student Evaluation of Academic Course with Service Learning Components

Please use the CompuTest form provided to answer all questions on this survey.

### Part I: Background Information

**Directions:** Please answer each of these questions pertaining to you and the course that you took last semester that involved a service project.

*Personal Information:*

1. Age:
  - (1) 17 – 22
  - (2) 23 – 27
  - (3) 28 – 32
  - (4) 33 – 37
  - (5) over 37
  
2. Sex:
  - (1) male
  - (2) female
  
3. Class:
  - (1) freshman
  - (2) sophomore
  - (3) junior
  - (4) senior
  - (5) graduate
  
4. Major:
  - (1) education/health
  - (2) math/science/engineering
  - (3) liberal arts
  - (4) business
  - (5) other
  
5. Cumulative GPA (on a 4.0 scale):
  - (1) under 2.0
  - (2) 2.1 – 2.5
  - (3) 2.6 – 3.0
  - (4) 3.1 – 3.5
  - (5) over 3.6
  
6. How many hours per week of paid employment do you work?
  - (1) 0 hours
  - (2) under 10 hours
  - (3) 10 – 20 hours
  - (4) 21 – 30 hours
  - (5) over 30 hours
  
7. How many hours of course work did you take last semester?
  - (1) 0 – 4 hours
  - (2) 5 – 9 hours
  - (3) 10 – 15 hours
  - (4) over 15 hours

## Service Information

Using the following scale, please describe how many hours per week during the past year you spent doing service as a part of each of the following:

- (1) 0 hours
- (2) 1 – 5 hours
- (3) 6 – 10 hours
- (4) 11 – 20 hours
- (5) more than 20 hours/week

- 8. campus student organization
- 9. sorority/fraternity
- 10. non-campus religious organization
- 11. class

12. How many semesters, **including last semester**, have you taken a class that involved a service project?
- (1) 1 semester
  - (2) 2 semesters
  - (3) 3 semesters
  - (4) 4 semesters
  - (5) 5 or more semesters

### *Course Information:*

13. How would you best describe the course that you took last semester that involved a service project?
- (6) education/health
  - (7) math/science/engineering
  - (8) liberal arts
  - (9) business
  - (10) other
14. What is the primary reason you took that course?
- (1) required for my major or graduation requirement
  - (2) friends encouraged me to take it
  - (3) professor's reputation
  - (4) to learn specific skills
  - (5) desire to make a positive change in my community or society
15. How many hours were spent doing service for that course during the semester?
- (1) 1 – 10 hours /semester
  - (2) 11 – 25 hours/semester
  - (3) 26 – 40 hours/semester
  - (4) more than 40 hours/semester

## Part II: Course Components

**Directions:** The following are items which may be a part of a service experience. Please read each of the following statements and indicate your level of agreement according to the scale below:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unknown\*
- 4 = Agree
- 5 = Strongly Agree

\* Please use "unknown" only when the information is not available to you, making it impossible for you to agree or disagree.

Assessing the needs of the community prior to the service experience was a process that involved:

- 16. myself
- 17. my instructor
- 18. agency staff
- 19. other

Selection of the service project was a process that involved:

- 20. myself and my classmates
- 21. my instructor
- 22. agency staff
- 23. other

Establishing the purpose of the service project was a process that involved:

- 24. myself
- 25. my instructor
- 26. agency staff
- 27. other

Establishing the ties between the service project and the course curriculum was a process that involved:

- 28. myself
- 29. my instructor
- 30. agency staff
- 31. other

I was given training and/or information about my service experience **prior** to the service by:

- 32. my instructor
- 33. agency staff
- 34. other

I was given opportunities for personal development **during** my service experience, such as:

35. making important decisions
36. handling important responsibilities
37. engaging in stimulating and challenging tasks
38. discussing my service experience during class time
39. writing about my service experience during class time

Evaluation and feedback regarding **my performance** during the service experience was a process that involved:

40. a self-evaluation
41. evaluation by other students with whom I worked
42. evaluation by the instructor
43. evaluation by agency staff

I believe that my service experience was useful and relevant by:

44. meeting a real need in the community
45. clearly relating and helping me to better understand the subject matter in my class

I was formally recognized for achievements during my service experience by:

46. the instructor
47. the University/College
48. agency staff

My service experience strengthened many areas of personal knowledge, skills, and attitudes, including:

49. my understanding of, and appreciation for, people with backgrounds different than my own
50. my understanding of issues and problems in the community and in society
51. my knowledge and understanding of community resources
52. my interest in becoming a better citizen
53. my belief that my actions can make a difference in the community
54. my sense of personal achievement
55. my problem-solving skills
56. my insight into my own strengths and weaknesses
57. my insight into possible career options
58. my sense of purpose or direction in life

### **Part III: Project Components**

**Directions:** The following are items which may describe the service project. Please answer each of these questions pertaining to the course that you took last semester that involved a service project.

59. What area did your service activity address?
  - (5) education
  - (6) environment
  - (7) human needs
  - (8) public safety

60. Where did the project take place?
- (1) in my classroom
  - (2) campus site
  - (3) local school
  - (4) community agency
  - (5) outdoor site
61. I conducted the service project:
- (1) as an individual
  - (2) in a team
  - (3) in a classroom size group (up to 40)
  - (4) in a large group (greater than 40)
62. How did you get to and from the service site?
- (1) car
  - (2) public transportation
  - (3) walked
  - (4) bicycle
  - (5) not applicable
63. How would you best describe the **majority** of your contacts with people during the service experience?
- (1) one-on-one contact with service recipient
  - (2) contact with group of service recipients
  - (3) contact with agency personnel only
  - (4) contact with other volunteers
  - (5) no personal contact
64. How would you best describe your service experience related to this course?
- (6) brief, one-time experience
  - (7) extended, one-time experience (i.e., alternative spring break)
  - (8) once or twice a month participation
  - (9) weekly participation
  - (10) 2 or more times per week

**Using the scale below, indicate which learning activities you participated in, in relation to the service experience.**

- (1) = Yes  
(2) = No

65. journal writing
  66. report writing
  67. class discussion
  68. one-on-one discussion with professor
  69. culminating presentation
70. In your opinion, was the service experience an effective way to learn course content?
- (1) yes
  - (2) no

#### **Part IV: College/Community Partnerships**

**Directions:** The following are items which may describe the relationship between yourself and the community agency. Please answer each of these questions pertaining to the course that you took last semester that involved a service project.

71. How was the partnership initiated?
- (4) by the agency
  - (5) by faculty/staff
  - (6) by students
  - (7) don't know
72. Did you develop a good rapport with the agency with which you worked?
- (1) yes
  - (2) no
73. By whom were you primarily supervised?
- (1) agency staff member
  - (2) faculty member
  - (3) service learning coordinator
  - (4) student coordinator
  - (5) no supervision
74. In your opinion, to what extent has your participation in this service project created change in the community?
- (1) not at all
  - (2) slightly
  - (3) moderately
  - (4) quite a bit
  - (5) a great deal

THANK YOU FOR YOUR PARTICIPATION

**Agency Evaluation of Academic Courses with Service Learning Components**

**(Please type or print)**

**Name of Agency:** \_\_\_\_\_

**Your Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

\_\_\_\_\_

**City:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**FAX:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Which college/university do you work with?**

\_\_\_\_\_

**Which professor did you work with last semester?**

\_\_\_\_\_

Please use the CompuTest form provided to complete the remainder of the survey.

## Part I: Background Information

**Directions:** Please answer each of these questions pertaining to your agency and the service learning experiences that you supervised (in conjunction with a university or college course) last semester.

1. What type of agency are you?
  - (1) educational
  - (2) human service
  - (3) environmental
  - (4) public safety
  
2. How involved in service is the college/university in your community?
  - (1) not at all
  - (2) slightly
  - (3) moderately
  - (4) quite a bit
  - (5) a great deal
  
3. Is the college/university viewed as a resource for the community?
  - (1) not at all
  - (2) slightly
  - (3) moderately
  - (4) quite a bit
  - (5) a great deal
  
4. Is there an identified office that supports service in the community at the college/university?
  - (1) yes
  - (2) no
  - (3) don't know
  
5. How many college students were in service projects in your agency last semester?
  - (1) under 5 students
  - (2) 6 – 10 students
  - (3) 11 – 20 students
  - (4) 21 – 40 students
  - (5) more than 40 students
  
6. How did the student service providers come to the agency?
  - (1) as individuals
  - (2) in teams
  - (3) in classroom size groups
  - (4) in large groups (more than 40)

**Using the scale below, indicate what written materials you provided student service providers.**

- (1) = Yes  
(2) = No

7. agency information
8. resource materials
9. job description
10. information on service recipients

11. How many hours did the student service providers **collectively** perform last semester?
  - (1) under 100 hours
  - (2) 101 – 250 hours
  - (3) 251 – 500 hours
  - (4) 501 – 999 hours
  - (5) over 1,000 hours
  
12. How many faculty or staff members did you work with from the college/university last semester?
  - (1) 1 – 3 faculty
  - (2) 4 – 6 faculty
  - (3) 7 – 9 faculty
  - (4) 10 or more
  
13. For the duration of the service learning experience, how many total contacts were there between your agency and the supervising faculty?
  - (1) 0 – 1 contact
  - (2) 2 – 5 contacts
  - (3) 6 – 10 contacts
  - (4) over 10 contacts
  
14. Did faculty request the continuation of service activities for future courses?
  - (1) yes
  - (2) no
  
15. Did any students request to continue to serve beyond the duration of their course last semester?
  - (1) yes
  - (2) no
  
16. Did you or someone from your agency request the continuation of service beyond the duration of the course last semester?
  - (1) yes
  - (2) no
  
17. How many college students do you estimate participated with your agency between 1991 and 1995?
  - (1) 1 – 50
  - (2) 51 – 100
  - (3) 101 – 150
  - (4) 151 – 200
  - (5) over 200
  
18. How many college students do you estimate participated with your agency between 1996 and present?
  - (1) 1 – 50
  - (2) 51 – 100
  - (3) 101 – 150
  - (4) 151 – 200
  - (5) over 200
  
19. Do you receive recognition from your higher education partner for your participation with their service programs?
  - (1) yes
  - (2) no

## Part II: Course Components

**Directions:** The following are items which may be a part of a service experience. Please read each of the following statements and indicate your level of agreement according to the scale below:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unknown\*
- 4 = Agree
- 5 = Strongly agree

\* Please use "unknown" only when the information is not available to you, making it impossible for you to agree or disagree.

- 20. Your agency was involved in establishing the purpose of the service project.
- 21. Your agency was involved in establishing the ties between the service project and the course curriculum.
- 22. Service recipients were involved in the design of the service learning experience.
- 23. Individual student participants were formally recognized by your agency for achievements during the service experience.
- 24. Your agency evaluated student performance during the service experience.
- 25. Student volunteers are helping your agency reach its mission/goals.

## Part III: Project Components

**Directions:** The following are items which may describe the service project. Please answer each of these questions pertaining to your agency and the service experiences that you supervised (in conjunction with a university or college course) last semester. Mark only one answer.

