

SOUTHWEST MINNESOTA STATE UNIVERSITY

Civic Engagement Service- Learning Evaluations

Analysis of data collected from:

PSYC 341 - Spring 2010

SOCI 220 - Fall 2011

PSYC 340 - Fall 2011

PSYC 340 - Fall 2012

SOCI 220 - Spring 2013

PSYC 340 - Fall 2013



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Background

Civic engagement is an integral part of the Southwest Minnesota State University (SMSU) mission statement and a priority area in university strategic planning. Student involvement in civic-related activities is promoted by the campus First Year Experience program, student clubs and organizations, athletics, residence life, academic departments and programs, and through a wide variety of course-related service learning opportunities. Assessment of civic engagement activities is coordinated by the SMSU Center for Civic Engagement.

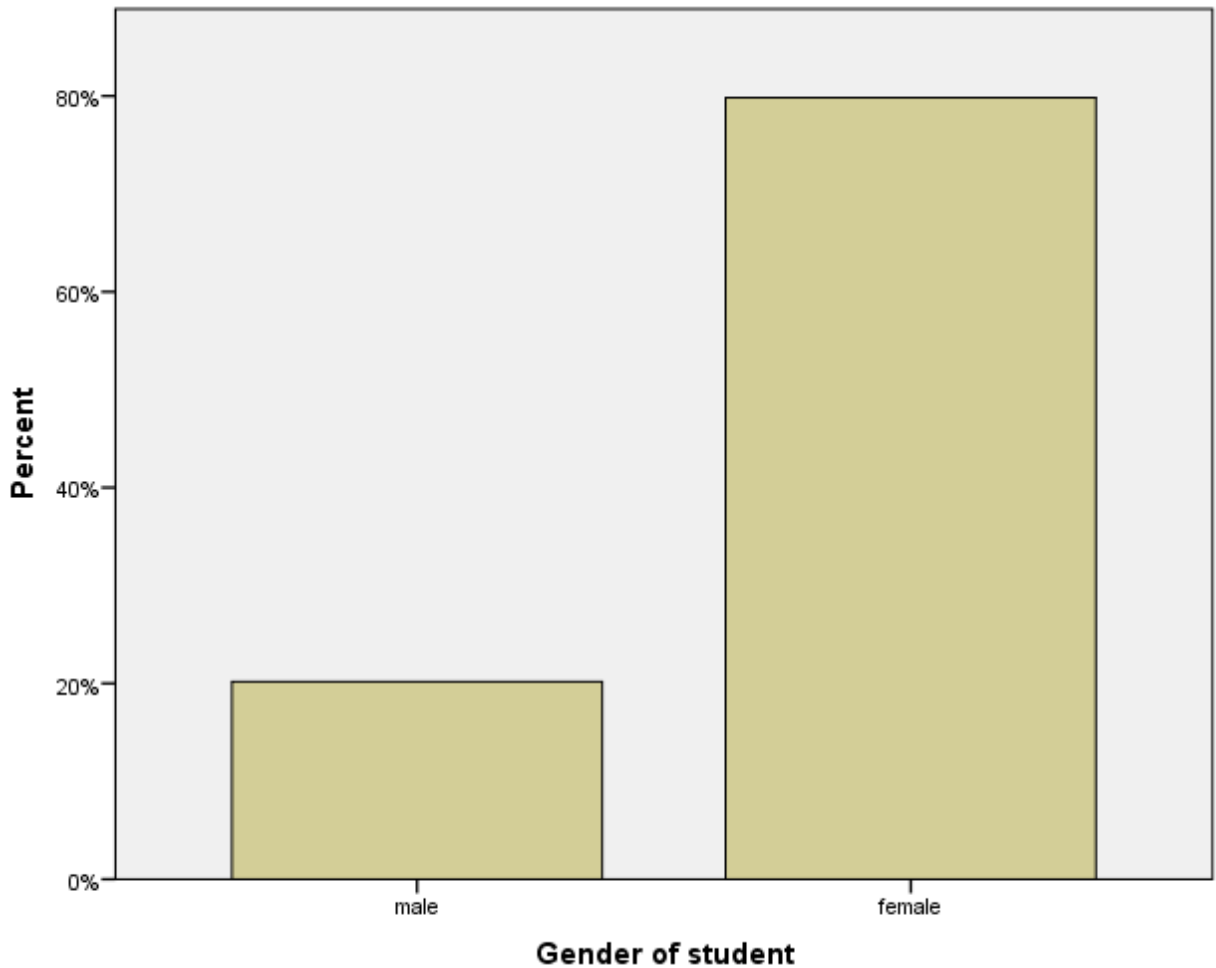
The present report summarizes recent data collected from students engaged in service-learning projects between Spring 2010 and Fall 2013. In particular, data were collected from a total of 119 students across six different class sections, four sections from the psychology program and two from sociology. Students in these classes completed three forms over the course of the semester: a *Service-Learning Agreement* form, mid-semester *Service-Learning Reflection* form, and an end-of semester *Service-Learning Final Evaluation* form. Copies of these forms are included in the Appendix of this report.

Section I: General Information

Section I gives information on the sample from which data were collected. 119 SMSU students were sampled from three social science courses that integrated a service-learning project into their class. The sample includes students of different majors, ages, ethnicities, and years of college-level education.

