



2013 NASPA Annual Conference
March 16–20, 2013
Orlando, Florida

Measuring Service Learning While Promoting Student Engagement

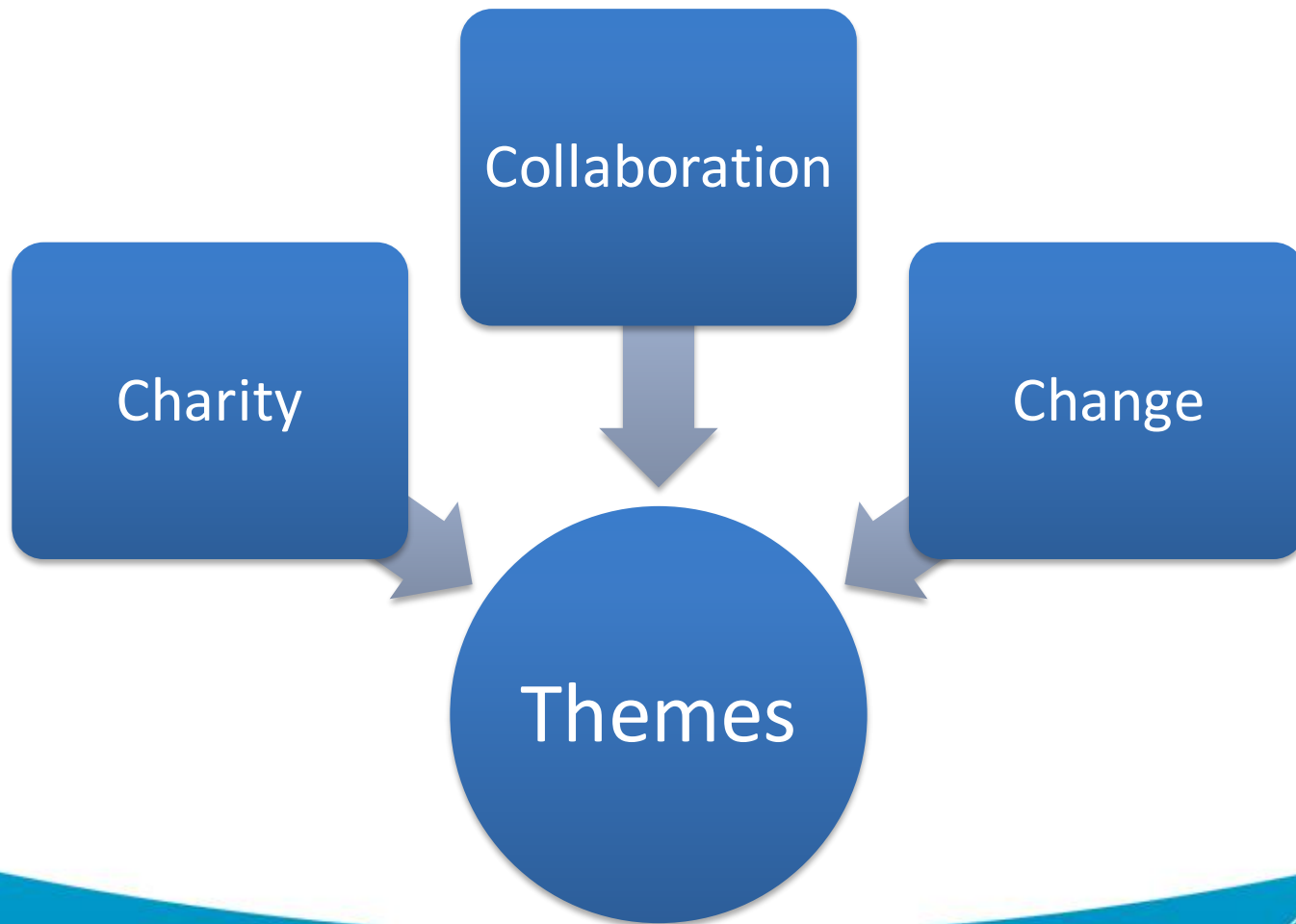
Overview

- Foundation in student engagement
- Data source
- Why service learning
- Our findings:
 - Who does service-learning
 - What they do
 - What they get out of it
- Implications

Service Learning

- Definition: a teaching/learning method that is used to connect meaningful community services experiences with academic learning, person growth, and civic responsibility.
- Deliberate connection between service and academic learning.
- A form of work-based learning, parallels many job training efforts.

Service Learning

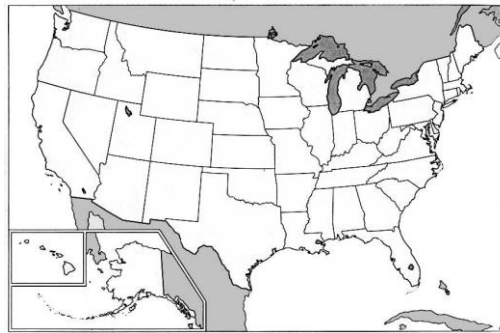


Trends in Service Learning

- The number of states that require community service as a high school graduation requirement is increasing.
- Increased personal, social, and intellectual growth, and preparation for work.

Trends in Service Learning

- Major universities are increasingly implementing service learning programs.
- Schools who begin Service Learning programs have high commitment rates.
- Service Learning has been shown to sustain democracy and economic opportunity by involving youth in addressing community problems.



Significance

- Most of the studies in service learning only focused on students from very specific areas
 - Our study will respond to this point of view by showing the broad aspects of service learning in a wide range of disciplines.

Methods

- Framework
- Measurements
- Data

What is student engagement?

Student engagement represents two critical features of collegiate quality:

- The first is the amount of time and effort students put into their studies and other educationally purposeful activities.
- The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Why Student Engagement is Important?

The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.



What is NSSE?

- NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.
 - Over 1,500 bachelor's degree-granting colleges and universities
 - More than a million college students surveyed every year
 - Results provide estimate of how undergraduates spend their time and what they gain from college.
 - NSSE items represent empirically confirmed 'good practices'; behaviors associated with student learning and development.



What is NSSE?


Assessing Student Engagement:

- What students do –
 - What matters most is what students do, not who they are.
- What institutions do –
 - Using effective educational practices to induce students to do the right things



Core Surveys: NSSE

- Research based on effective educational practices
- Designed and tested for high validity and reliability
- Relatively stable over time

 **National Survey of Student Engagement 2008**
The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Discussed projects written or oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Questions: NSSE

- Ability to explore in greater depth
- Service-Learning
 - Do students do it?
 - How often?
 - How many of their classes include service-learning?
 - Is service-learning voluntary or required?
 - Where service-learning took place?
 - What types of activities do students do in their service-learning?
 - What are students getting out of service-learning
- Sample
 - 2892 students at 42 institutions

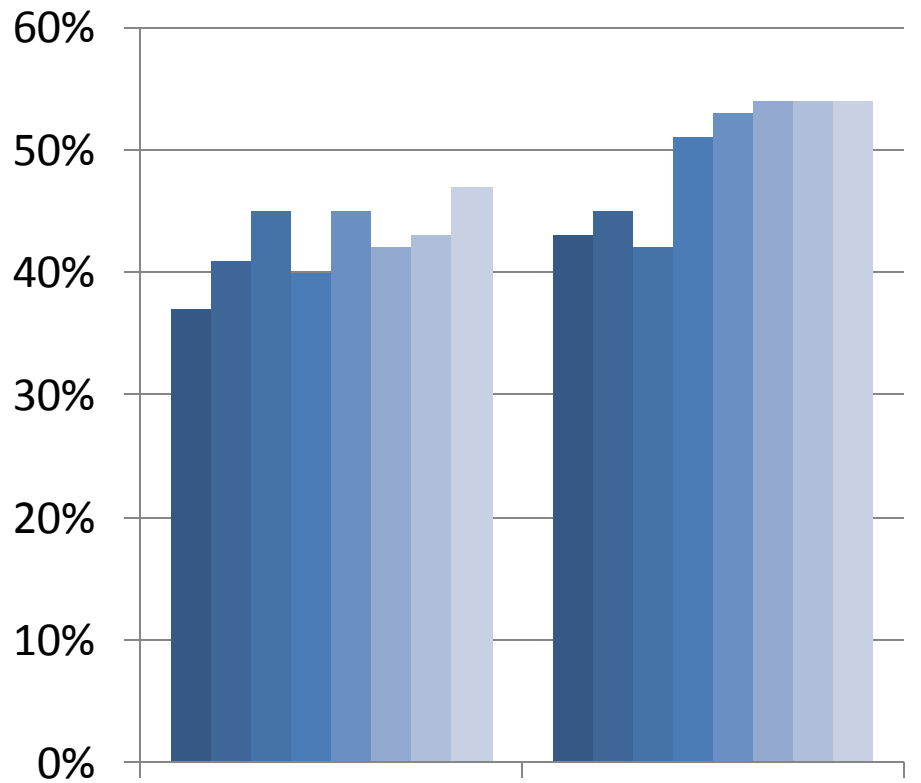
Findings

- In 2012, more than 285,000 census-administered or randomly sampled students attending 546 U.S. bachelor's degree-granting institutions that participated in NSSE.
- Sample descriptive
 - N=4607
 - First-year student: 1715
 - Seniors: 2892
 - 42 institutions

