Service Learning and Beyond:
Civic Learning Impact, Implications and More

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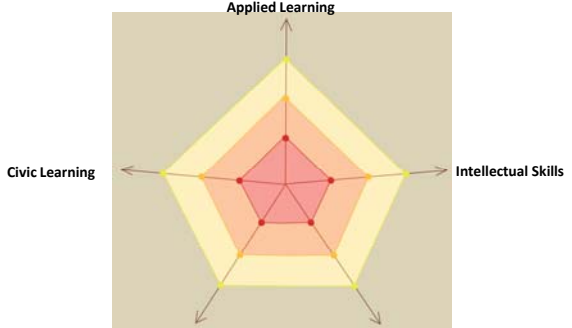

What is
Civic Learning?

Civic Learning and Democratic Engagement in the 21st Century

Civic Knowledge

Civic Skills

Civic Values

Capacity for Collective Action

Civic Action

http://www.aacu.org/civic_learning/crucible/

http://www.compact.org/wp-content/uploads/2012/09/Praxis.pdf

Degree Qualification Profile

http://degreeprofile.org/advantage/publication/The_Degree_Qualifications_Profile.pdf

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Degree Qualification Profile

Civic learning
is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.

- **Applied learning** is used by students to demonstrate what they can do with what they know.

- **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences.

- **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study.

- **Broad knowledge** transcends the typical boundaries of students first two years of higher education, and encompasses all learning in broad areas through multiple degree levels.

What is
Service Learning?

Service Learning

Service learning is a **credit-bearing educational experience** in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such as way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Bringle & Hatcher, 1996, p. 222

How can *Service Learning* contribute to *Civic Learning*?

Engaged learning is a gateway to the desired outcomes of college.

Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.

What is Student Engagement?

Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes

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National Survey of Student Engagement (NSSE)

NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational

Community College Survey of Student Engagement at about 850 institutions!

- institutions
- **1.6 million college students surveyed annually**

Updated NSSE Launched in 2013!

What do we know about Participation in Service?

Service Results from NSSE 2012

- NSSE 2012 - 285,000 census-administered or randomly sampled students at 546 U.S. bachelor's degree-granting institutions.
- *In your experience at your institution during the current school year, about how often have you…*
  [very often, often, sometimes, never]
  - Participated in a community-based project (e.g., service-learning) as part of a regular course

Also ask about participating in "community service or volunteer work" [40% FY & 59% SRs report "done"]

NSSE 2012: Participation in Service-Learning

- **41% of first-year students**
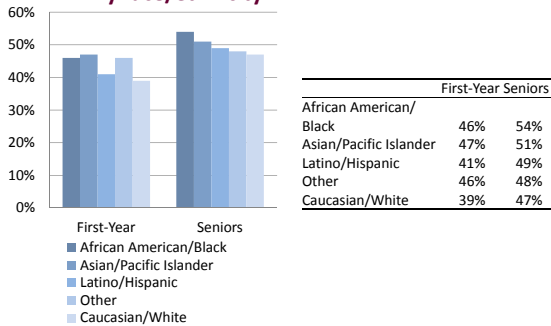- **48% of seniors** did service-learning

Not bad, right?

But, participation varies by students & institutional characteristics – which students are you interested in or concerned about?
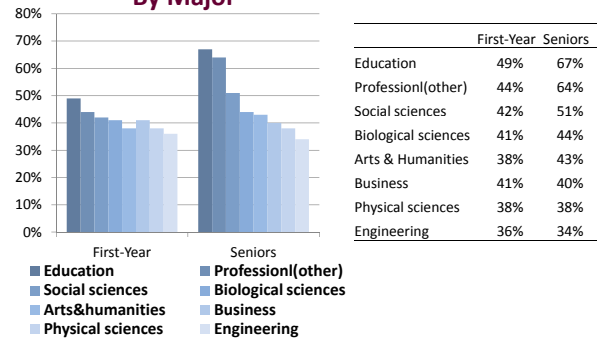

Percentage of students who had service learning experience

By race/ethnicity

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

Legend: African American/Black, Asian/Pacific Islander, Latino/Hispanic, Other, Caucasian/White

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Percentage of students who had service learning experience

By Major

	First-Year	Seniors
Education	49%	67%
Professionl(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%

Legend: Education, Professionl(other), Social sciences, Biological sciences, Arts&humanities, Business, Physical sciences, Engineering

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Service Learning and Majors

- **Are there Majors with a distinctive emphasis on Service-Learning?**
- *What might this suggest for building partnerships with academic colleagues?*
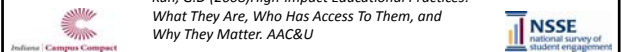

Some Educational Activities are Unusually Effective

Growing evidence that "high-impact practices" provide substantial educational benefits to students

Kuh, G.D (2008)High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter. AAC&U

Slide 1

High Impact Activities

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

AAC&U Association of American Colleges and Universities

- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Collaborative Assignments and Projects**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based Learning**
- ★ **Internships**
- ★ **Capstone Courses/Project**