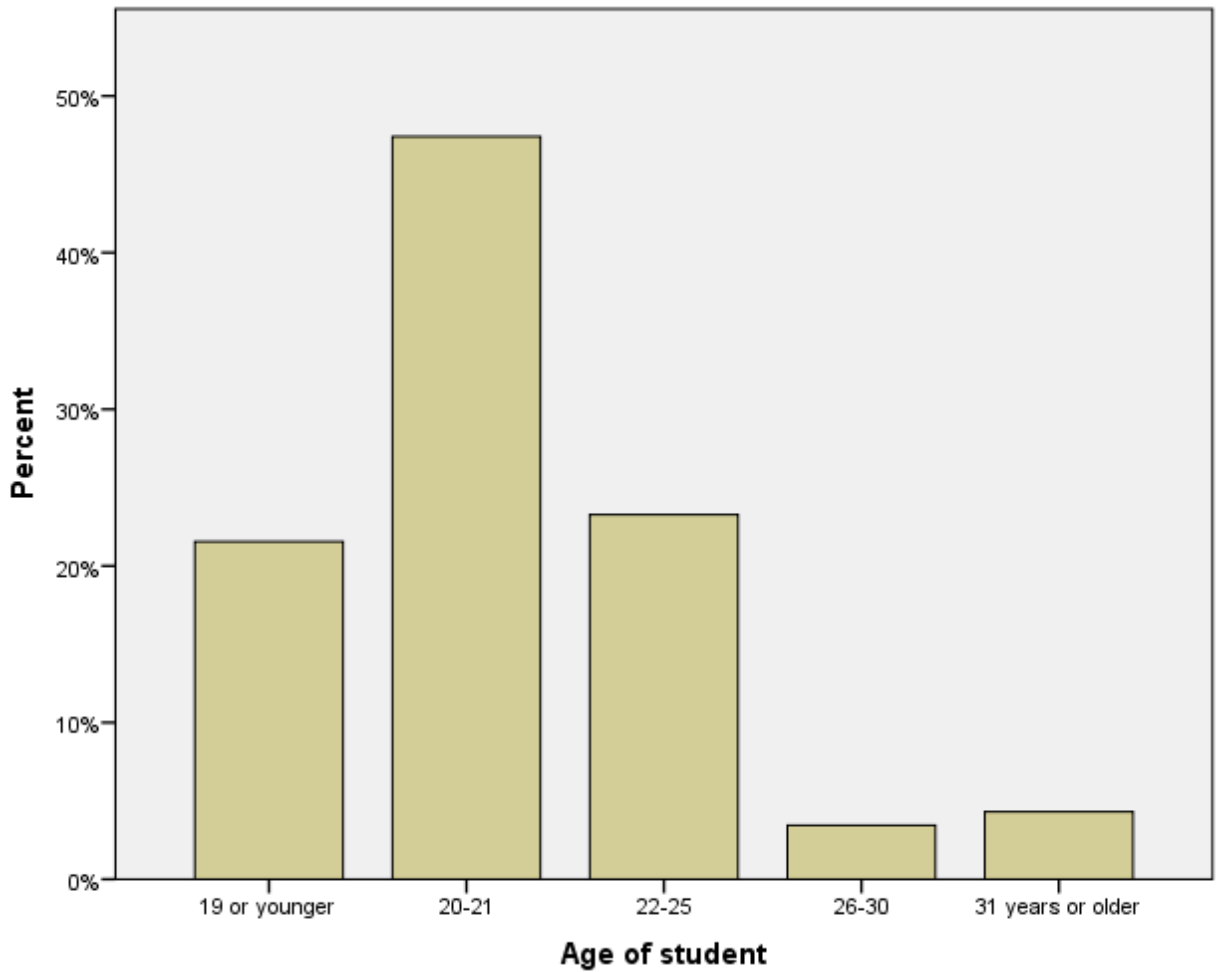
i. Gender

	Frequency	Percent	Valid Percent
Valid male	24	20.2	20.2
Valid female	95	79.8	79.8
Total	119	100.0	100.0