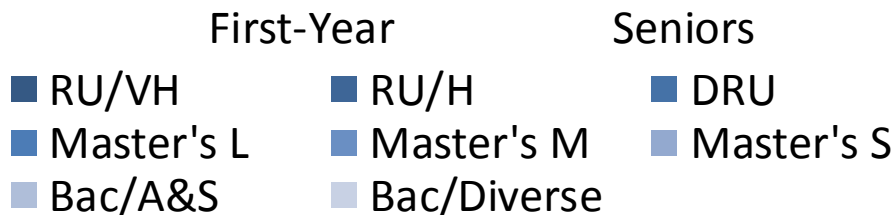


Percentage of students who had service learning experience

By Carnegie Classification



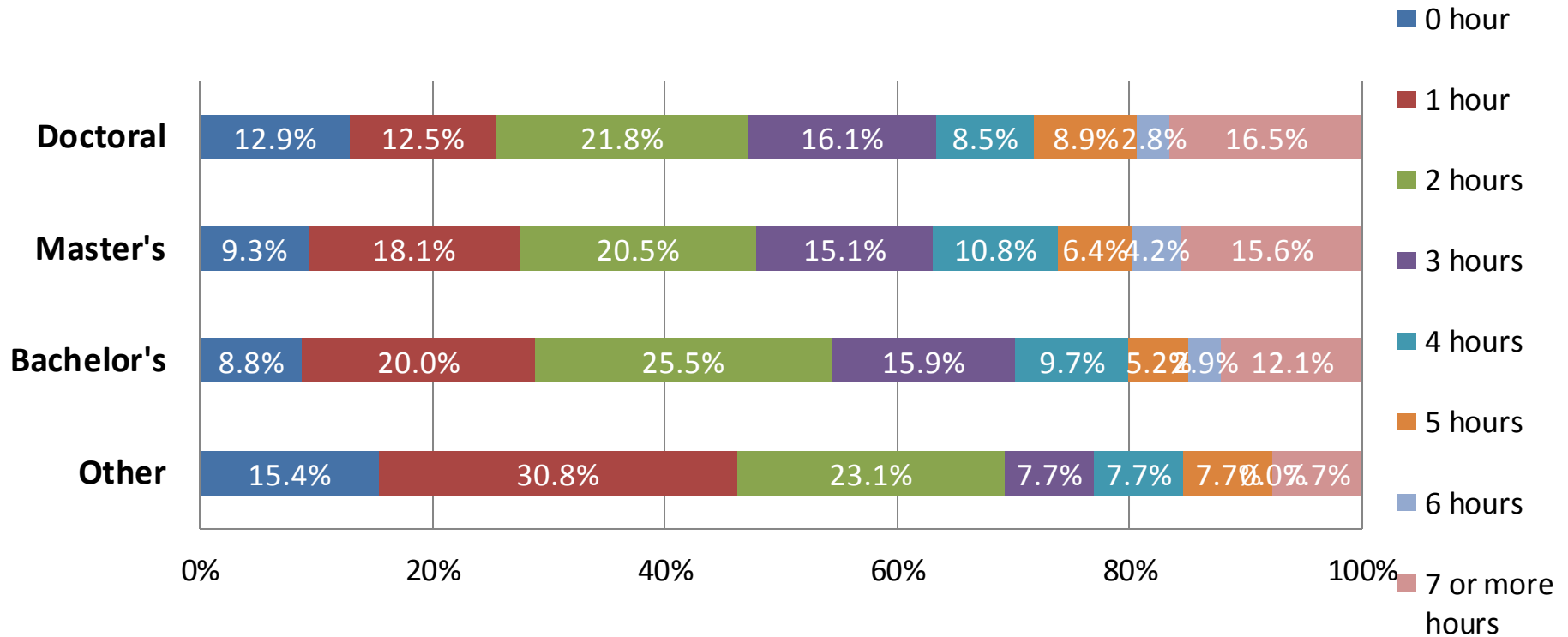
	First-Year	Seniors
RU/VH	37%	43%
RU/H	41%	45%
DRU	45%	42%
Master's L	40%	51%
Master's M	45%	53%
Master's S	42%	54%
Bac/A&S	43%	54%
Bac/Diverse	47%	54%



times" during the current school year.
 da * March 16-20, 2013

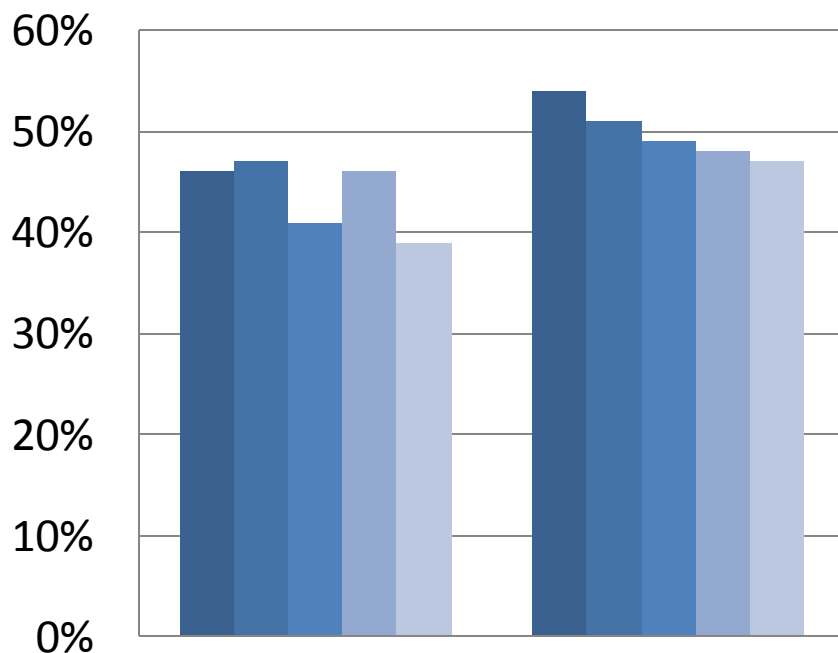


Time Spent on Service-learning based on Institutional type



Percentage of students who had service learning experience

By race/ethnicity



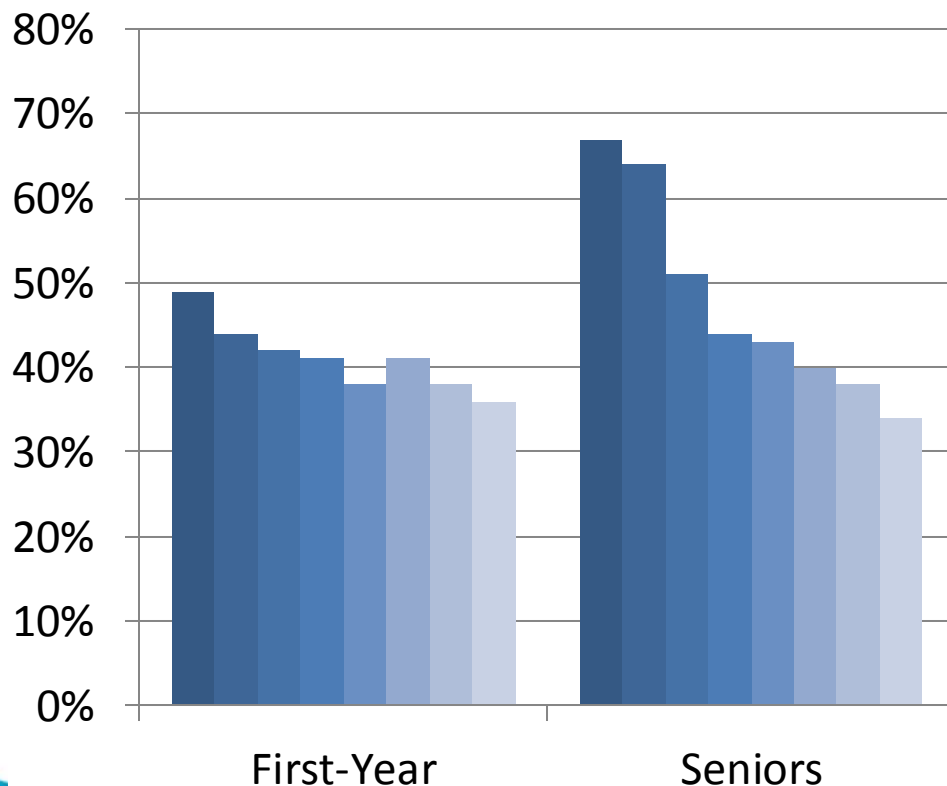
First-Year Seniors

- African American/Black
- Asian/Pacific Islander
- Latino/Hispanic
- Other
- Caucasian/White

	First-Year Seniors	
African American/ Black	46%	54%
Asian/Pacific Islander	47%	51%
Latino/Hispanic	41%	49%
Other	46%	48%
Caucasian/White	39%	47%

Percentage of students who had service learning experience

By Major



	First-Year	Seniors
Education	49%	67%
Professional (other)	44%	64%
Social sciences	42%	51%
Biological sciences	41%	44%
Arts & Humanities	38%	43%
Business	41%	40%
Physical sciences	38%	38%
Engineering	36%	34%

- Education
- Professional (other)
- Social sciences
- Biological sciences
- Arts & humanities
- Business
- Physical sciences
- Engineering