- 26. What positions did student volunteers fill?
  - (1) already existing service positions
  - (2) service positions created specifically for them
  - (3) both new and old service positions
- 27. How are new service positions created?
  - (1) by the agency alone
  - (2) in partnership with college/university faculty or staff members
  - (3) in partnership with student volunteers

**For questions 28 – 30, use the scale below to indicate which areas you provide orientation and training of student volunteers**

- (1) = Yes
- (2) = No

- 28. agency purpose
- 29. issue/cause agency works with
- 30. skills needed for volunteer position

31. Student volunteers were primarily supervised by:
- (6) a faculty member
  - (7) an agency staff member
  - (8) a service learning coordinator
  - (9) a student coordinator
  - (10) no supervision
32. Who facilitated reflection opportunities for the student volunteers?
- (1) a faculty member
  - (2) an agency staff member
  - (3) a student coordinator
  - (4) more than one of the above
  - (5) don't know

#### **Part IV: College/Community Partnerships**

**Directions:** The following are items which may describe the relationship between your agency and the college/university in your community. Please answer each of these questions pertaining to your agency and the service learning experiences that you supervised (in conjunction with a university or college course) last semester. Mark only one answer.

33. How was the partnership initiated?
- (8) by the agency
  - (9) by faculty/staff
  - (10) by students
34. On average, how would you describe these partnerships?
- (1) one time
  - (2) ongoing

**Use the following scale to answer questions 35 – 39.**

- (1) = Yes
- (2) = No

What resources does your agency provide to the partnership?

- 35. staff time
  - 36. money
  - 37. transportation
  - 38. materials
  - 39. Other
40. Do you have a staff person designated to work with the college/university?
- (1) yes
  - (2) no
41. To what extent has your participation in service projects with the college/university had an impact on your organization?
- (1) not at all
  - (2) slightly
  - (3) moderately
  - (4) quite a bit
  - (5) a great deal

42. To what extent has your participation in service projects with the college/university created change in your community?

- (1) not at all
- (2) slightly
- (3) moderately
- (4) quite a bit
- (5) a great deal

THANK YOU FOR YOUR PARTICIPATION

## Sample Questions and Response Frequencies

Sample questions reflecting the quality of service learning are listed below. These questions were designed to evaluate the quality of the service learning components: preparation, action, reflection, and celebration. The frequencies of the faculty and student responses are illustrated in the charts.

### Preparation:

#### Project Selection (Likert Scale)

Selection of the service project was a process that involved:

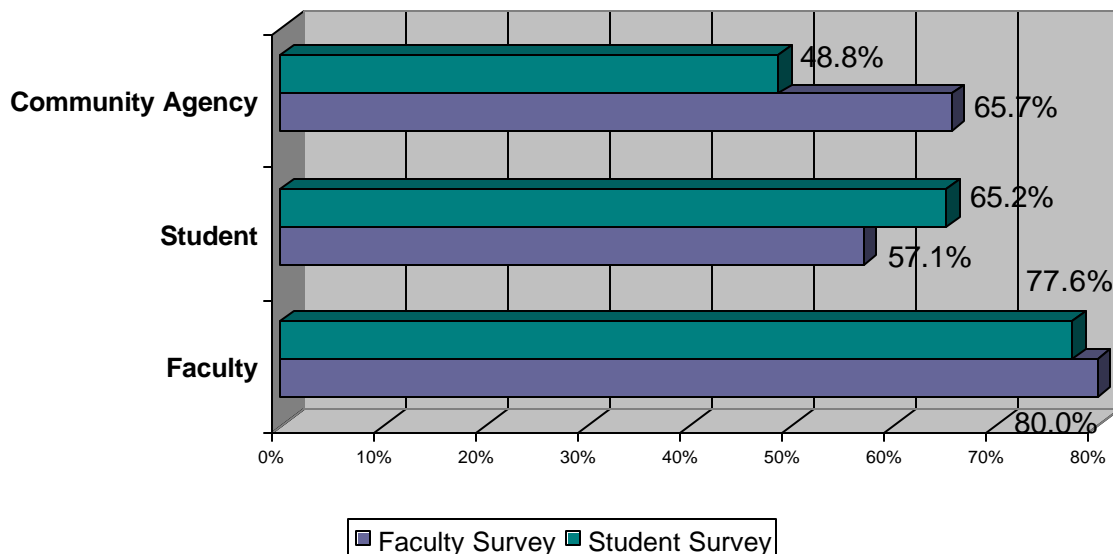
##### Faculty Survey

- Myself
- My students
- Agency staff

##### Student Survey

- Myself
- My instructor
- Agency Staff

Selection of the service project was a process that involved:



## Curriculum Integration (Likert Scale)

Establishing the ties between the service project and the course curriculum is a process that involved:

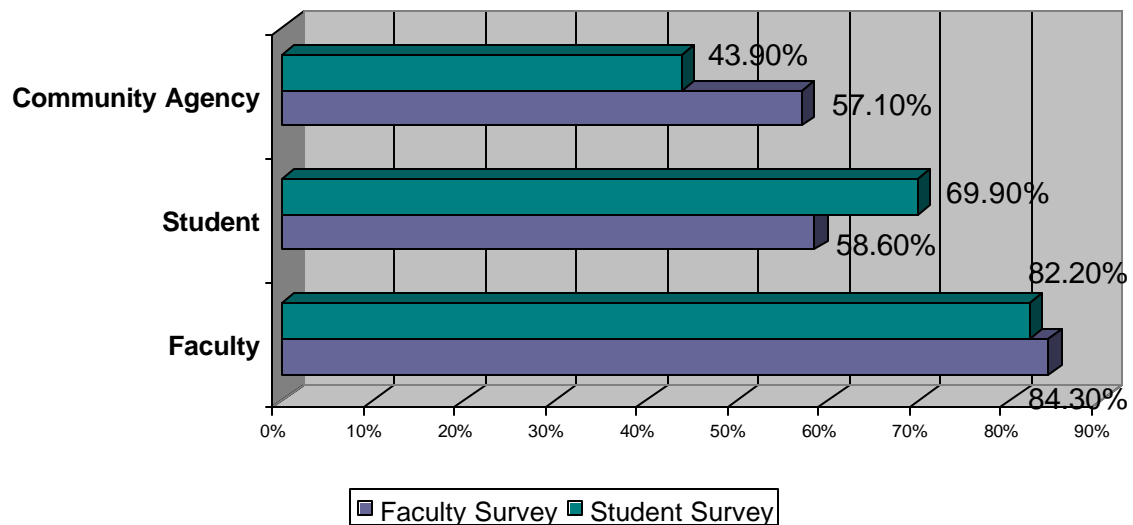
### Faculty Survey

- Myself
- My students
- Agency staff

### Student Survey

- Myself
- My instructor
- Agency Staff

**Establishing the ties between the service project and the course curriculum was a process that involved:**



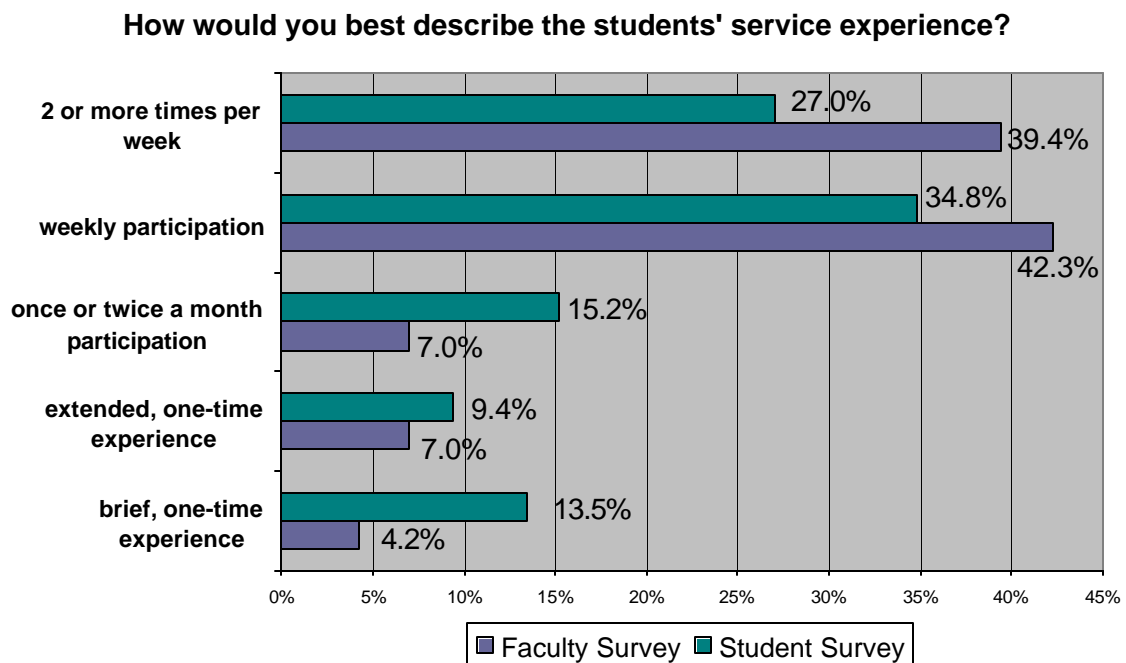
## Action

### Frequency of Service

How would you best describe the students' service experience related to that course?

#### Student and Faculty Survey

- brief, one-time experience
- extended, one-time
- once or twice a month participation
- weekly participation
- 2 or more times per week

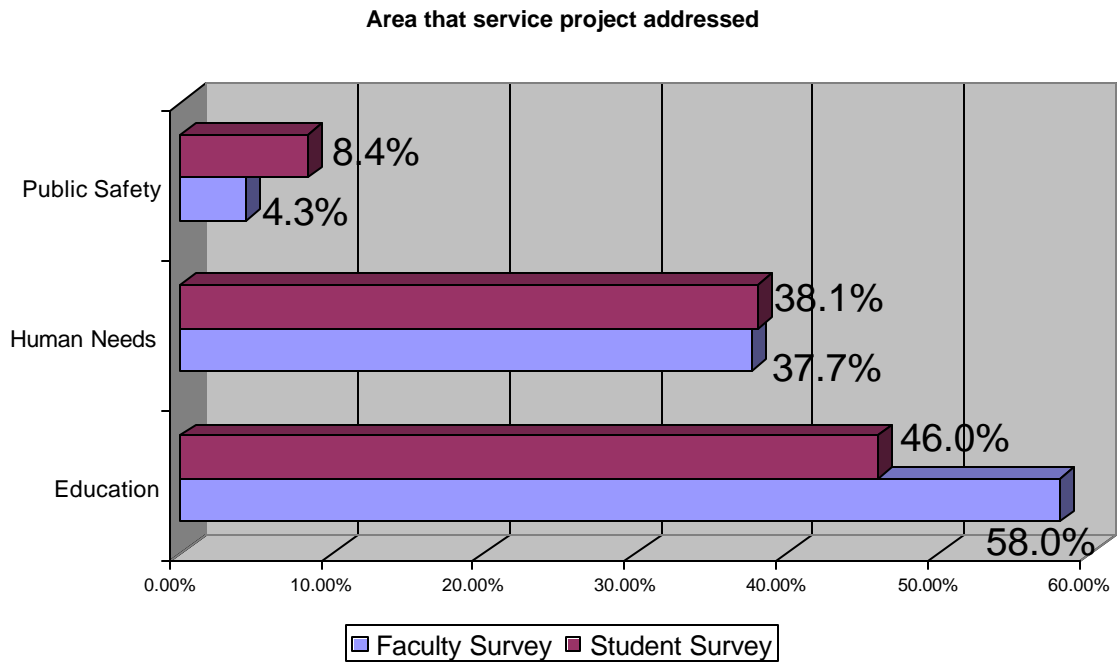


## Area of Service Project

### Agency and Student Survey

What area did the service project address?