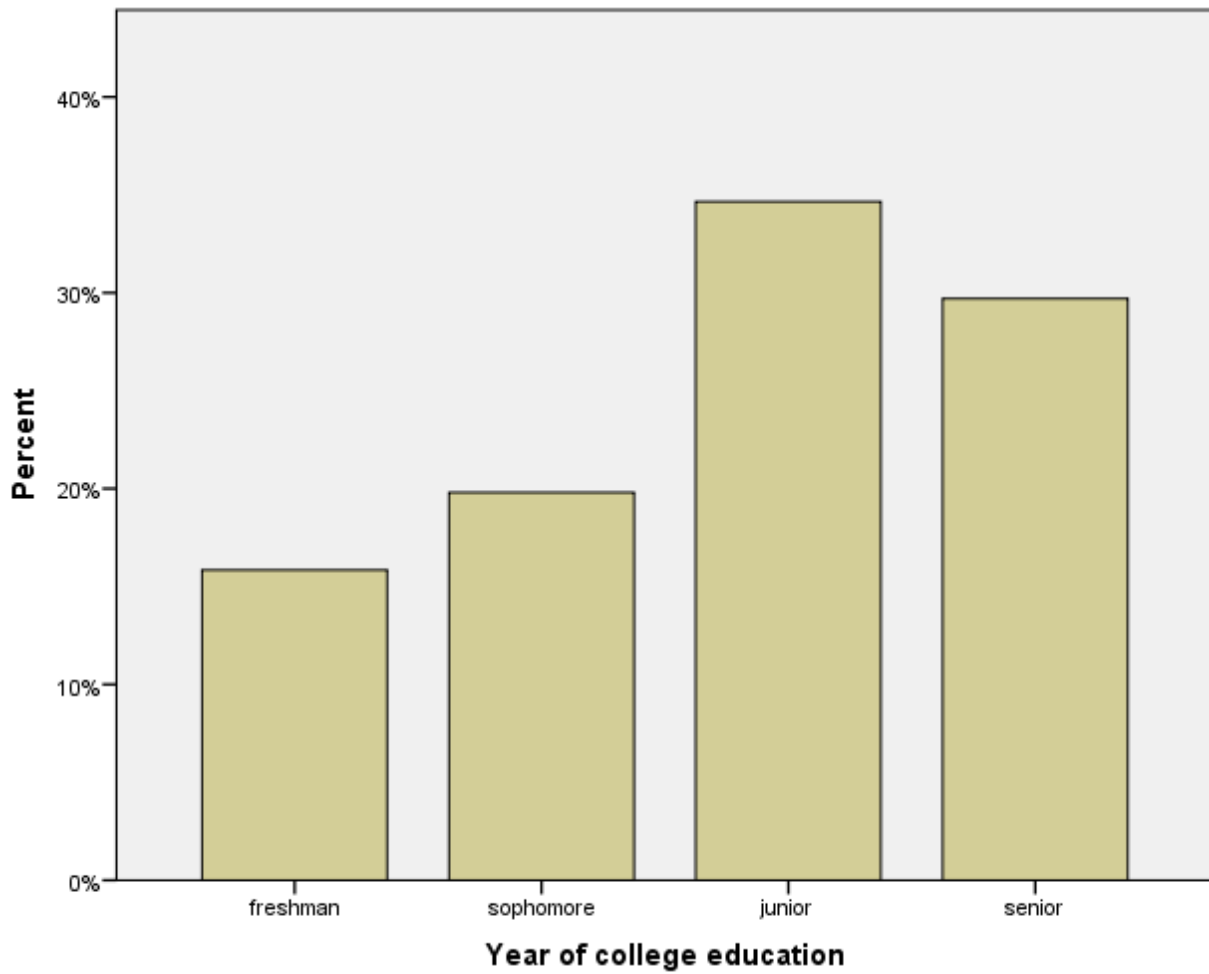
ii. Age

		Frequency	Percent	Valid Percent
Valid	19 or younger	25	21.0	21.6
	20-21	55	46.2	47.4
	22-25	27	22.7	23.3
	26-30	4	3.4	3.4
	31 years or older	5	4.2	4.3
Total		116	97.5	100.0
Missing	System	3	2.5	
Total		119	100.0	



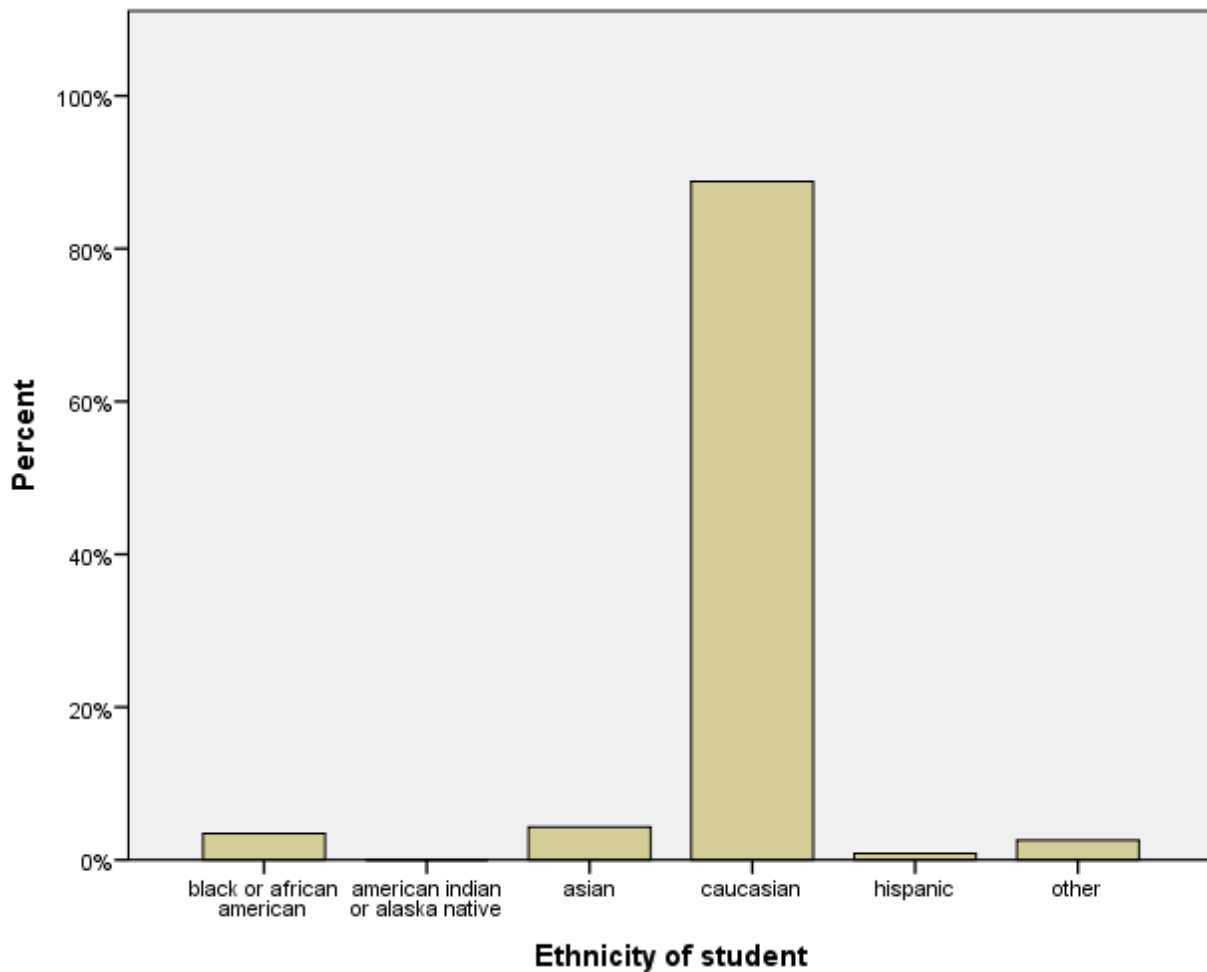
iii. Education

		Frequency	Percent	Valid Percent
Valid	freshman	16	13.4	15.8
	sophomore	20	16.8	19.8
	junior	35	29.4	34.7
	senior	30	25.2	29.7
Total		101	84.9	100.0
Missing	System	18	15.1	
Total		119	100.0	