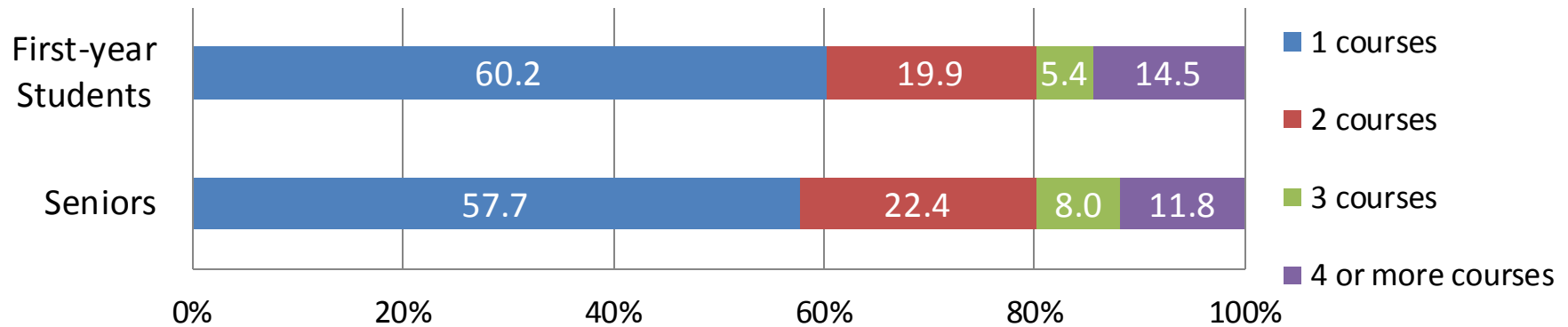
Percentage of students who had service learning experience

		First-Year	Seniors
Gender	Male	41%	44%
	Female	41%	51%
Enrollment Status	Less than full-time	28%	38%
	Full-time	42%	50%
First-generation	No	42%	49%
	Yes	40%	47%
Transfer	Started here	42%	52%
	Started elsewhere	34%	44%
Age	Under 24 years	43%	53%
	24 years & older	25%	41%