- education
- environment
- human needs
- public safety



# Reflection

## Reflection Techniques (Dichotomy)

### Faculty Survey

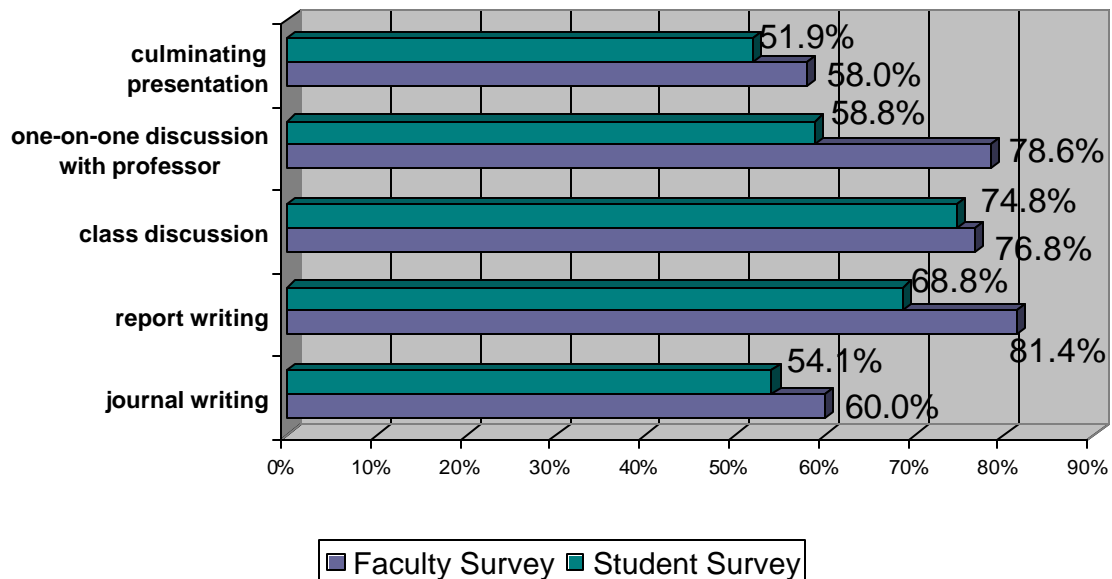
Indicate which of the following methods of reflection you use.

### Student survey

Indicate which of the following learning activities you participated in.

- Journal writing
- Report writing
- Class discussion
- One-on-one discussion with professor
- Culminating presentation

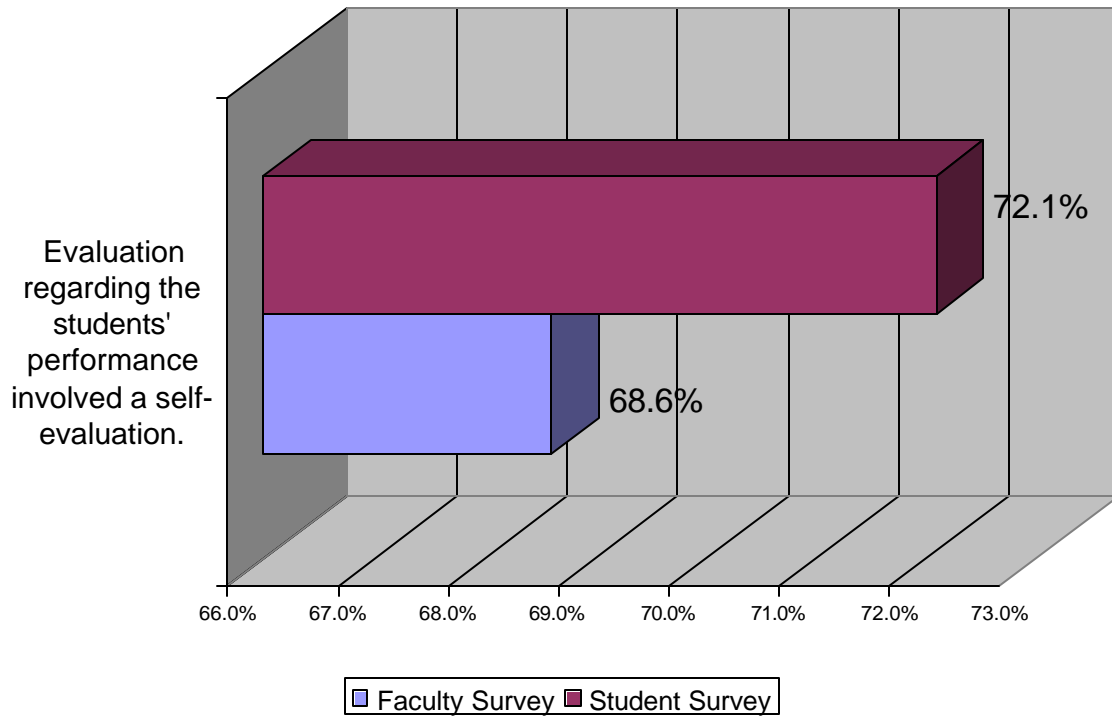
**Indicate which of the following reflection techniques you used (or participated in.)**



## Evaluation (Likert Scale)

### Agency and Student Survey

Evaluation and feedback regarding the students' performance during the service experience was a process that involved self-evaluation.

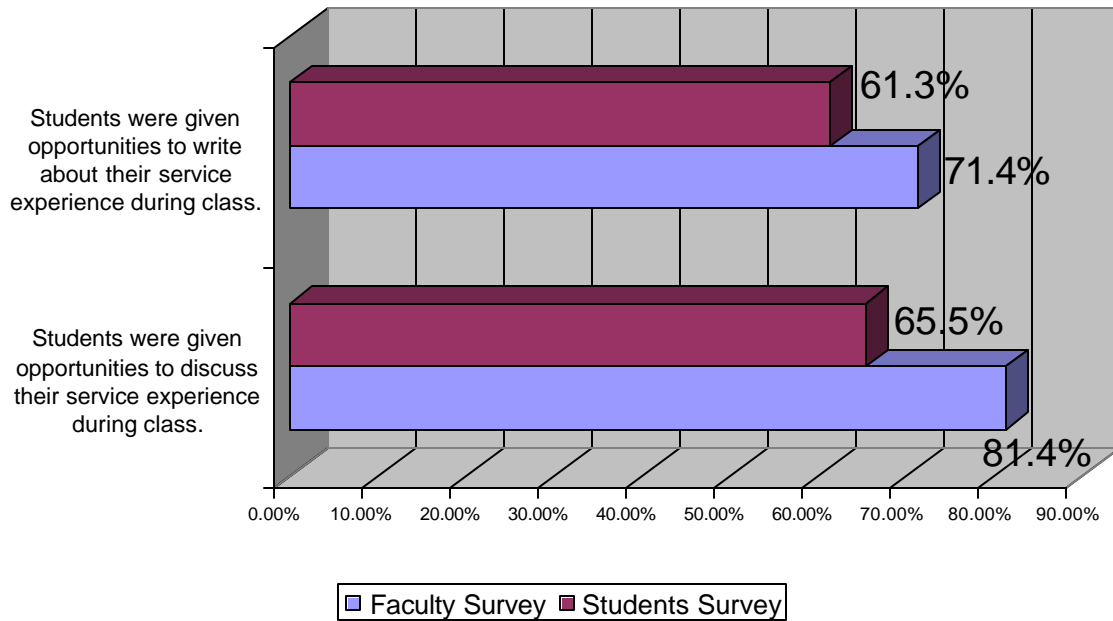


## Personal Development (Likert Scale)

### Agency and Student Survey

Students were given opportunities for personal development during their service experience such as:

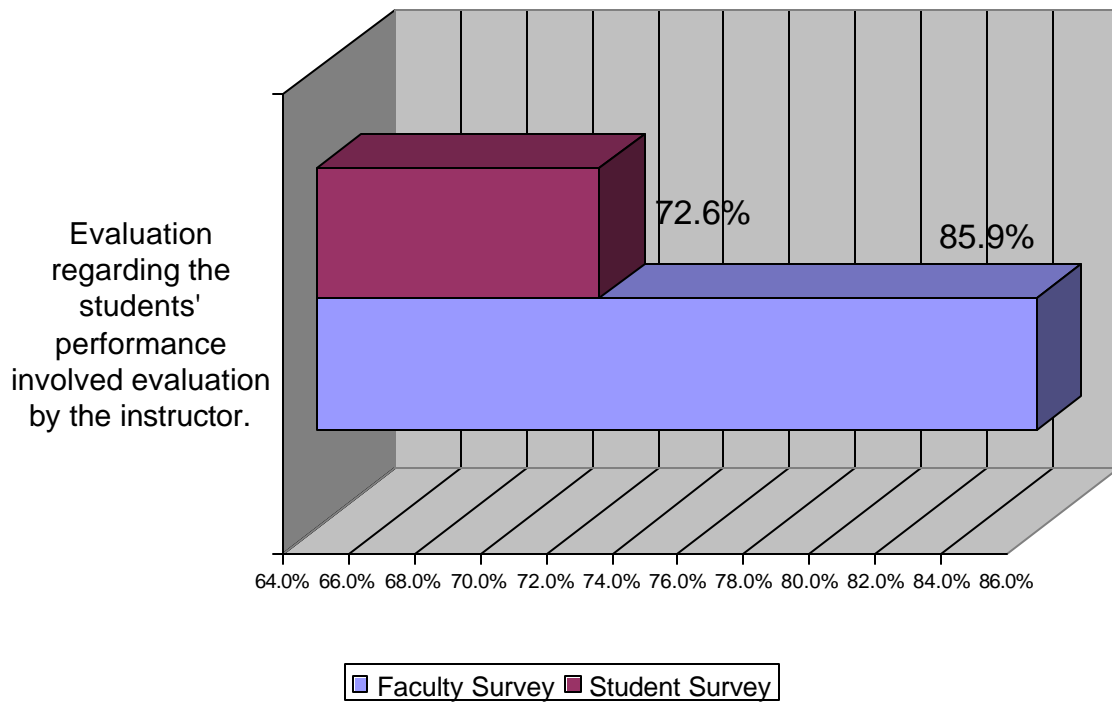
- discussing service experience during class time
- writing about service experience during class time



## Celebration/ Recognition

### Evaluation (Likert Scale)

Evaluation and feedback regarding the students' performance during the service experience was a process that involved evaluation by course instructor.