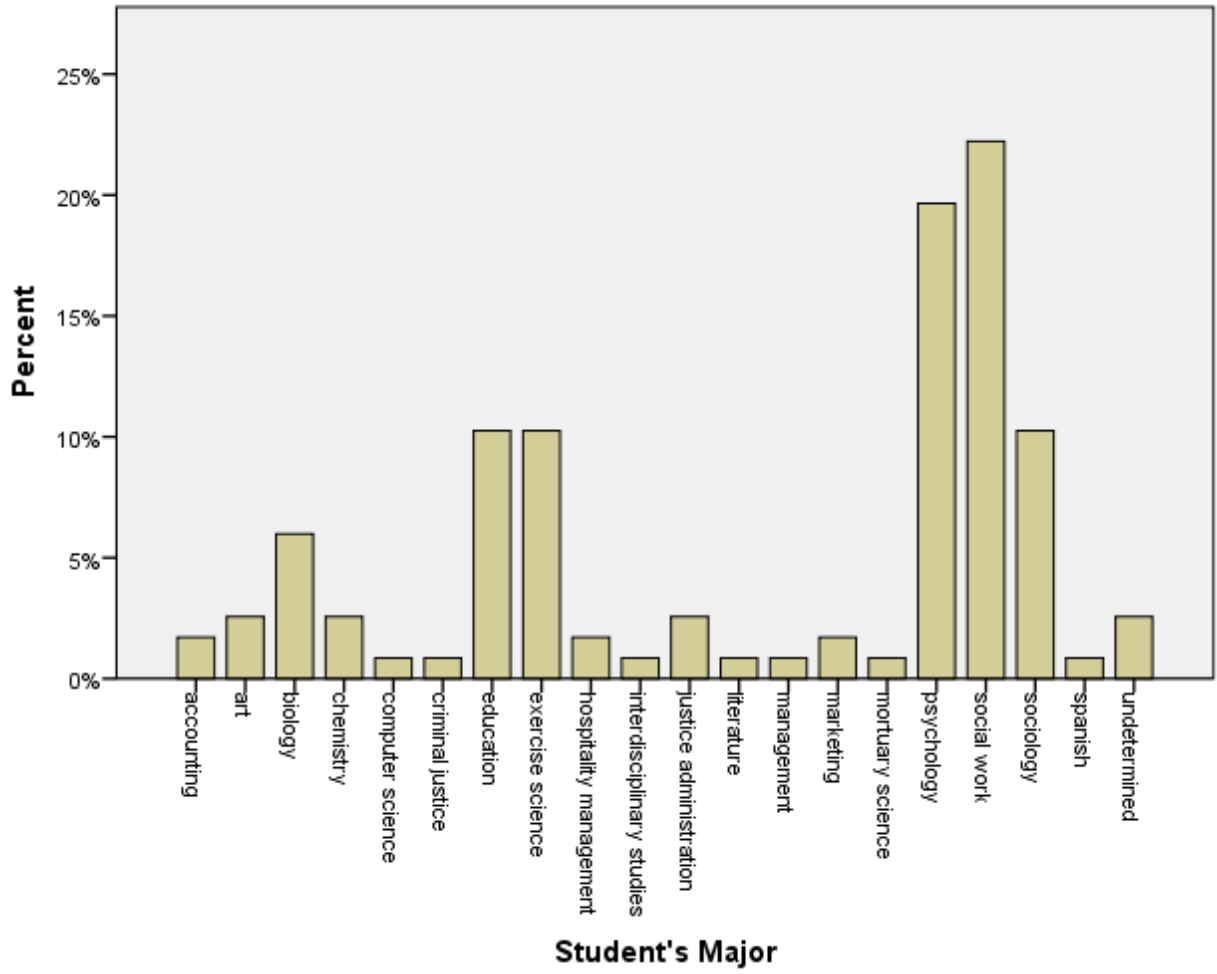
iv. Ethnicity

	Frequency	Percent	Valid Percent
Valid black or african american	4	3.4	3.4
Valid asian	5	4.2	4.3
Valid caucasian	103	86.6	88.8
Valid hispanic	1	.8	.9
Valid other	3	2.5	2.6
Total	116	97.5	100.0
Missing System	3	2.5	
Total	119	100.0	



v. Major

	Frequency	Percent	Valid Percent
accounting	2	1.7	1.7
art	3	2.5	2.5
biology	7	5.9	5.9
chemistry	3	2.5	2.5
computer science	1	.8	.8
criminal justice	1	.8	.8
education	12	10.1	10.1
exercise science	12	10.1	10.1
hospitality management	2	1.7	1.7
interdisciplinary studies	1	.8	.8
justice administration	3	2.5	2.5
literature	1	.8	.8
management	1	.8	.8
marketing	2	1.7	1.7
mortuary science	1	.8	.8
psychology	23	19.3	19.3
social work	26	21.8	21.8
sociology	12	10.1	10.1
spanish	1	.8	.8
undetermined	3	2.5	2.5
Total	119	100.0	100.0



Section II: Service Site & Volunteer Information

Section II gives a further look at the information regarding the students' volunteer work. It includes the names of the sites served, the amount of hours served, and survey results on the sample's volunteer experiences prior to service-learning.