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Slide 2

HIPs Benefits & Outcomes

High Impact practices positively associated with:

- **Persistence and GPA**
- **"Deep approaches to learning"**
- **Higher rates of student-faculty interaction**
- **Increases in critical thinking, writing skills,**
- **Greater appreciation for diversity**
- **Higher student engagement overall, and impact for underserved students**

Bronwell, J & Swaner, L (2010); NSSE, (2007); Kuh (2008)

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Slide 3

A Closer Look at Service-Learning through NSSE Additional Items

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Slide 4

NSSE 2012 Additional Questions: Service-Learning

- **Explore Service-Learning more in-depth:**
  - **Do students do it?**
  - **How often?**
  - **How many of courses include service-learning?**
  - **Is service-learning voluntary or required?**
  - **Where does service-learning take place?**
  - **What types of activities do students do in their service-learning?**
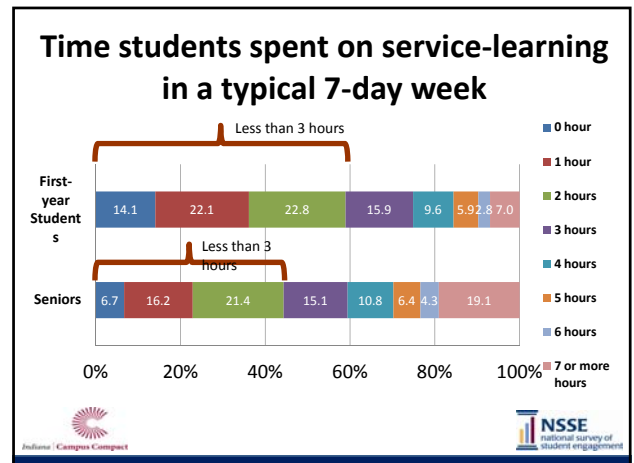 - **What are students getting out of service-learning?**

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Slide 5

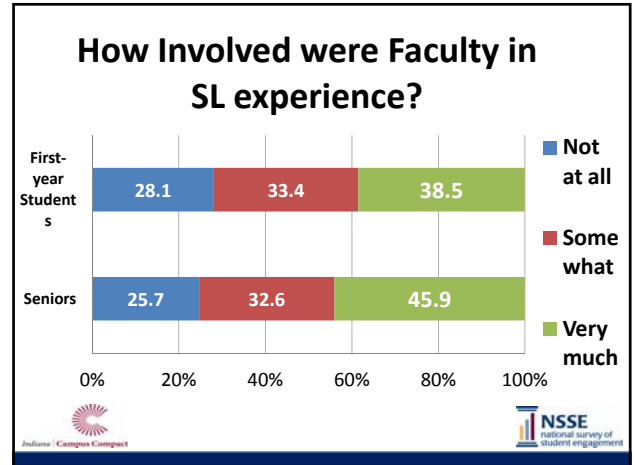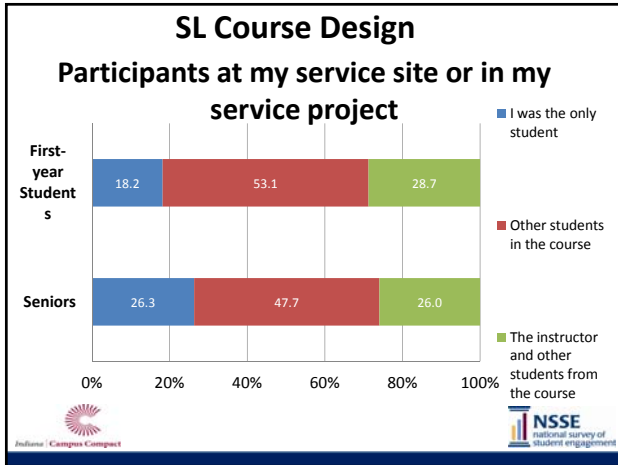### Service-Learning Findings