## Recognition (Likert Scale)

### Faculty Survey

Students were formally recognized for achievements during their service experience by:

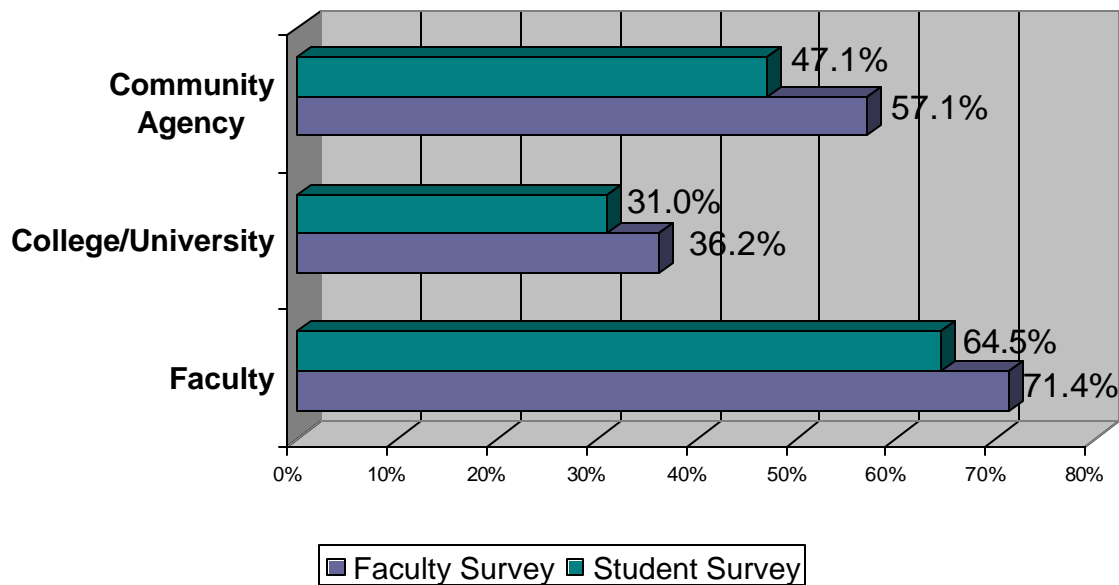
- Myself
- The University/College
- Agency staff

### Student Survey

I was formally recognized for achievements during my service experience by:

- The instructor
- The University/College
- Agency staff

### **Student were formally recognized for achievements during their service experience by:**



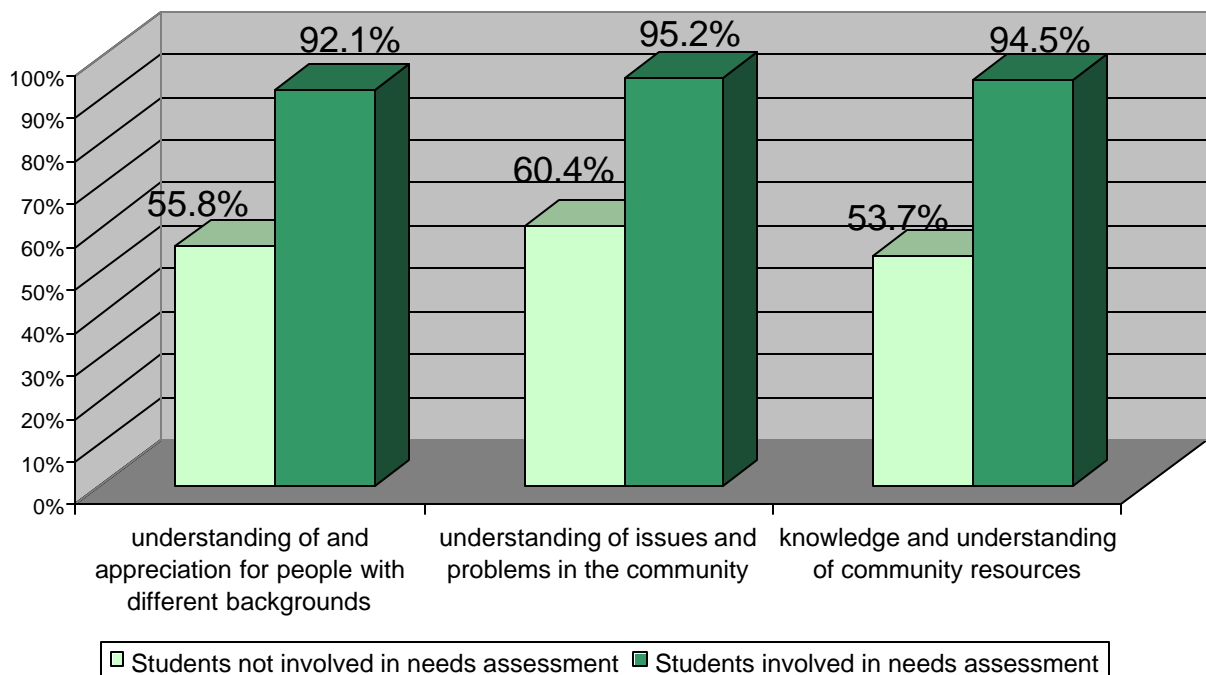
# Findings

## Impact on Students

The charts in this section show the changes in personal knowledge, skills, and attitudes as a result of participation in the service project.

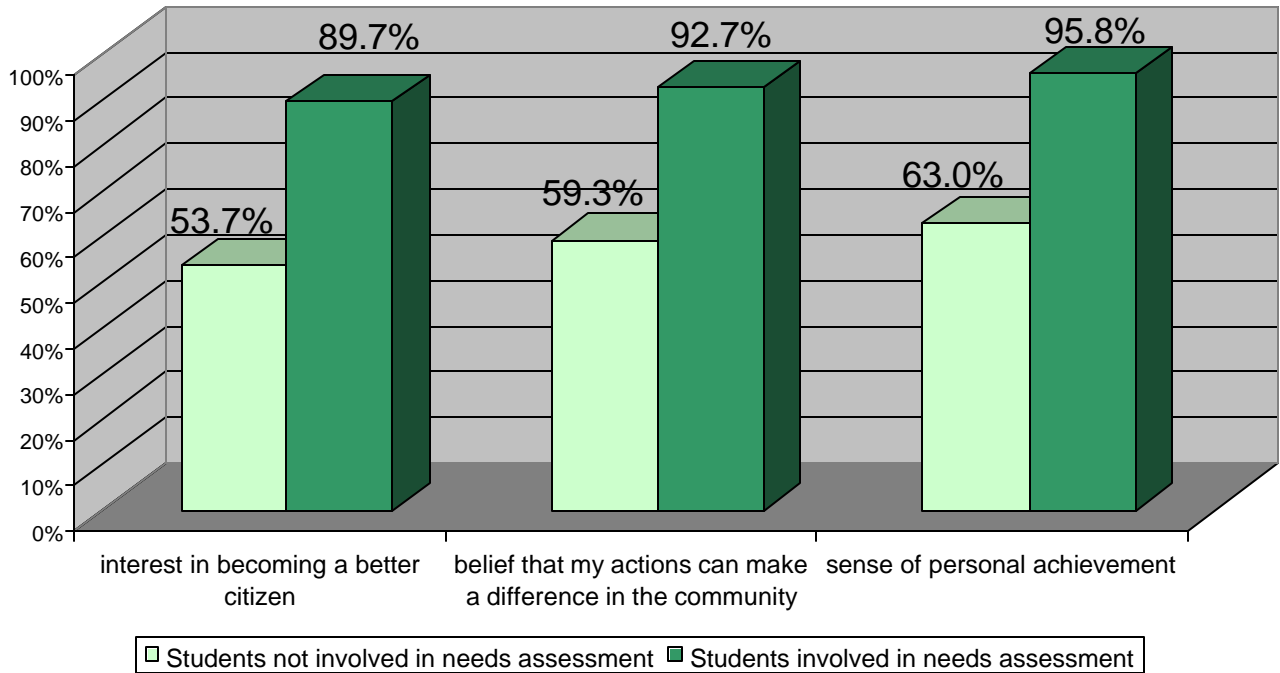
### Needs Assessment

**Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Needs Assessment**



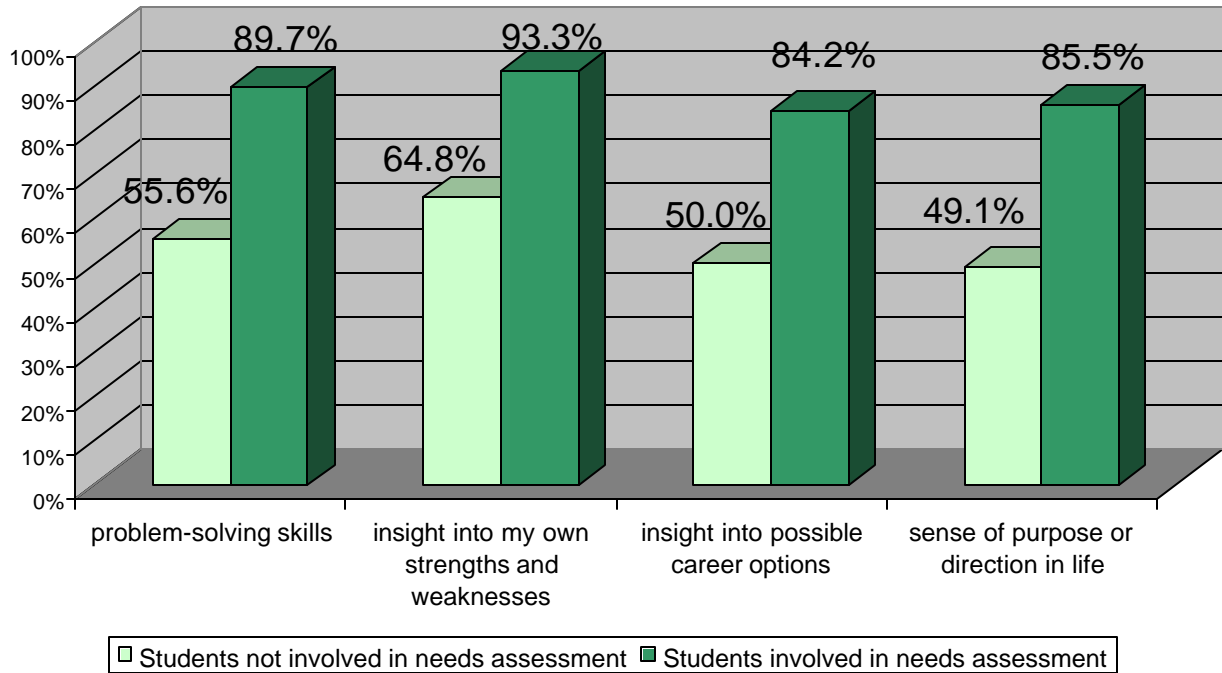
This chart shows that students who were involved in needs assessment were more likely to have an understanding of people with different backgrounds, an understanding of problems in the community, and knowledge of community resources as a result of the service project than student who were not involved in needs assessment. (A Chi-square test was used. All correlations were significant with  $p < .05$ )

## Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Needs Assessment



This chart shows that students who were involved in needs assessment were more likely to have an interest in becoming a better citizen, a belief that their actions can make a difference, and a sense of personal achievement as a result of the service project than students who were not involved in needs assessment.