i. List of Sites Served

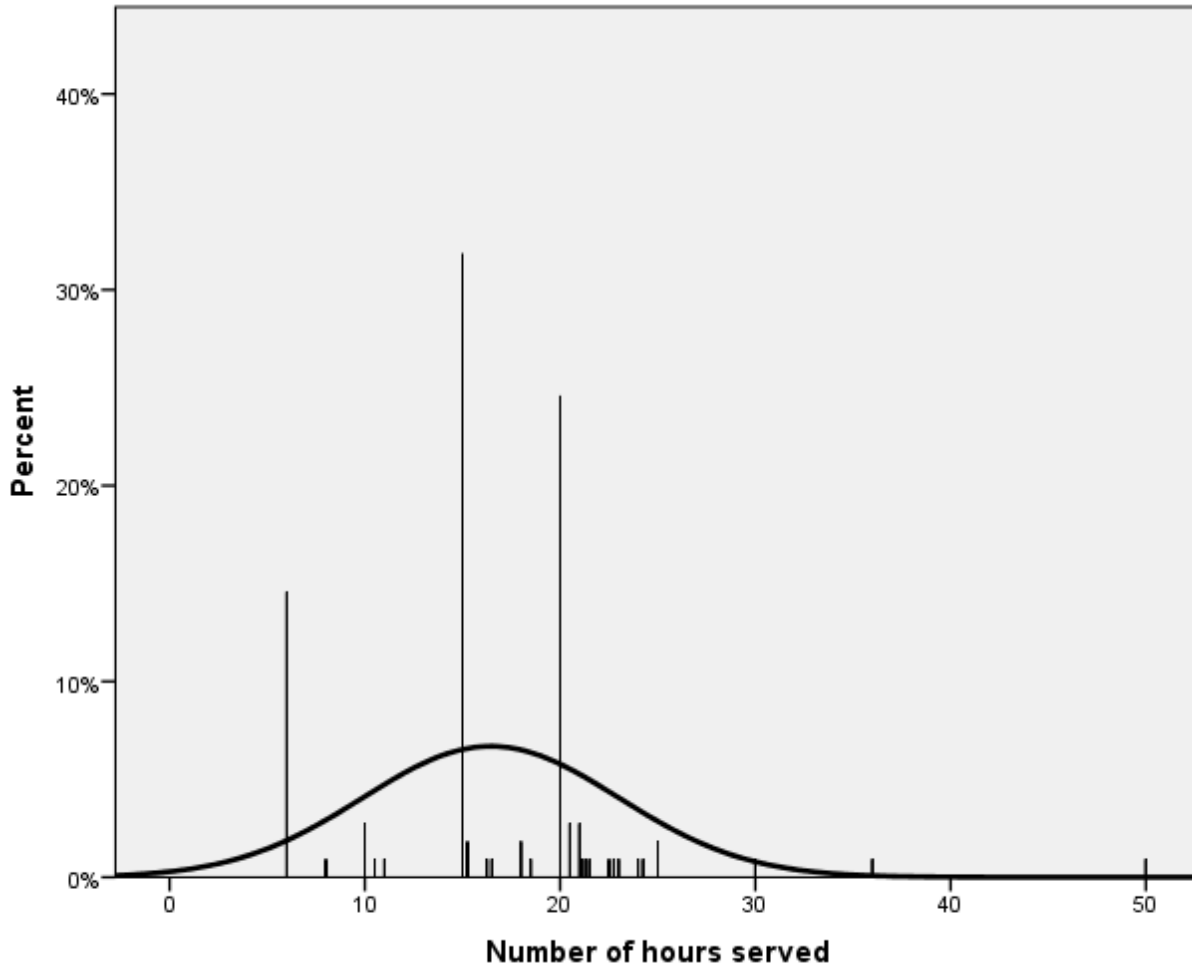
A.H. Brown Elementary School	House of Hope	Marshall Middle School
Achievement Learning Center	Jen's Gems	Marshall East Campus Learning Alternatives (MECLA)
Anytime fitness	Johnson Memorial	New Horizon Crisis Center
Avera Marshall Regional Medical Center	Kilowatt Community Center	Parkside Elementary
Bert Raney Elementary	Kitchen Table Food Shelf	Prairie Home Hospice
Block Nurse Program	Lee Mar Ranch	Restorative Justice
Boulder Estates	Lincoln Public School	Rusty Bucket
Bowling Alley	Little Panthers Preschool	SMSU Fitness Center
Esther's Kitchen	Lynd Public School	West Food Shelf
Gil-more Manor Nursing Home	MACCRAY Elementary School	Westbridge Board and Lodge
Habitat for Humanity	Marshall Area Christian School (MACS)	Western Community Action
Head start	Marshall Area Special Olympics	Western Mental Health
Health & Wellness Center	Marshall Area YMCA	Willmar Area Food Shelf
Hill Street Place	Marshall Bowl	Women Rural Advocacy Program
Habilitative Services Inc. (HSI)	Marshall Food Shelf	YMCA
Home of Somalian Family	Marshall Learning Alternatives	

ii. Hours Served

- Hours served gives the amount of service hours each student logged at their service-learning site.