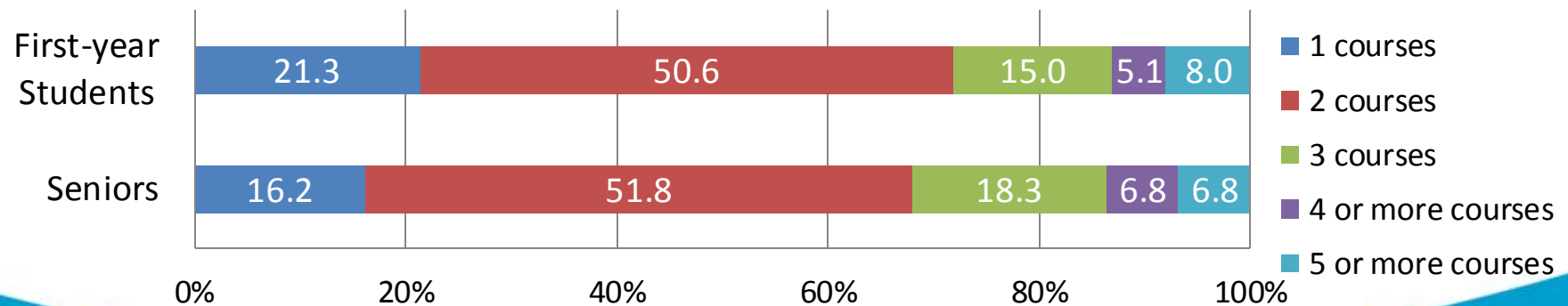
Patterns in Service-Learning Courses

Course Design

The number of courses that students participated in service-learning

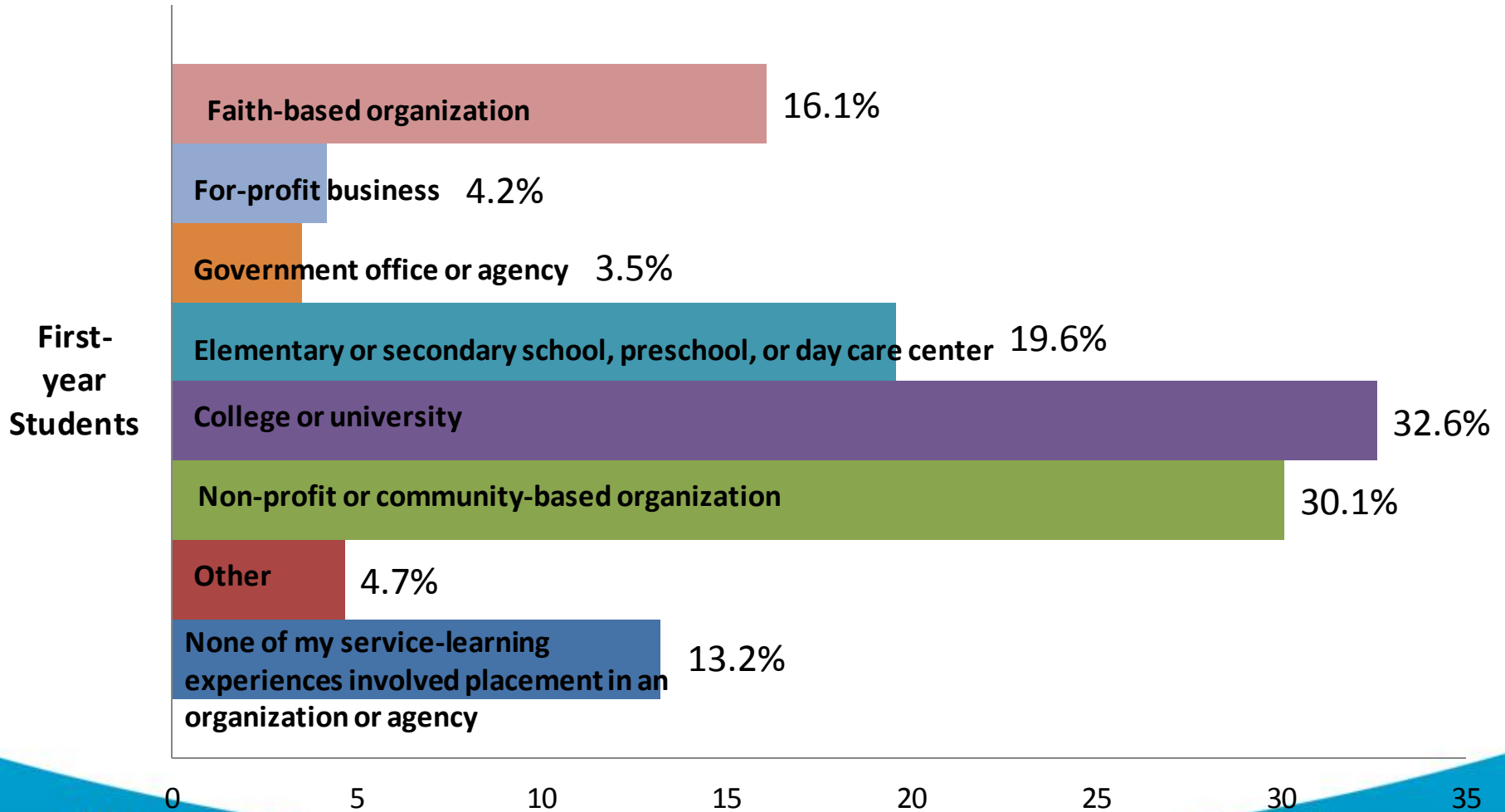


The number of courses REQUIRED participation in service-learning



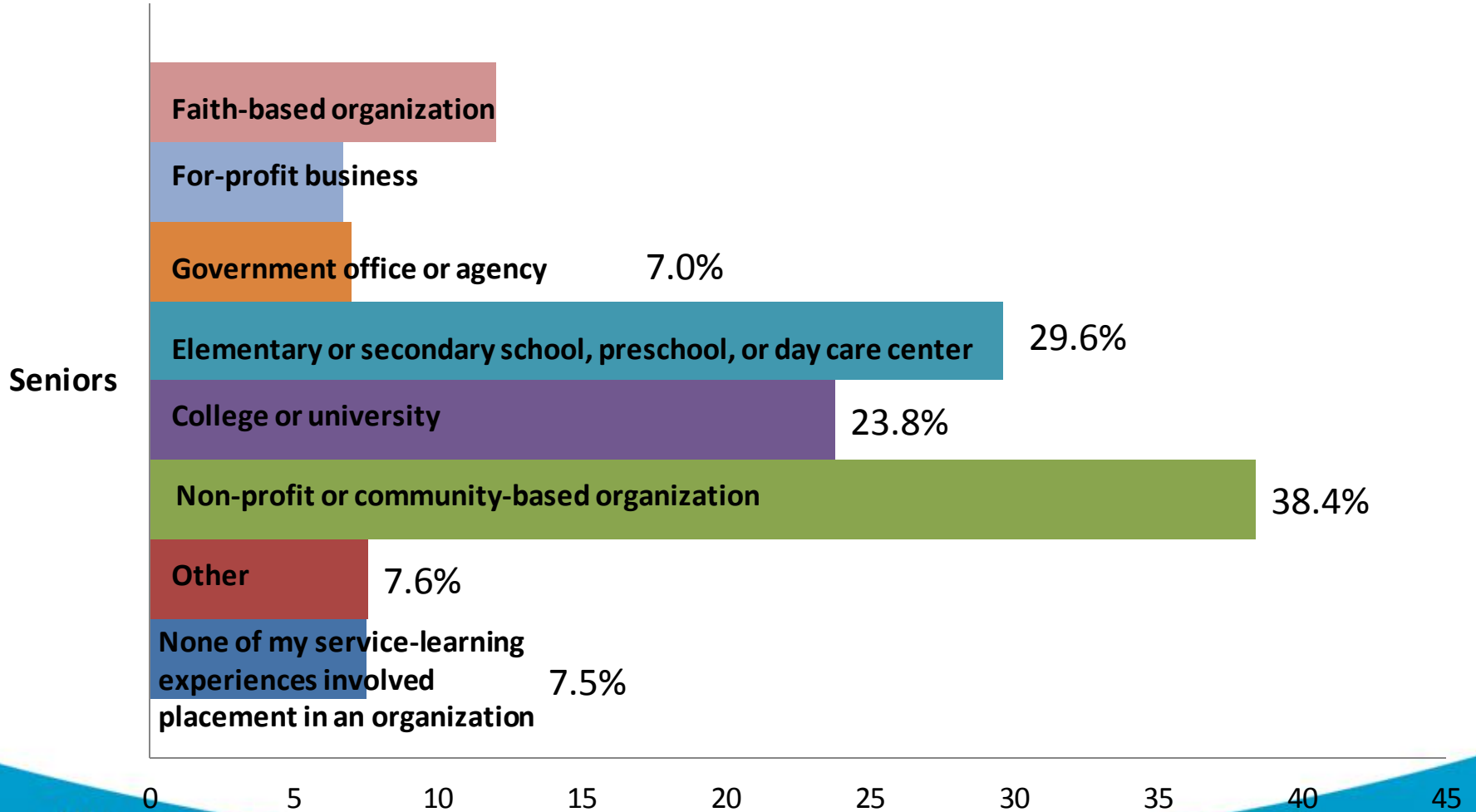
Course Design

The places that students service-learning experiences took place



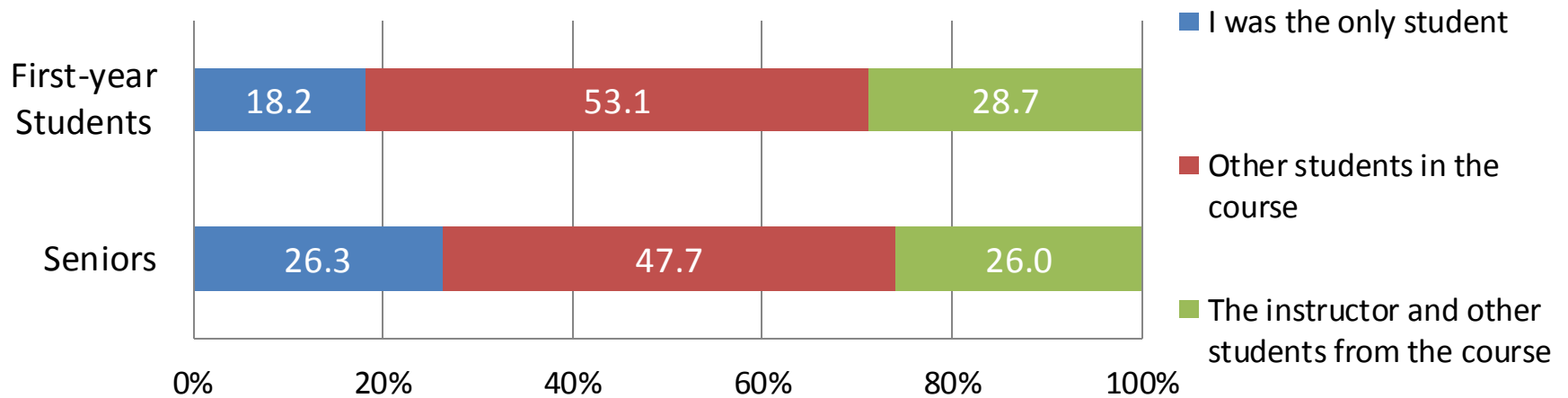
Course Design

The places that students service-learning experiences took place



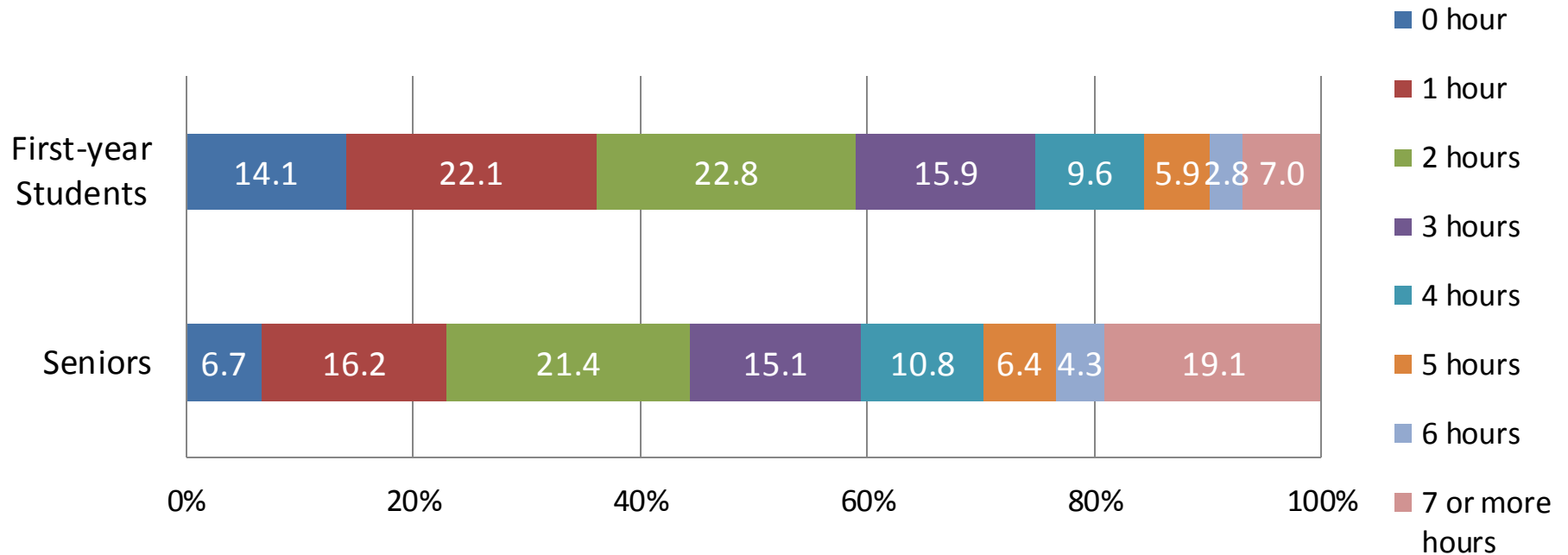
Course Design

Participants at my service cite or in my service project