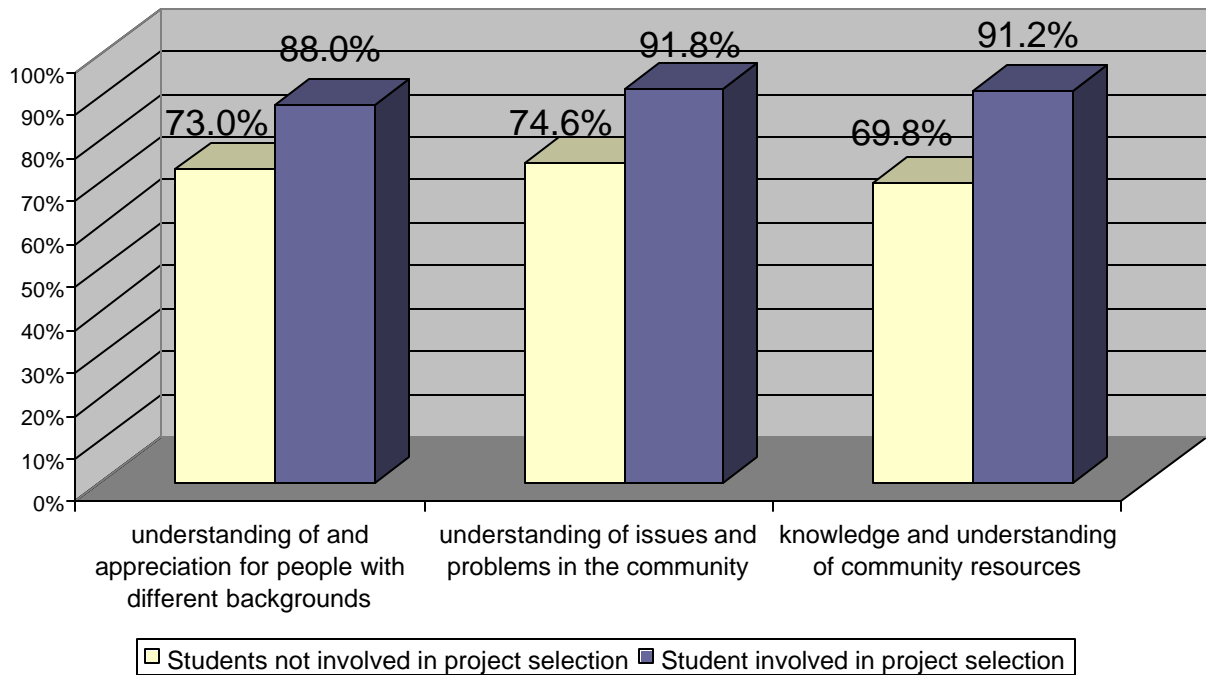
## Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Needs Assessment



This chart shows that students who were involved in needs assessment were more likely to have increased problem-solving skills, insight into their own strengths and weaknesses, insight into possible career options, and a sense of purpose or direction in life as a result of the service project than students who were not involved in needs assessment.

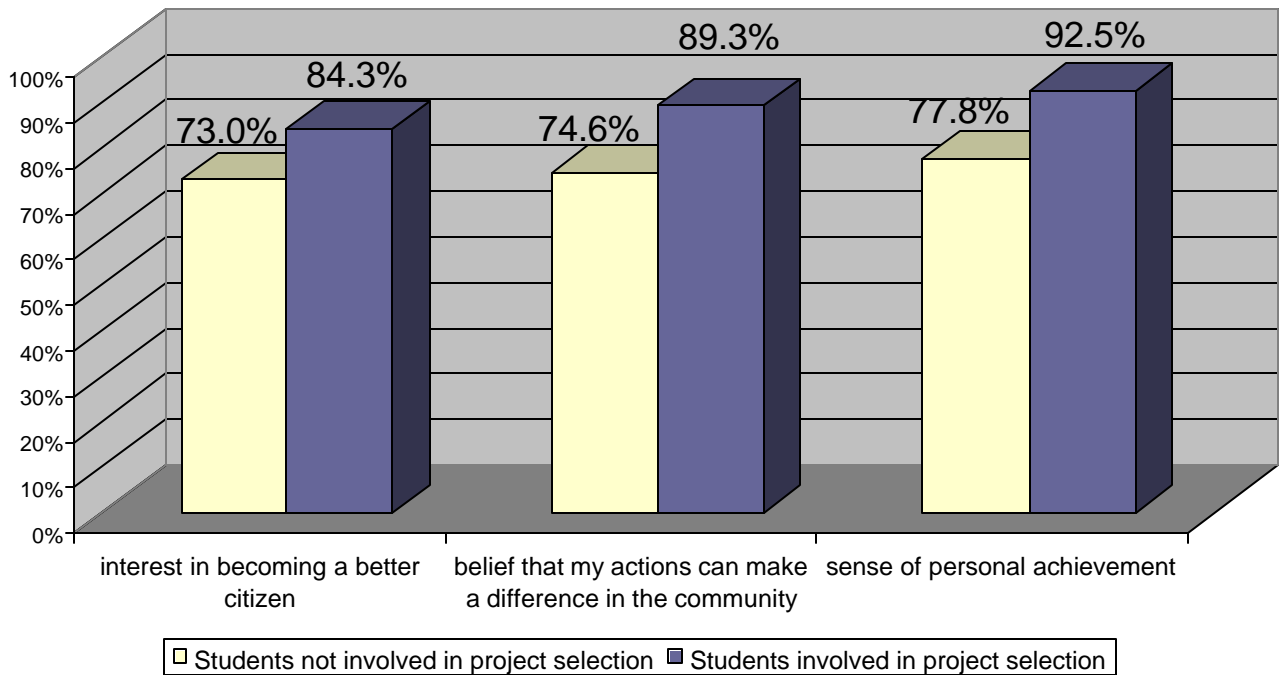
## Project Selection

### Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Project Selection



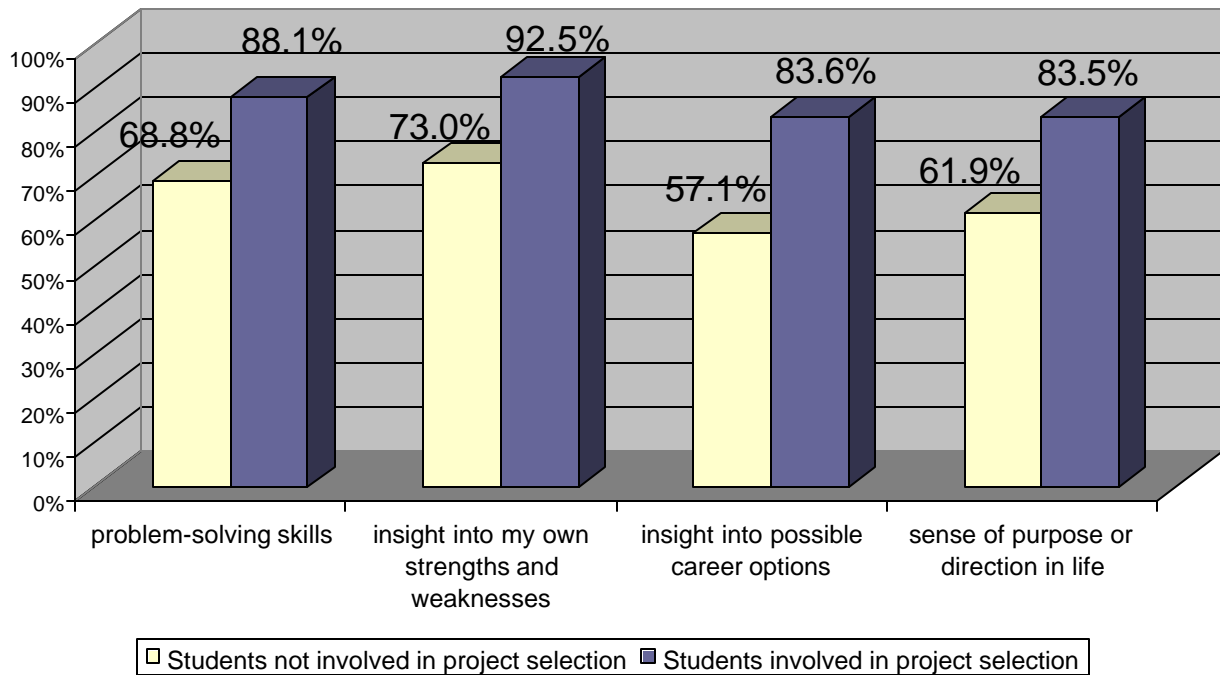
This chart shows that students who were involved in project selection were more likely to have an understanding of people with different backgrounds, an understanding of problems in the community, and knowledge of community resources as a result of the service project than student who were not involved in project selection.

## Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Project Selection



This chart shows that students who were involved in project selection were more likely to have an interest in becoming a better citizen, a belief that their actions can make a difference, and a sense of personal achievement as a result of the service project than students who were not involved in project selection.

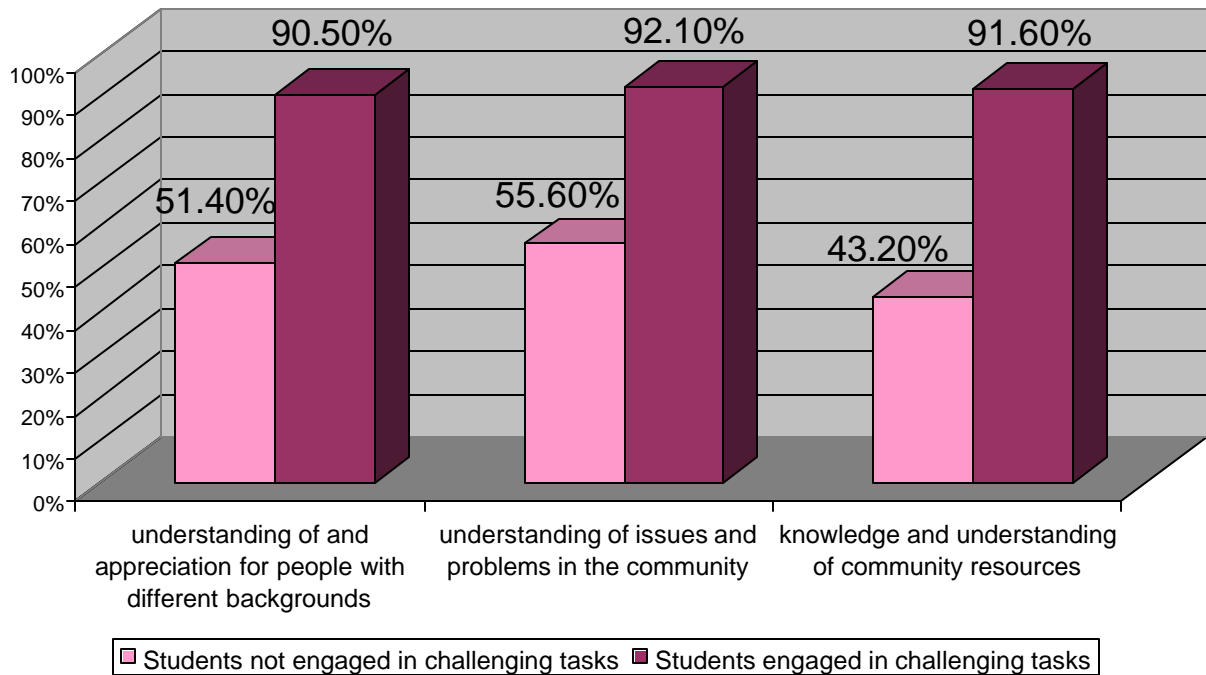
## Personal Knowledge, Skills, and Attitudes Strengthened by Involvement in Project Selection