Descriptive Statistics

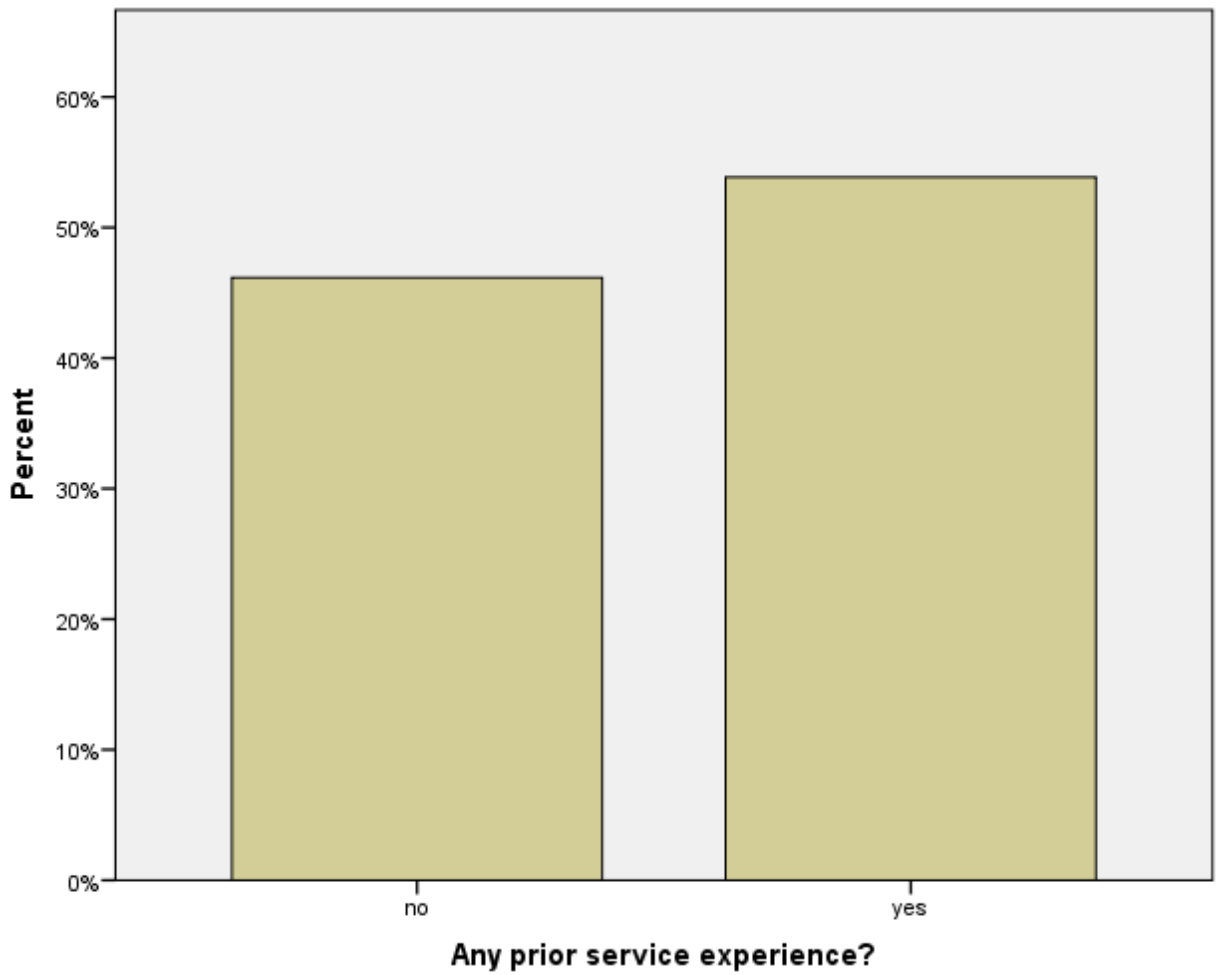
	N	Minimum	Maximum	Mean	Std. Deviation
Number of hours served	110	6	50	16.45	6.561
Valid N (list wise)	110				



iii. Prior Volunteer Service

- The students were asked if they had served for any volunteer service prior to participating in service-learning.

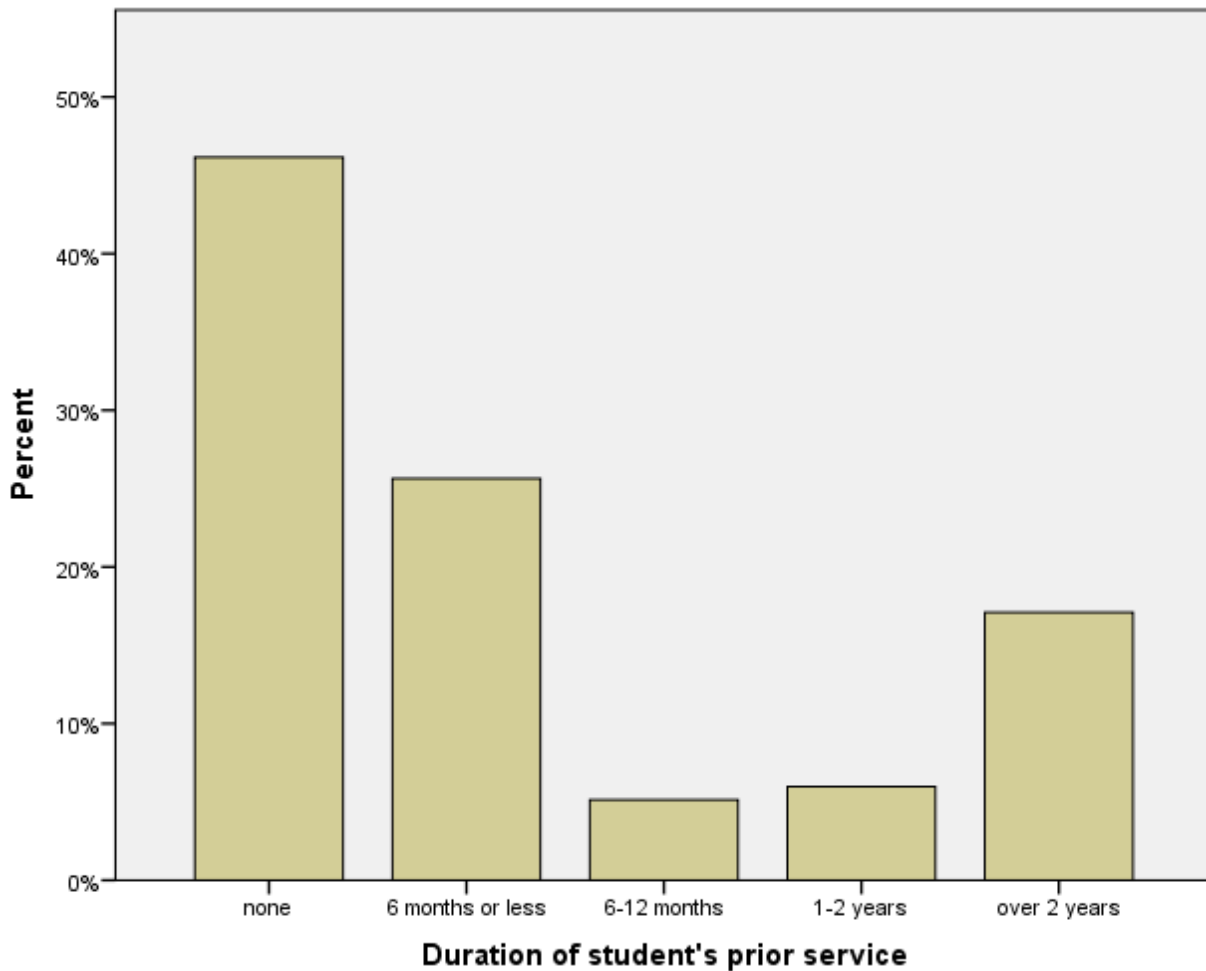
	Frequency	Percent	Valid Percent
no	54	45.4	46.2
Valid yes	63	52.9	53.8
Total	117	98.3	100.0
Missing System	2	1.7	
Total	119	100.0	



iv. Duration of Prior Service

- If a student reported having volunteer experience prior to participating in service-learning, they were asked to select a category that best fit the range of time they had served. Students that reported no prior volunteer service were placed in the “none” category.