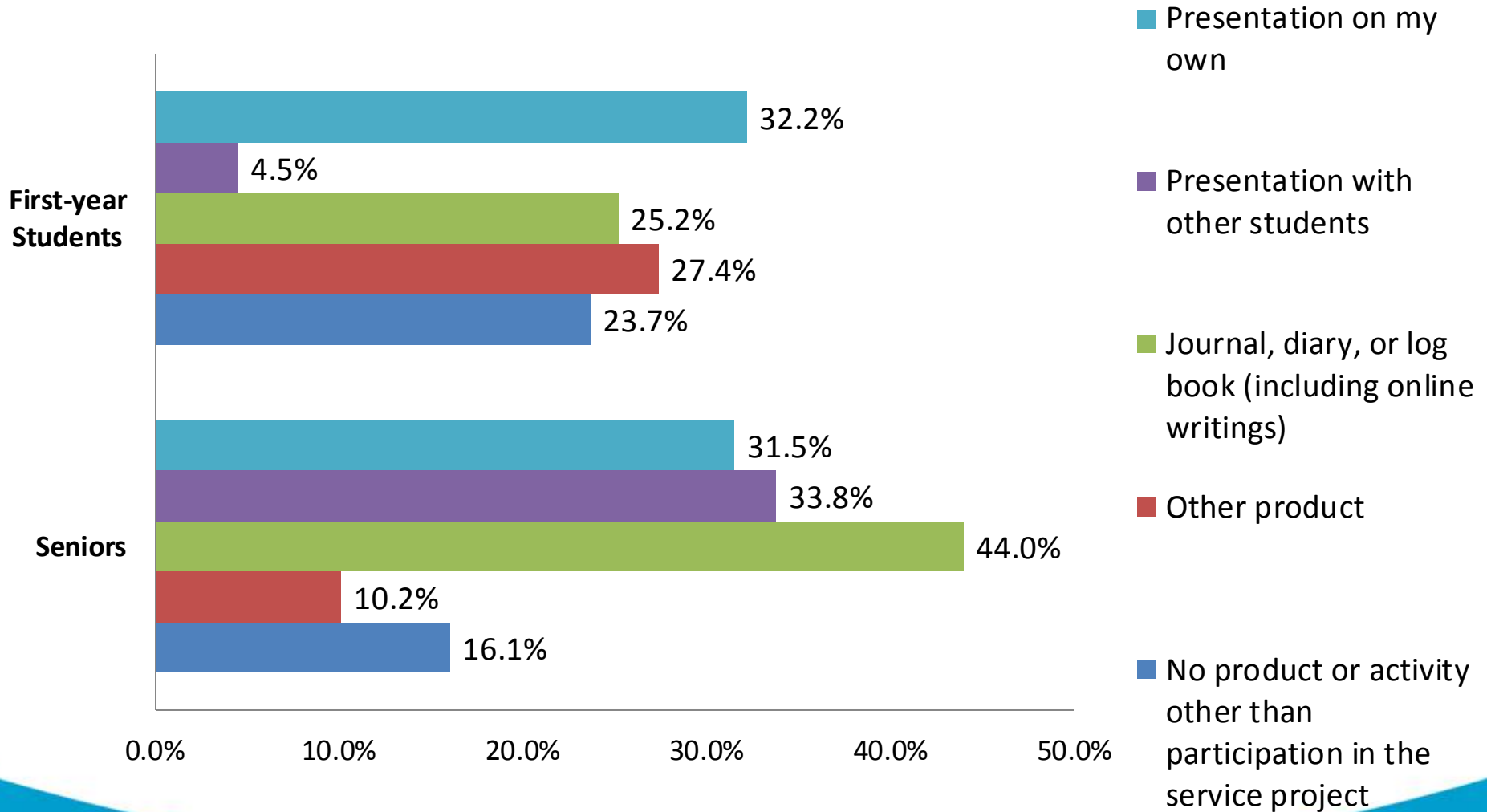


Student Involvement

The time spent on service-learning in a typical 7-day week

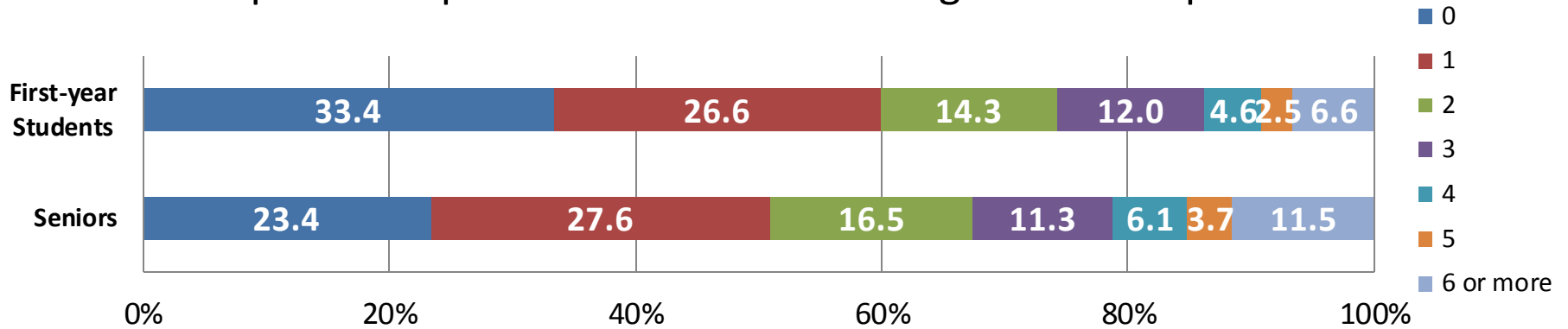


The Format of Service-learning Project

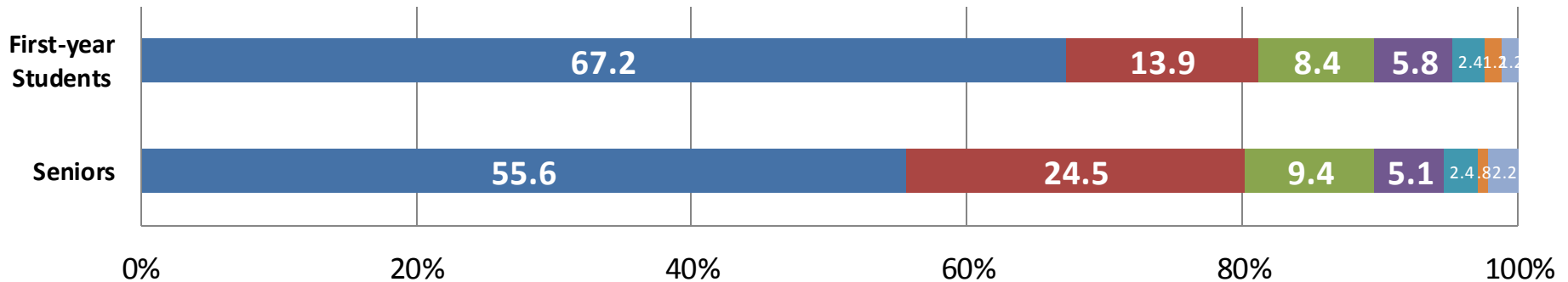


Student Involvement

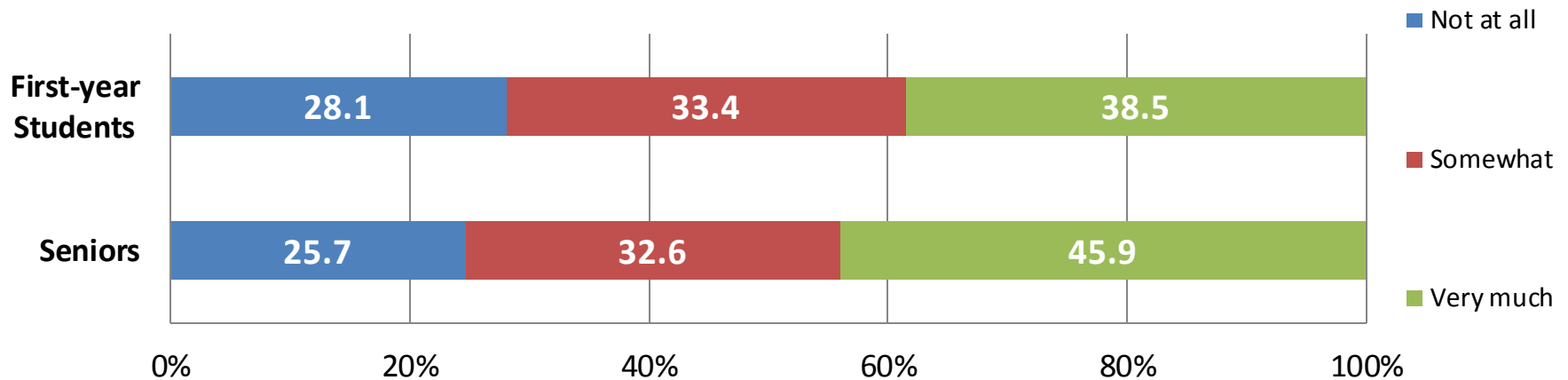
Papers or Reports of **FEWER** than 10 Pages Were Required



Papers or Reports of **MORE** than 10 Pages Were Required

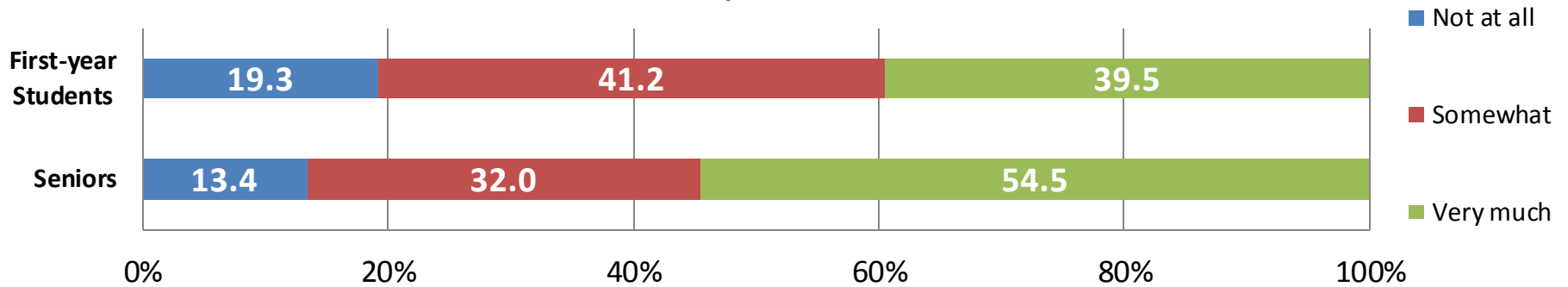


Faculty Involvement

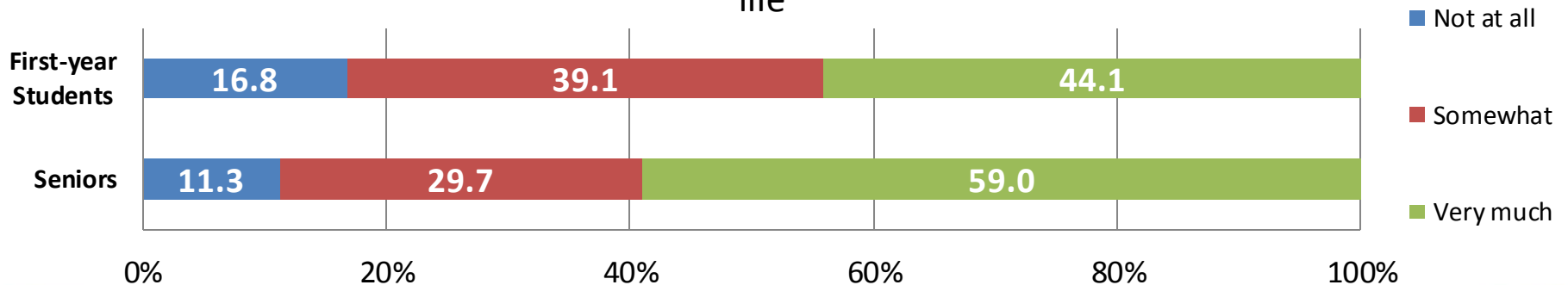


Learning Outcomes

My service-learning experience helped me to understand the subject matter of the course