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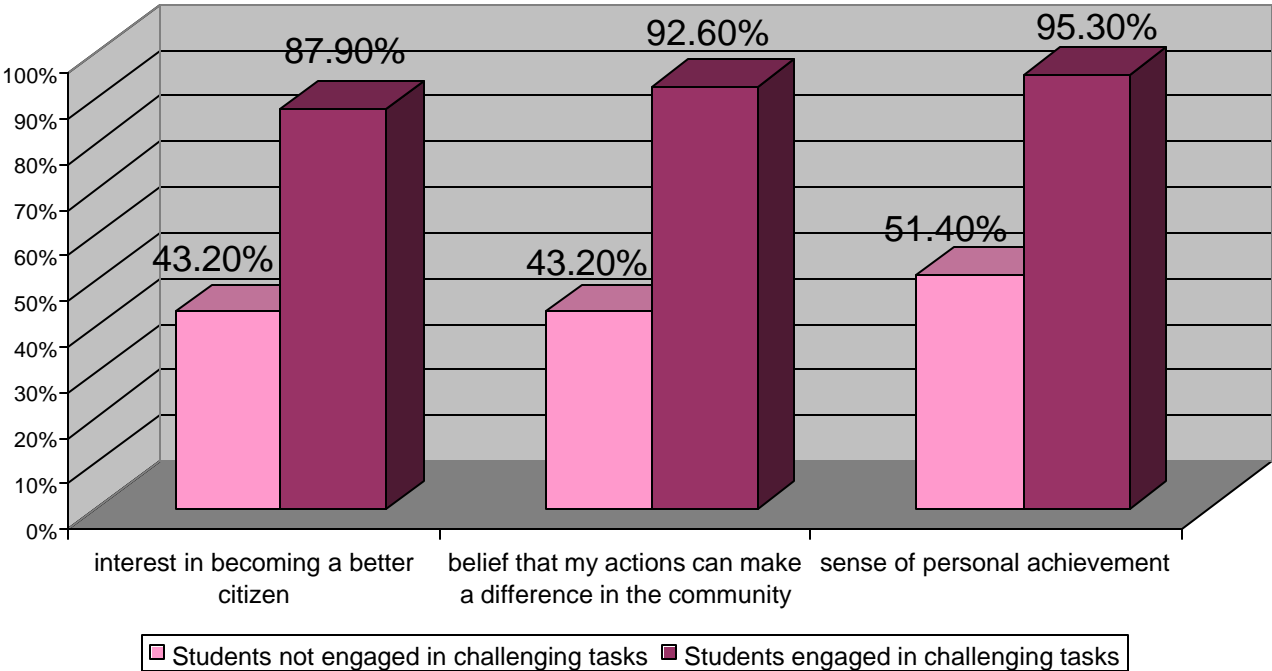
## Challenging Tasks

### Personal Knowledge, Skills, and Attitudes Strengthened by Engagement in Challenging Tasks



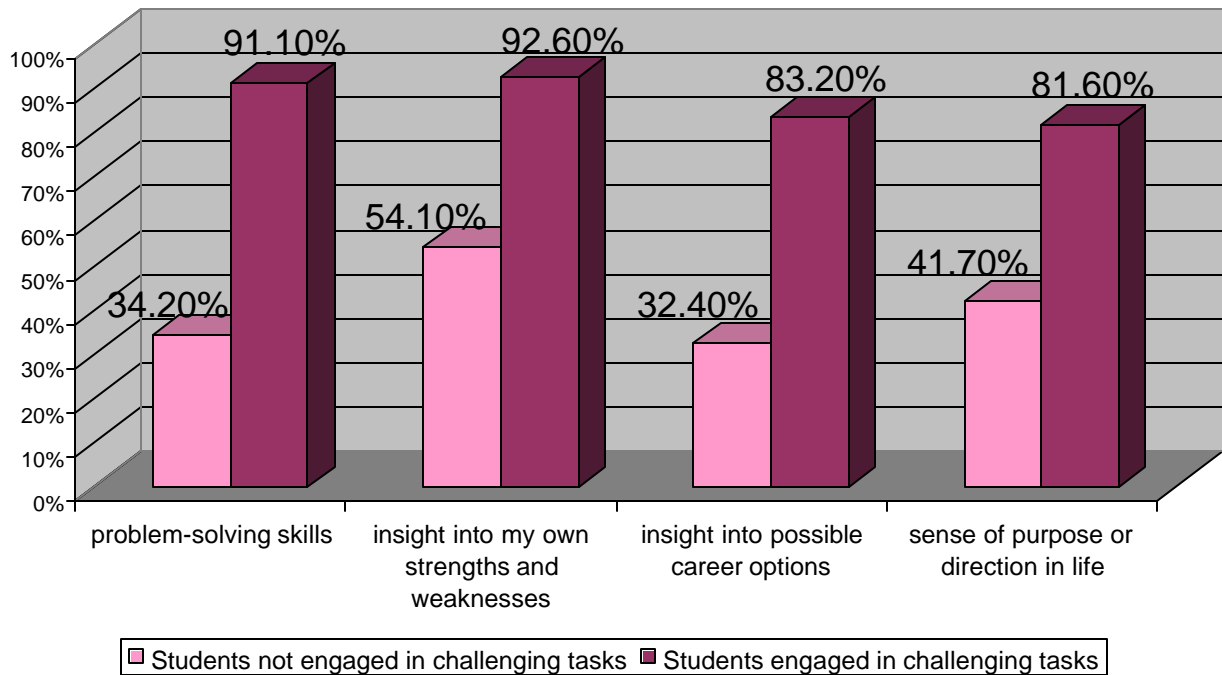
This chart shows that students who engaged in challenging tasks were more likely to have an understanding of people with different backgrounds, an understanding of problems in the community, and knowledge of community resources as a result of the service project than student who did not engage in challenging tasks.

### Personal Knowledge, Skills, and Attitudes Strengthened by Engagement in Challenging Tasks



This chart shows that students who engaged in challenging tasks were more likely to have an interest in becoming a better citizen, a belief that their actions can make a difference, and a sense of personal achievement as a result of the service project than students who did not engage in challenging tasks.

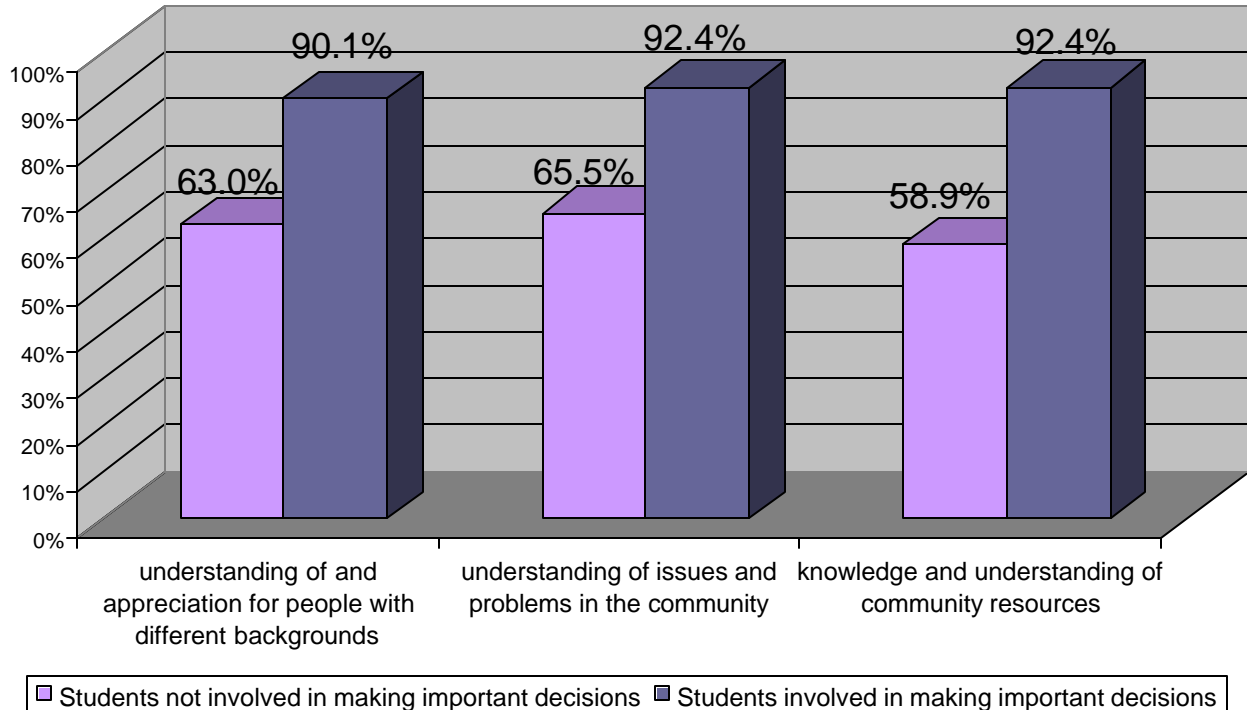
## Personal Knowledge, Skills, and Attitudes Strengthened by Engagement in Challenging Tasks



This chart shows that students who engaged in challenging tasks were more likely to have increased problem-solving skills, insight into their own strengths and weaknesses, insight into possible career options, and a sense of purpose or direction in life as a result of the service project than students who did not engage in challenging tasks.