- **Sample for additional service-learning items:**
  - ➢N=4607
  - ➢First-year student: 1715
  - ➢Seniors: 2892
  - ➢ 42 institutions
- "Earlier you indicated that you participated in a community-based project as part of a regular course (e.g., service-learning) this year. We would like to know more about this experience…"
- **Of students who did SL, 60% indicated 1 SL course this term & 40% indicated 2+ courses**
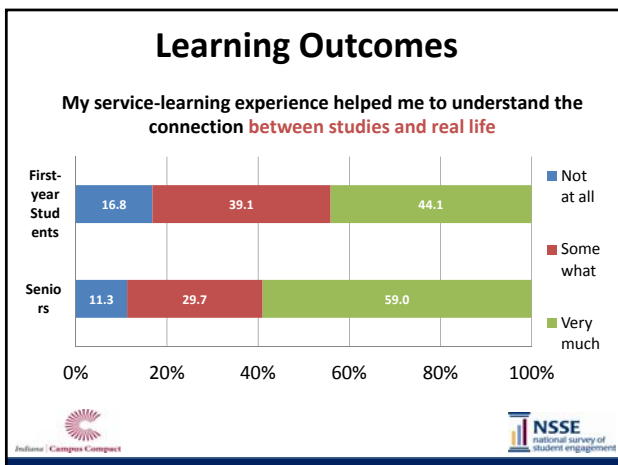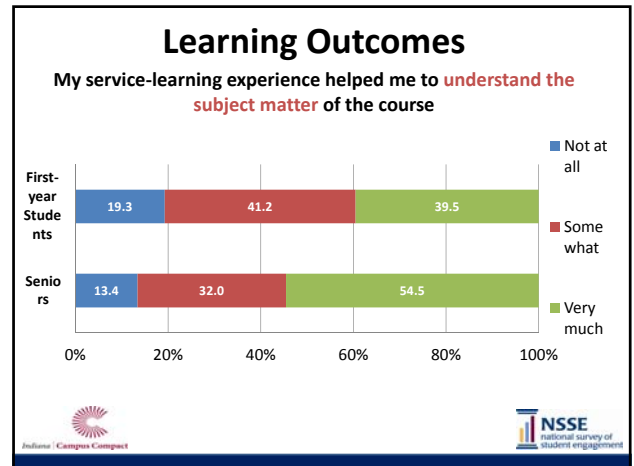
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Slide 6

Time students spent on service-learning in a typical 7-day week

Less than 3 hours

Legend: 0 hour, 1 hour, 2 hours, 3 hours, 4 hours, 5 hours, 6 hours, 7 or more hours

	0 hour	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 or more hours
First-year Students	14.1	22.1	22.8	15.9	9.6	5.9	2.8	7.0
Seniors	6.7	16.2	21.4	15.1	10.8	6.4	4.3	19.1

Less than 3 hours

0%   20%   40%   60%   80%   100%

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SL Course Design

Participants at my service site or in my service project

- I was the only student
- Other students in the course
- The instructor and other students from the course

First-year Students	18.2	53.1	28.7
Seniors	26.3	47.7	26.0

0% 20% 40% 60% 80% 100%

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How Involved were Faculty in SL experience?

- Not at all
- Some what
- Very much

First-year Students	28.1	33.4	38.5
Seniors	25.7	32.6	45.9

0% 20% 40% 60% 80% 100%

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Time spent & Participants in Site:

DISCUSS

1. Is this enough time? What would your students report?
2. What do participant results suggest about collaboration on site?
3. Is the level of instructor interaction sufficient?
4. What else would you want to know about interaction on site?

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Learning Outcomes

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

- Not at all
- Some what
- Very much

First-year Students	19.3	41.2	39.5
Seniors	13.4	32.0	54.5

0% 20% 40% 60% 80% 100%

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Learning Outcomes

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

- Not at all
- Some what
- Very much

First-year Students	16.8	39.1	44.1
Seniors	11.3	29.7	59.0

0% 20% 40% 60% 80% 100%

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Learning Outcomes:

DISCUSS

1. What do the findings that service learning experiences helped most students, particularly seniors, to better understand their subject matter and the connections between their service experience and their studies, suggest?
2. How might this information be useful to faculty and campus administrators?
3. What does it suggest about the value of service-learning, and where enhancements maybe warranted?

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Service-Learning Course Experiences

- **What do these findings suggest for service-learning courses on your campus?**
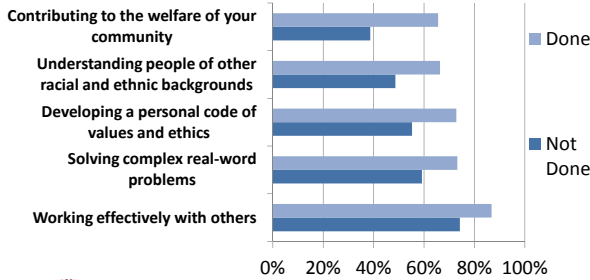

The Impact of Service-Learning

- First-year students & Seniors who reported a S-L experience had significantly **higher levels** of engagement on the following than students who did not do S-L:
  - **Active and Collaborative Learning** (asking questions in class, working with peers on assignments, making presentations)
  - **Student-Faculty Interaction** (talking about career plans, discussing assignments, and prompt feedback)
  - **Diversity Experience** (serious conversation with students of diff. race-ethnicity, with diff. beliefs, and perception that school encourages contact among students from diff. racial, social, economic groups)

Effect of Service-Learning: Educational Gains

Substantial[a] Perceived Gains by Service Learning Participation

- Contributing to the welfare of your community
- Understanding people of other racial and ethnic backgrounds
- Developing a personal code of values and ethics
- Solving complex real-word problems
- Working effectively with others

Done / Not Done

0% 20% 40% 60% 80% 100%

a. Percentage responding "Very much" or "Quite a bit".

Discussion

- **What stands out to you about these findings?**

- **What are the implications for these findings for your own campus/department?**

- **What other questions do you have after reviewing this data?**

NSSE 2013 Civic Engagement Modules
(adapted from AASCU Degrees of Preparation Survey)

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