	Frequency	Percent	Valid Percent
none	54	45.4	46.2
6 months or less	30	25.2	25.6
6-12 months	6	5.0	5.1
1-2 years	7	5.9	6.0
over 2 years	20	16.8	17.1
Total	117	98.3	100.0
Missing System	2	1.7	
Total	119	100.0	



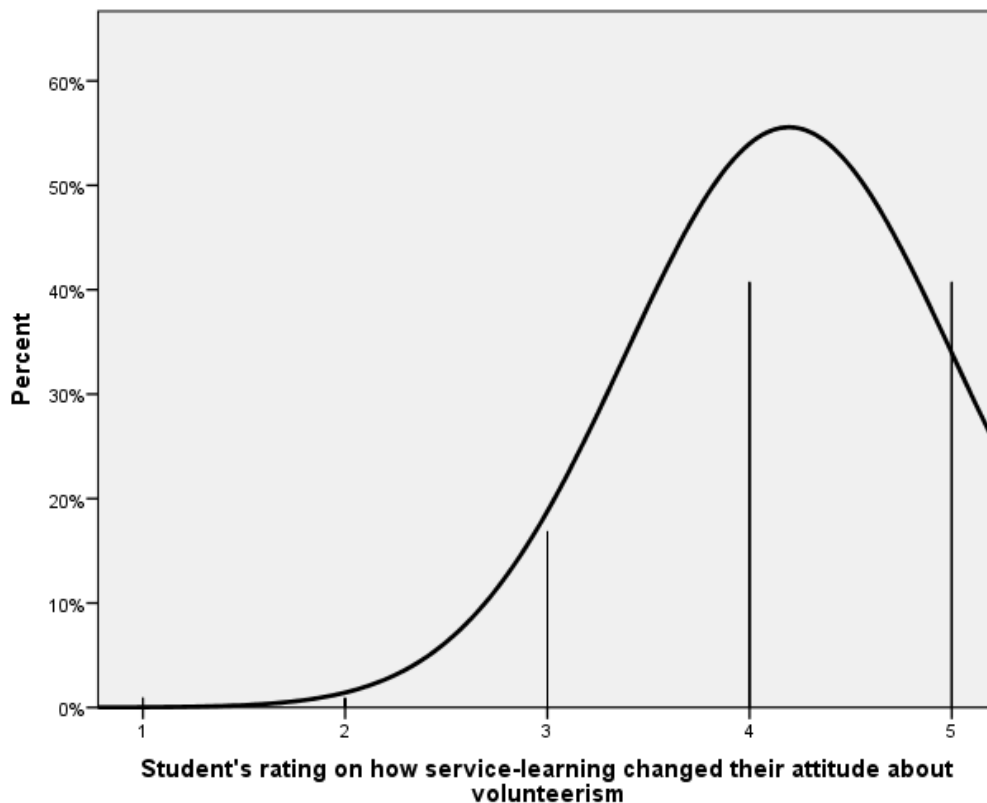
Section III: Personal Growth

Section III reports survey data collected from the sample. This section consists of survey questions meant to illustrate the student's personal growth during their experience with service-learning. Students were asked questions using a 5-point Likert scale (Q). One question required the student to write a short reflective paragraph.

i. Attitude

Q = Did your service-learning experience change your attitude about volunteerism in a positive way?

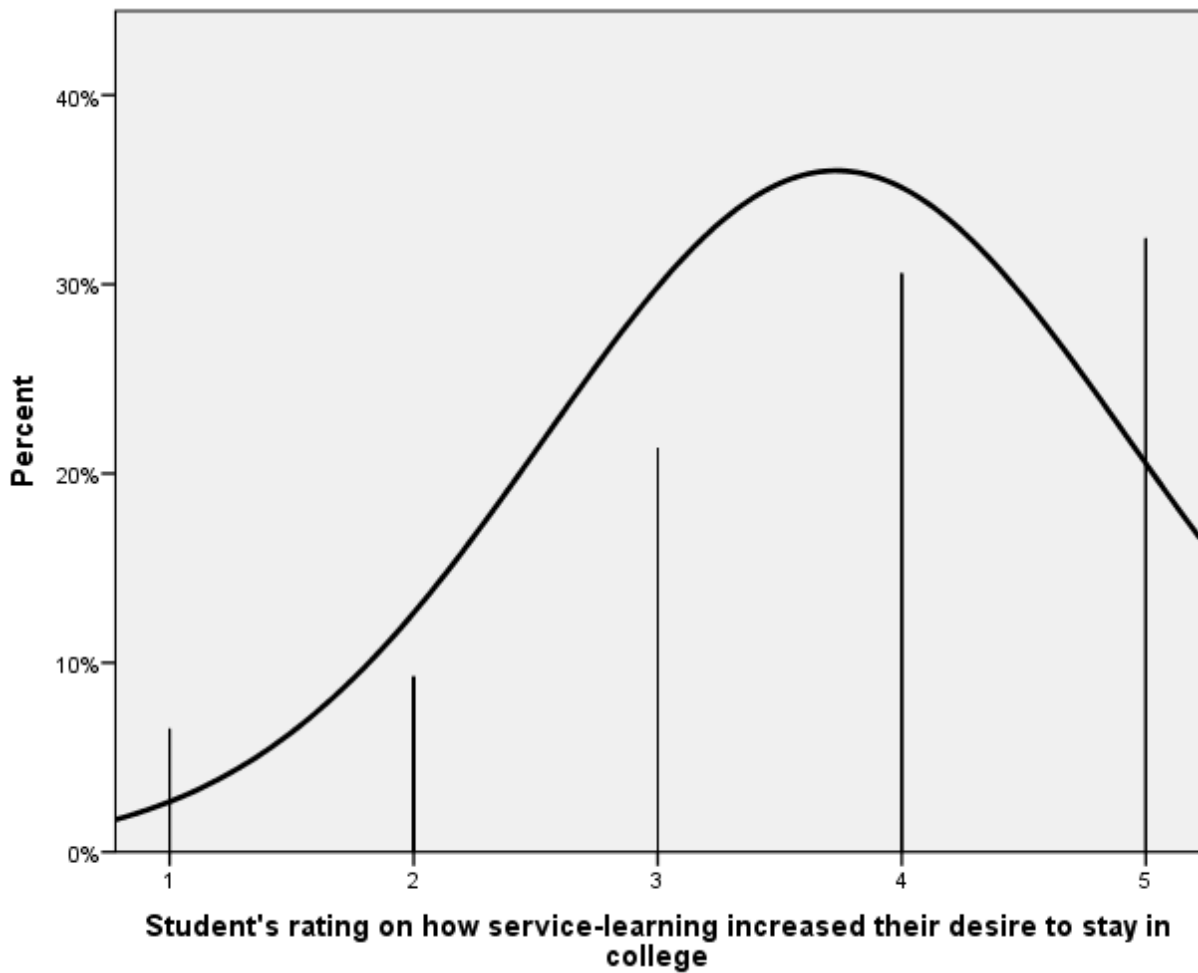
1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	1	.8	.9
	2	1	.8	.9
	3	19	16.0	16.8
	4	46	38.7	40.7
	5	46	38.7	40.7
Total		113	95.0	100.0
Missing	System	6	5.0	
Total		119	100.0	