My service-learning experience helped me to understand the connection between studies and real life



The Impact of Service-Learning

Adjusted Mean Difference in Engagement Between Service-Learning Participants

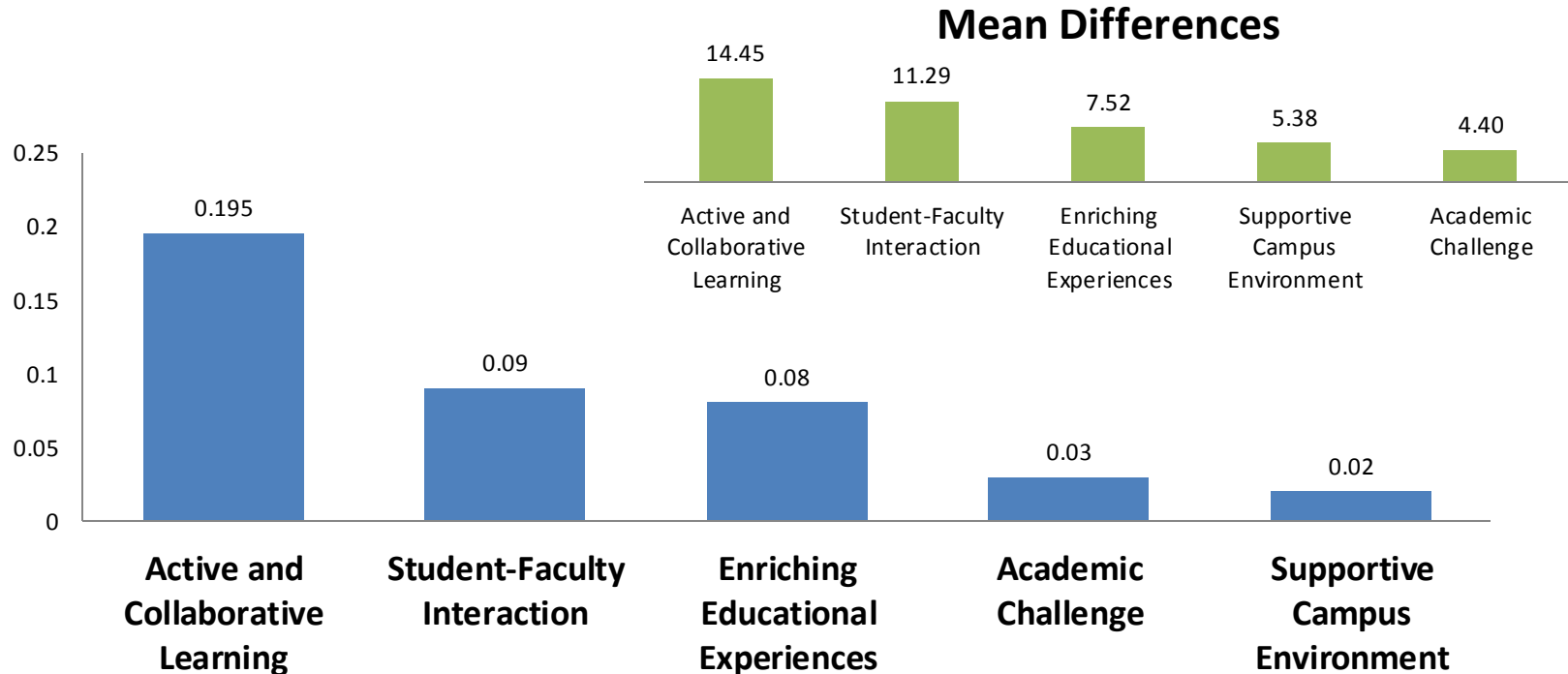
Benchmarks	First-year Student		Seniors	
	Mean Diff.	Effect Size	Mean Diff.	Effect Size
Academic Challenge	4.40***	0.03	6.00***	0.06
Active and Collaborative Learning	14.45***	0.195	15.98***	0.22
Student-Faculty Interaction	11.29***	0.09	11.73***	0.08
Enriching Educational Experiences	7.52***	0.08	9.92***	0.079
Supportive Campus Environment	5.38***	0.02	6.88***	0.03

Note. Mean difference were calculated from adjusted means. Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control.

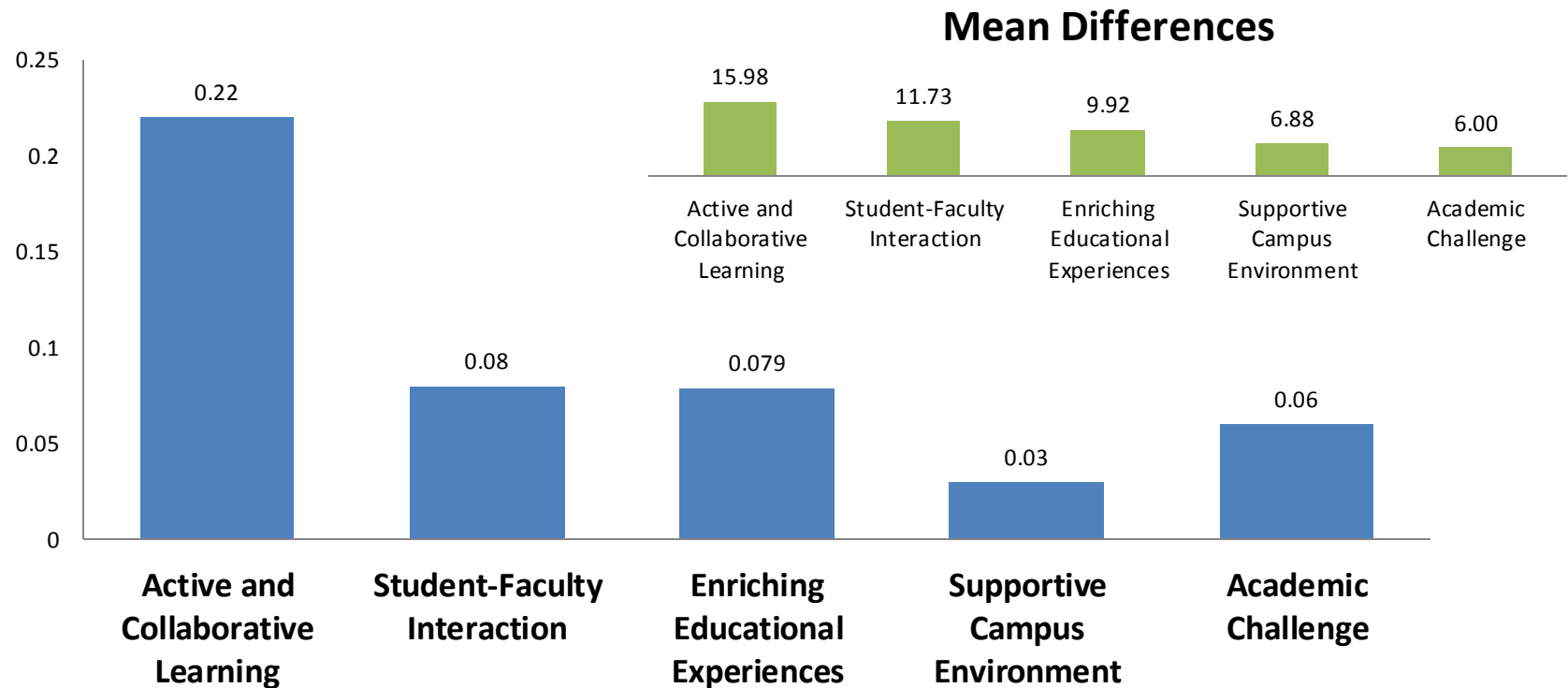
ES is the partial eta square. **Small effect: .0 to .04, medium effects: .05 to .13, and large effect .14 or higher.**