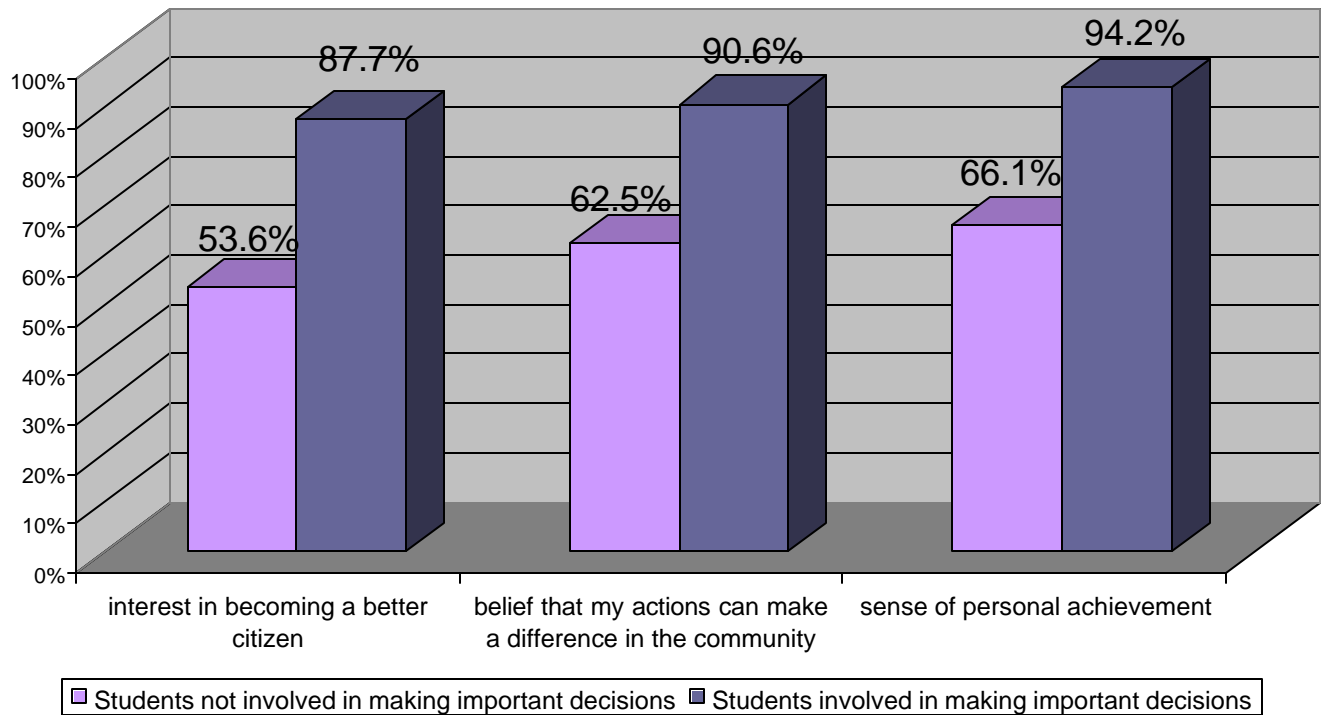
## Important Decisions

### Personal Knowledge, Skills, and Attitudes Strengthened by Decision Making



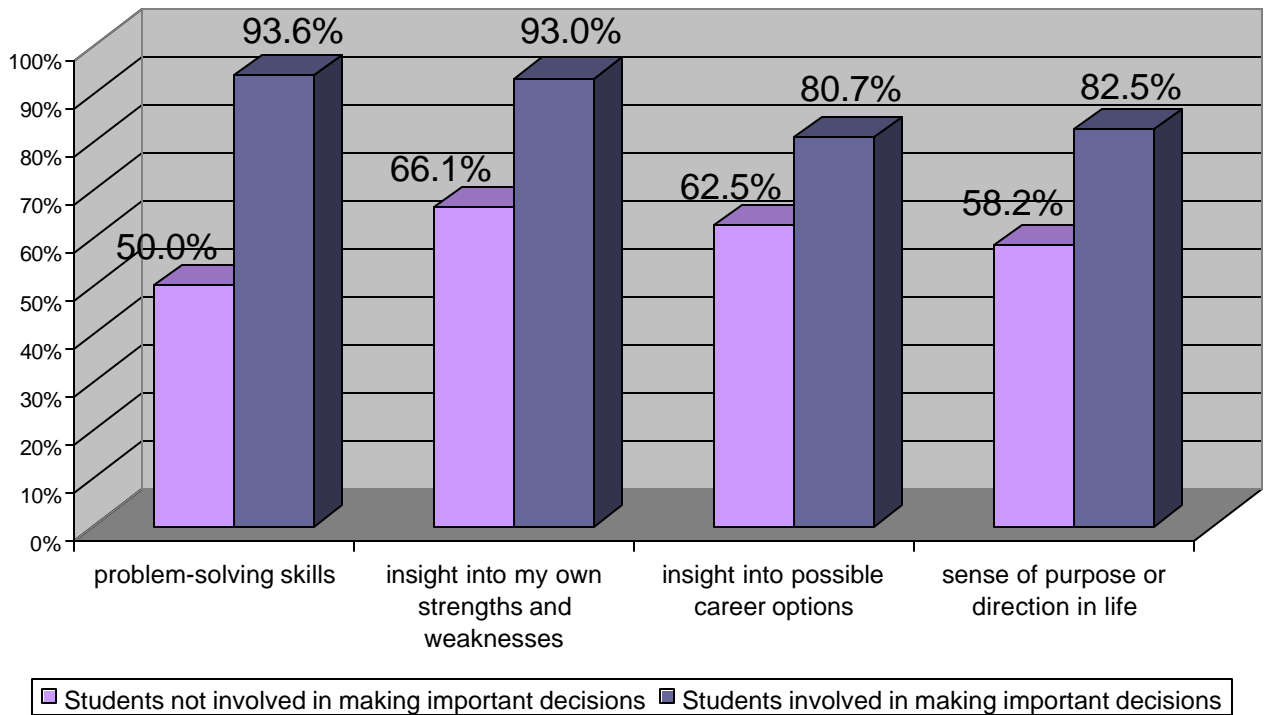
This chart shows that students who were involved in making important decisions were more likely to have an understanding of people with different backgrounds, an understanding of problems in the community, and knowledge of community resources as a result of the service project than students who were not involved in making important decisions.

## Personal Knowledge, Skills, and Attitudes Strengthened by Decision Making



This chart shows that students who were involved in making important decisions were more likely to have an interest in becoming a better citizen, a belief that their actions can make a difference, and a sense of personal achievement as a result of the service project than students who were not involved in making important decisions.

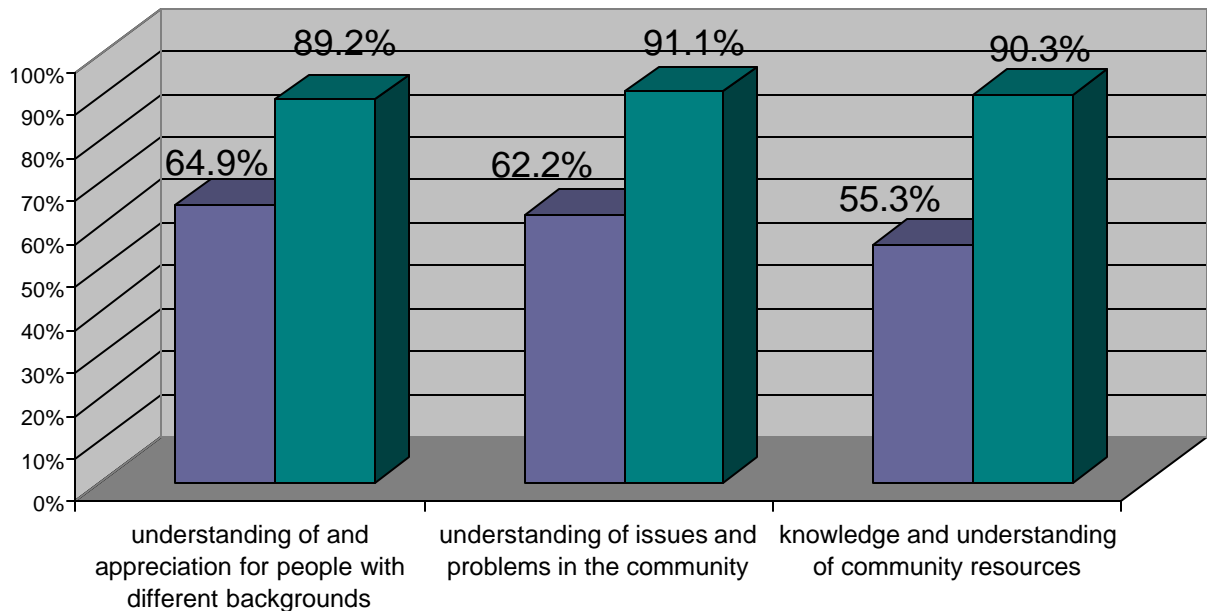
## Personal Knowledge, Skills, and Attitudes Strengthened by Decision Making



This chart shows that students who were involved in making important decisions were more likely to have increased problem-solving skills, insight into their own strengths and weaknesses, insight into possible career options, and a sense of purpose or direction in life as a result of the service project than students who were not involved in making important decisions.

## Important Responsibilities

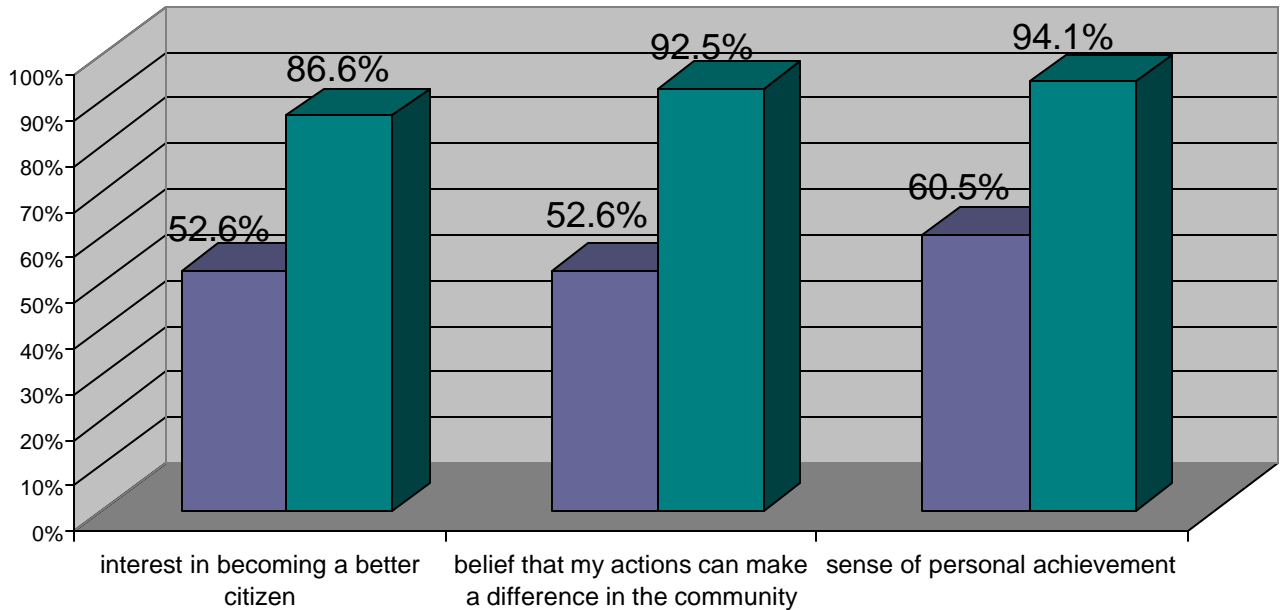
### Personal Knowledge, Skills, and Attitudes Strengthened by Handling Important Responsibilities



■ Students not involved in handling important responsibilities ■ Students involved in handling important responsibilities

This chart shows that students who were involved in handling important responsibilities were more likely to have an understanding of people with different backgrounds, an understanding of problems in the community, and knowledge of community resources as a result of the service project than students who were not involved in handling important responsibilities.