*** p<.001

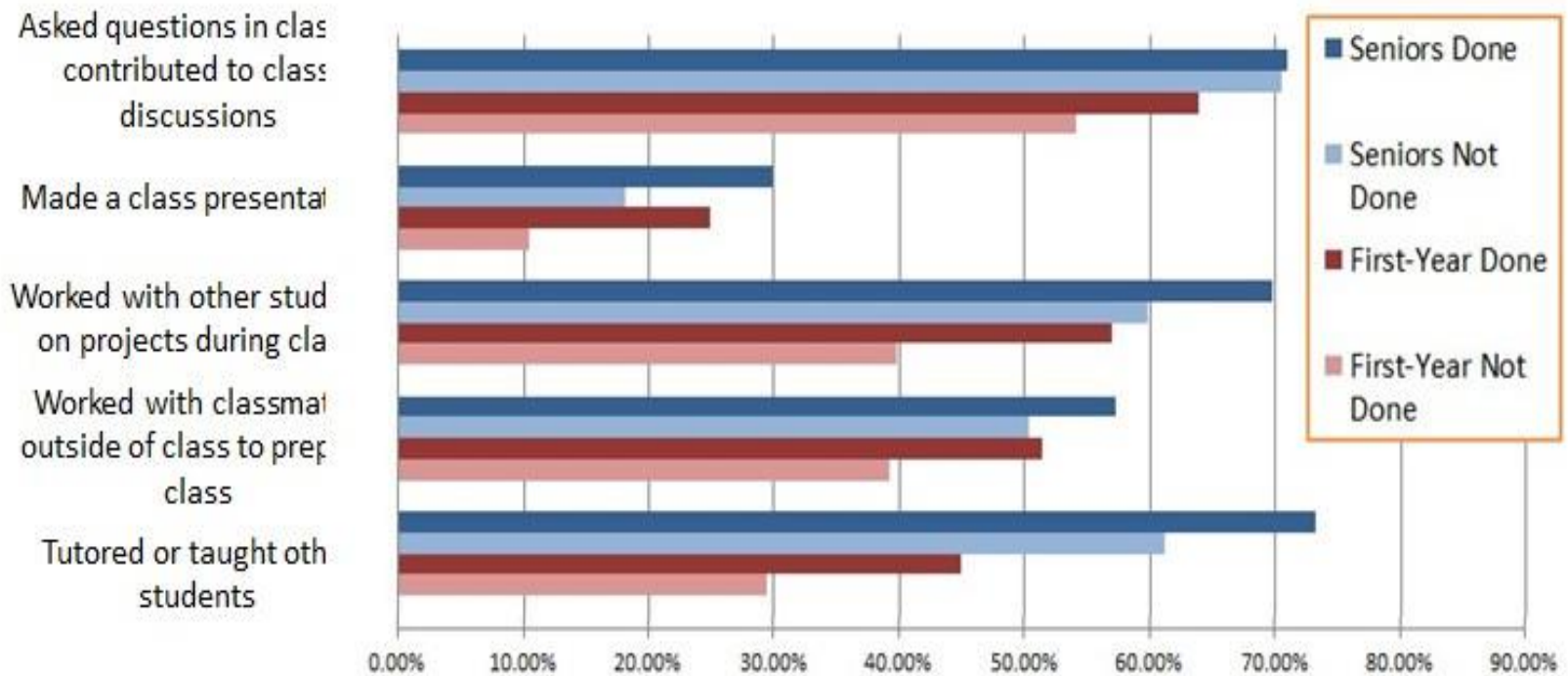
Comparison of Effect Sizes in Benchmarks between Service-Learning Participants (First-year student)



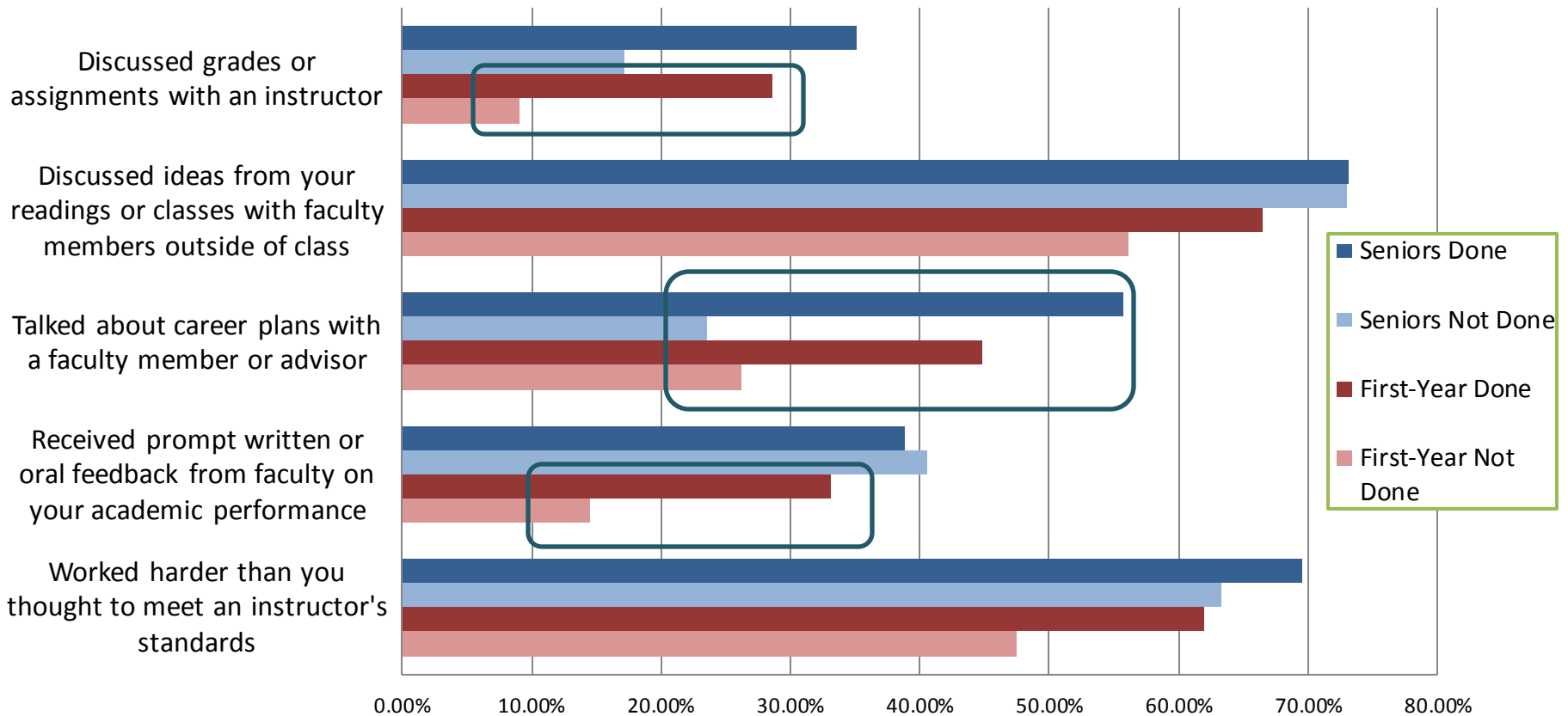
Comparison of Effect Sizes in Benchmarks between Service-Learning Participants (Seniors)



Peer-interactions (Active and Collaborative Learning) by Service Learning



Student-Faculty interactions by Service learning



The highlighted columns show a sharp difference in item responses between having done SL and having not

Effect of Service-Learning: Diversity

Adjusted Mean Difference in Diversity Scale Between Service-Learning Participants and Their Peers

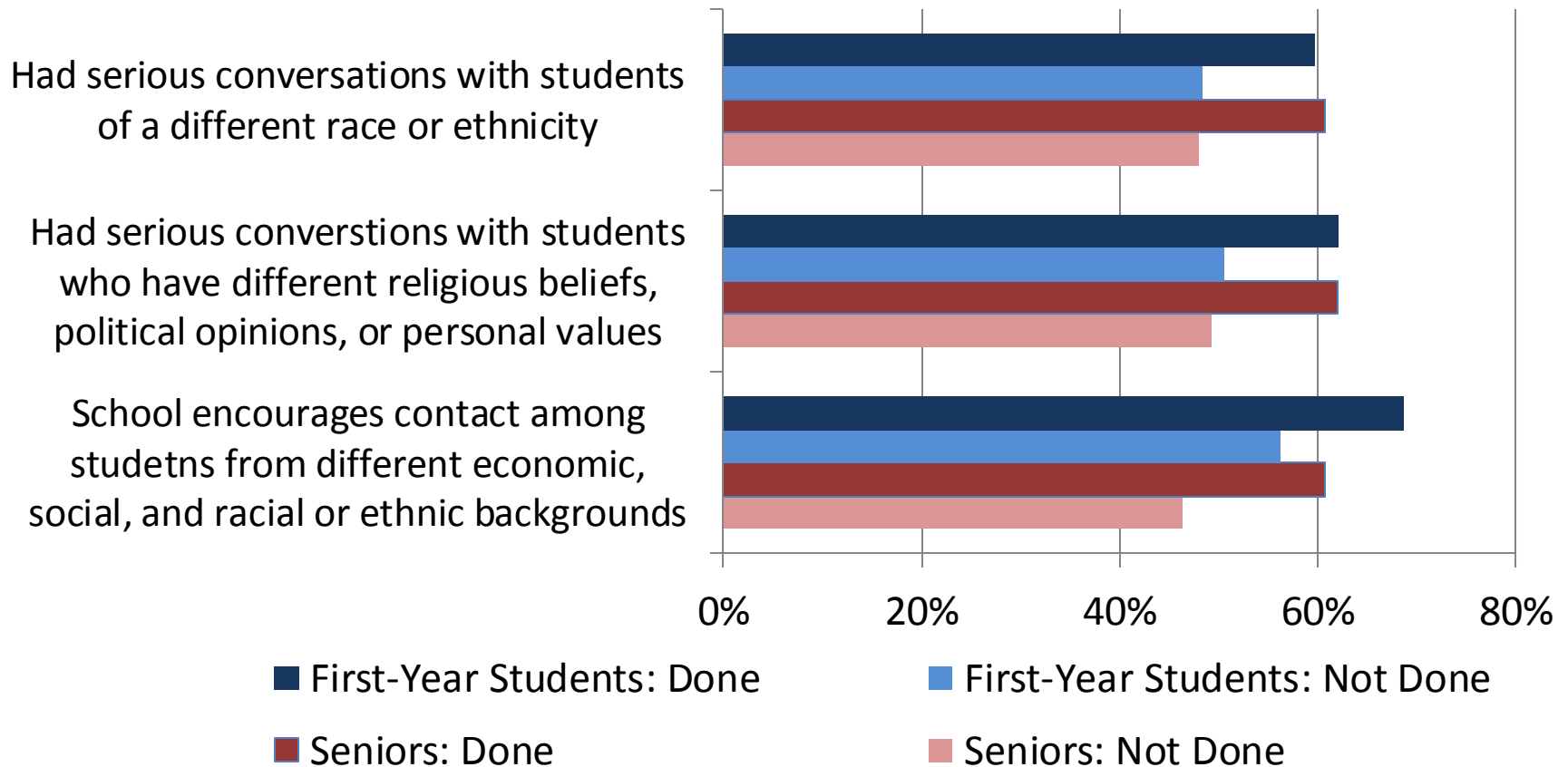
	Mean Diff	ES
First Year	0.7***	0.02
Senior	0.8***	0.03