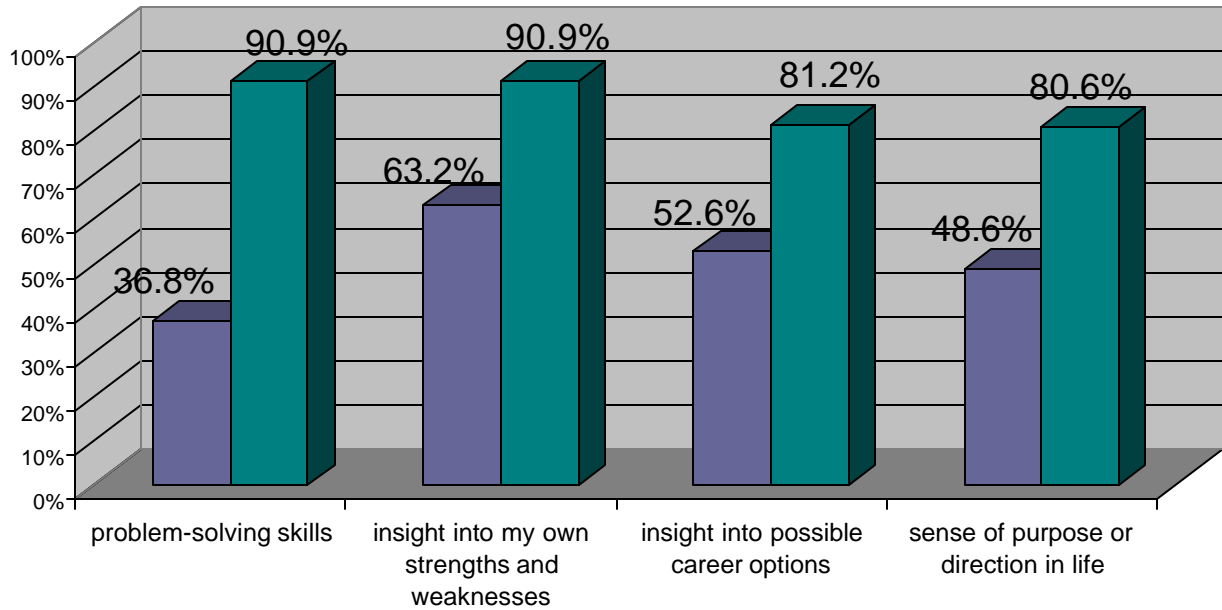
## Personal Knowledge, Skills, and Attitudes Strengthened by Handling Important Responsibilities



■ Students not involved in handling important responsibilities ■ Students involved in handling important responsibilities

This chart shows that students who were involved in handling important responsibilities were more likely to have an interest in becoming a better citizen, a belief that their actions can make a difference, and a sense of personal achievement as a result of the service project than students who were not involved in handling important responsibilities.

## Personal Knowledge, Skills, and Attitudes Strengthened by Handling Important Responsibilities



■ Students not involved in handling important responsibilities ■ Students involved in handling important responsibilities

This chart shows that students who were involved in handling important responsibilities were more likely to have increased problem-solving skills, insight into their own strengths and weaknesses, insight into possible career options, and a sense of purpose or direction in life as a result of the service project than students who were not involved in handling important responsibilities.

## **Conclusion**

Students who are involved in needs assessment, project selection, challenging tasks, important decisions, and handling important responsibilities are more likely to perceive:

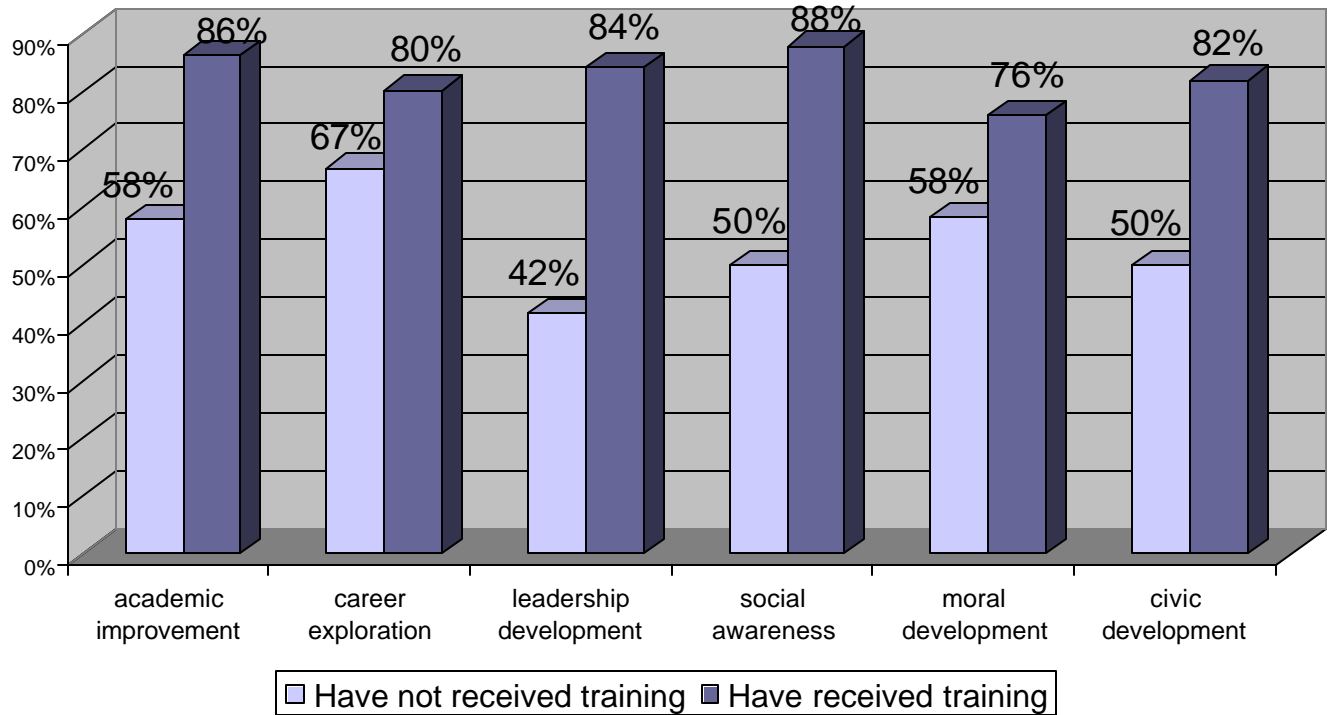
- A sense of personal achievement
- Increased problem-solving skills
- An insight into their own strengths and weaknesses
- An insight into possible career options
- A sense of purpose or direction in life
- An appreciation for people with different backgrounds
- An understanding of community resources
- An interest in becoming a better citizen
- A belief that their actions can make a difference

## Impact on Faculty

The charts in this section illustrate the faculty's motivations for utilizing service learning and the effect that faculty training has on service learning quality.

## Utilization of Service Learning

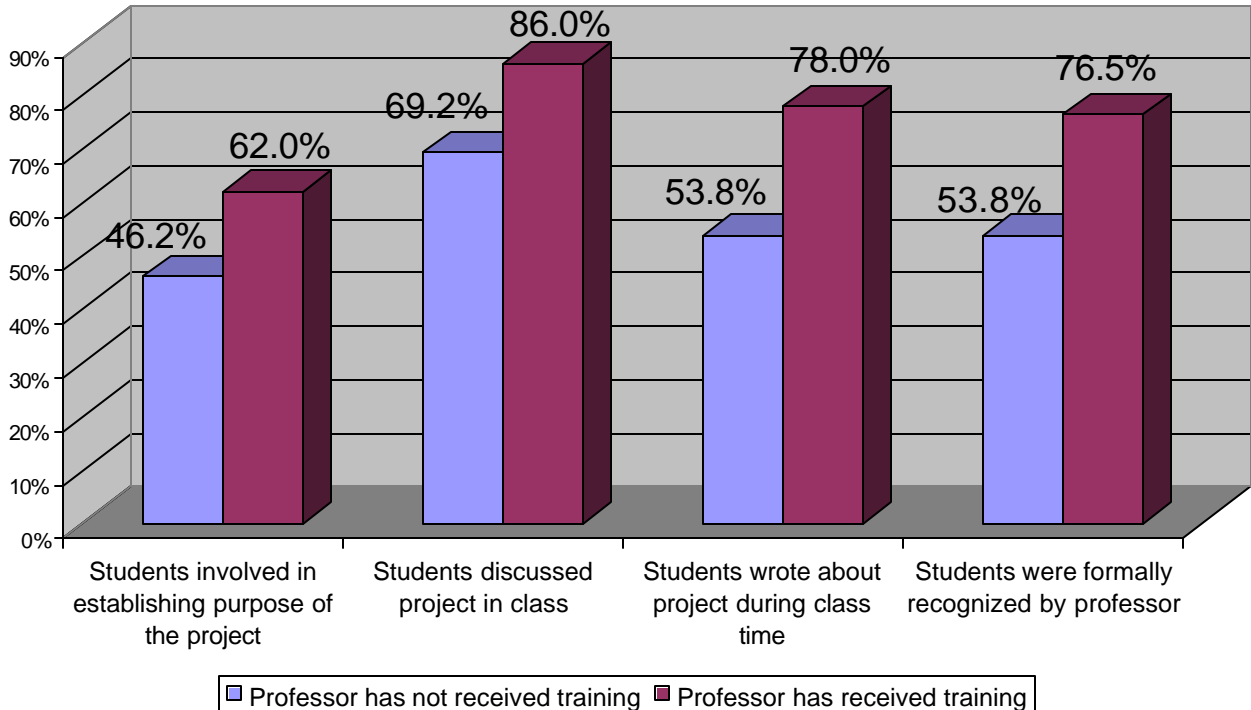
### Reasons Faculty Use Service Learning



This chart shows the reasons why faculty utilize service learning. Faculty who have received training are more likely to utilize service learning for students' academic improvement, career exploration, leadership development, social awareness, moral development, and civic development than faculty who has not received training. (A Chi-square test was used. All correlations were significant with  $p < .05$ )

## Training and Quality

### Faculty Training and Service Learning Quality



This chart shows the effect of training on quality of the service project. Faculty who have received training are more likely to involve students in establishing the purpose of the project, discuss the service project in class, allow students to write about the service project during class time, and recognize students for their achievements.

## Conclusion

Faculty who have received training are more likely to:

- Understand how service learning benefits students
- Involve the students in project selection
- Use reflection techniques such as writing about the service project in class and class discussion
- Formally recognize students for their achievements

## Impact on the Community

Agencies who were involved in evaluation of student performance are more likely to feel that the student volunteers are helping the agency reach its goals than agencies who were not involved in students evaluation. (Chi-Square = 18.36,  $p = .001$ ) Also, the more involved the college is in the community, the more likely they are to be viewed as a resource in the community. (Chi-Square = 48.55,  $p < .001$ )

## Implications

Quality service learning projects have a greater impact on students. Faculty members that have received training are more likely to lead quality service learning projects.

## Suggestions for Future Research

- Study academic achievement
- Study attitudinal objectives for students.
- Compare sense of personal achievement and actual personal achievement.
- Study children being served by college students.
  - Is the connection to the community seen?
  - Has there been a reduction in the problem on which the project focused?
- Explore the nature of the community partnerships.
  - What do the partnerships do?
  - Are partnerships pre-existing?
  - Have they changed?
  - Does previous relationship get in the way of new partnerships?
- Do students who are from the community perceive the needs of the community better?
- How often do students reflect on service project?
- Leadership development: match tasks with desired outcomes. (i.e.: Is involvement in needs assessment related to increased understanding of community resources?)
- Discover service-learning culture from individual institutions.