Note. Mean difference were calculated from adjusted means. Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control.

*** $p < .001$.

ES is the partial eta square. Small effect range from .0 to .04, medium effects from .05 to .13, and large effect .14 or higher.

Substantial^a Diversity Experience by Service Learning Participation



a. Percentage responding “Very much” or “Quite a bit”.

Effect of Service-Learning: Gains

Adjusted Mean Difference in Gains Between Service-Learning Participants and Their Peers

	Mean Diff	Sig.	ES
Gains in Practical Competence	7.8	***	0.03
Gains in Personal and Social Development	12.8	***	0.06
Gains in General Education	6.4	***	0.02

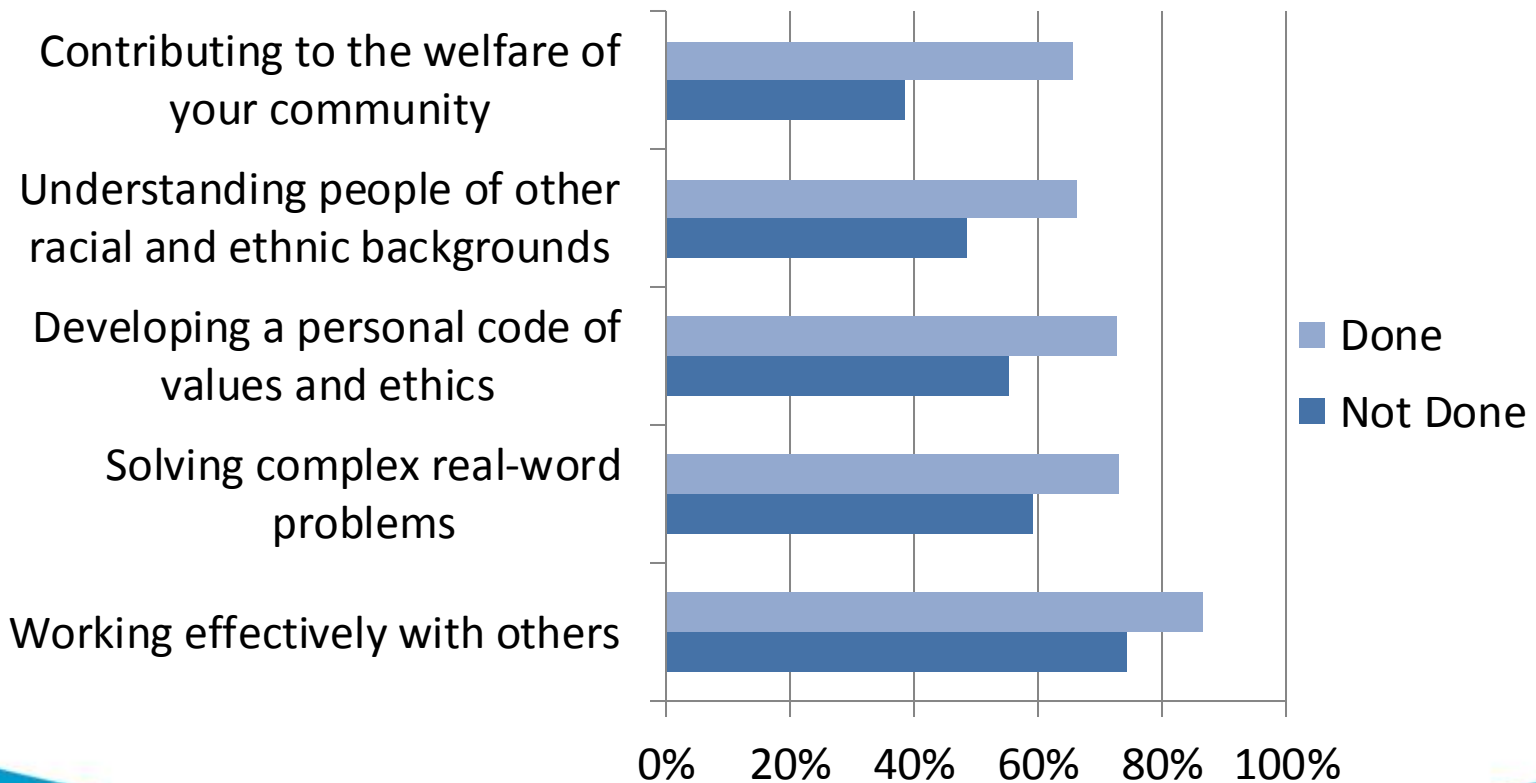
Note. Mean difference were calculated from adjusted means. Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control.

*** $p < .001$.

ES is the partial eta square. Small effect range from .0 to .04, medium effects from .05 to .13, and large effect .14 or higher.

Effect of Service-Learning: Gains

Substantial^a Perceived Gains by Service Learning Participation



a. Percentage responding “Very much” or “Quite a bit”.

Conclusion

- Concentration of service-learning courses in Education and Social Sciences majors
- Female and minority students participate in service-learning at higher rates (compensatory effect)
- Students who are less likely to have done service-learning
 - First-generation
 - Part-time
 - Non-traditional students
 - Transfer students

Conclusion

- Not all service-learning is equal
 - Need assess
 - Time on task
 - Amount of writing and presentations
 - Connections to course work
 - Diverse interactions
 - Interactions with peers
 - Feedback from faculty

Conclusion

- Service-learning is positively related to a number of student outcome
 - Diverse interaction
 - Peer interactions
 - Student-faculty interaction
 - Self-reported gains
 - Satisfaction

Conclusions & Implications

Conclusion	Implications
Major difference	Encourage arts, sciences, business, and engineering students to do SL
Female and minority students participate in SL at higher rates	Develop programs to attract all students
First-generation/part-time/non-traditional/transfer students do SL less	Develop programs to attract all students
Multiple aspects of SL	Need assess all aspects of SL
Positive effects of SL	More SL experiences!

Contact Information

Indiana University- Center for Postsecondary Research

1900 East Tenth Street, Suite 419
Bloomington, IN 47406

(812) 856-5824
nsse@indiana.edu

Rong (Lotus) Wang

wangrong@indiana.edu

Yiran Dong

yidong@indiana.edu

Dingjing Shi

dingshi@indiana.edu

Hailey Wilmot

hwilmot@indiana.edu

Heather Haeger

hahaeger@indiana.edu

References

- Antonio, A. L., Astin, H. S., & Cross, C. (2000). Community service in higher education: A look at the faculty. *The Review of Higher Education*, 23(4), 373–398.
- Ash, A. L., Clayton, P. H., & Atkinson, M. P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning*, 11(2), 49-60.
- Butin, D. W. (2006). The limits of service-learning in higher education. *The Review of Higher Education*, 29(4), 473-498.
- Daniels, N. K., Patterson, G. & Dunston, Y. (2010). Rules of Engagement: A Service Learning Pedagogy for Pre-service Teacher Education. *Journal for Civic Commitment*, 15, 1-16.
- Eyler, J., Giles, D. E., Jr., Stenson, C. M., & Gray, C. J. (2001). At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000 (3rd ed.). Nashville, TN: Vanderbilt University.
- Furco, A. (1996). "Service learning": a balanced approach to experiential education". Expanding boundaries: service and learning. Washington DC: Corporation for National Service, 1996, 2-6.



LEAD INNOVATE TRANSFORM

NASPA ANNUAL CONFERENCE
MARCH 15-20
BALTIMORE, MD **2014**