ii. Desire to Stay in College

Q = Did your service-learning experience increase your desire to stay in college?

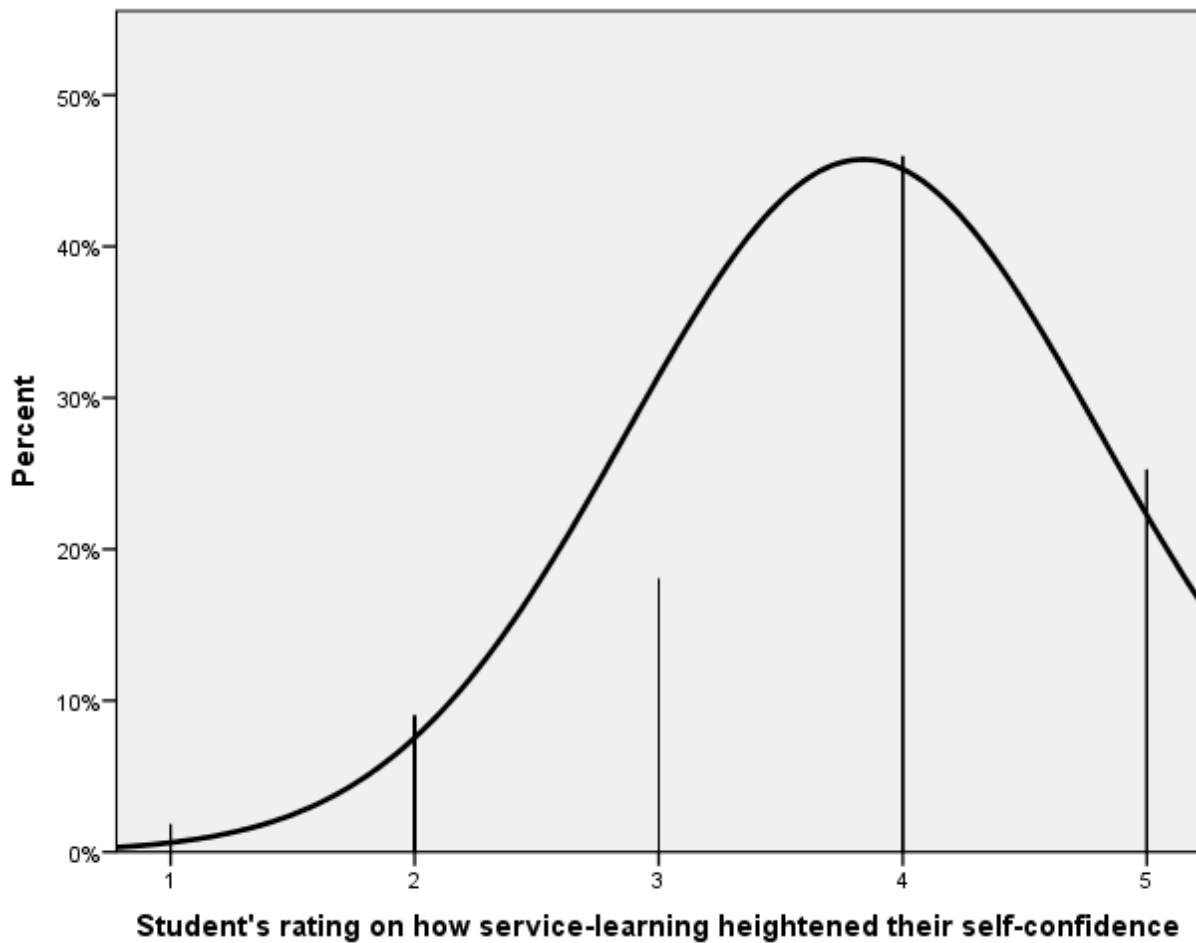
1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	7	5.9	6.5
	2	10	8.4	9.3
	3	23	19.3	21.3
	4	33	27.7	30.6
	5	35	29.4	32.4
Total		108	90.8	100.0
Missing	System	11	9.2	
Total		119	100.0	



iii. Self-confidence

Q = Did your service-learning experience heighten your self-confidence?

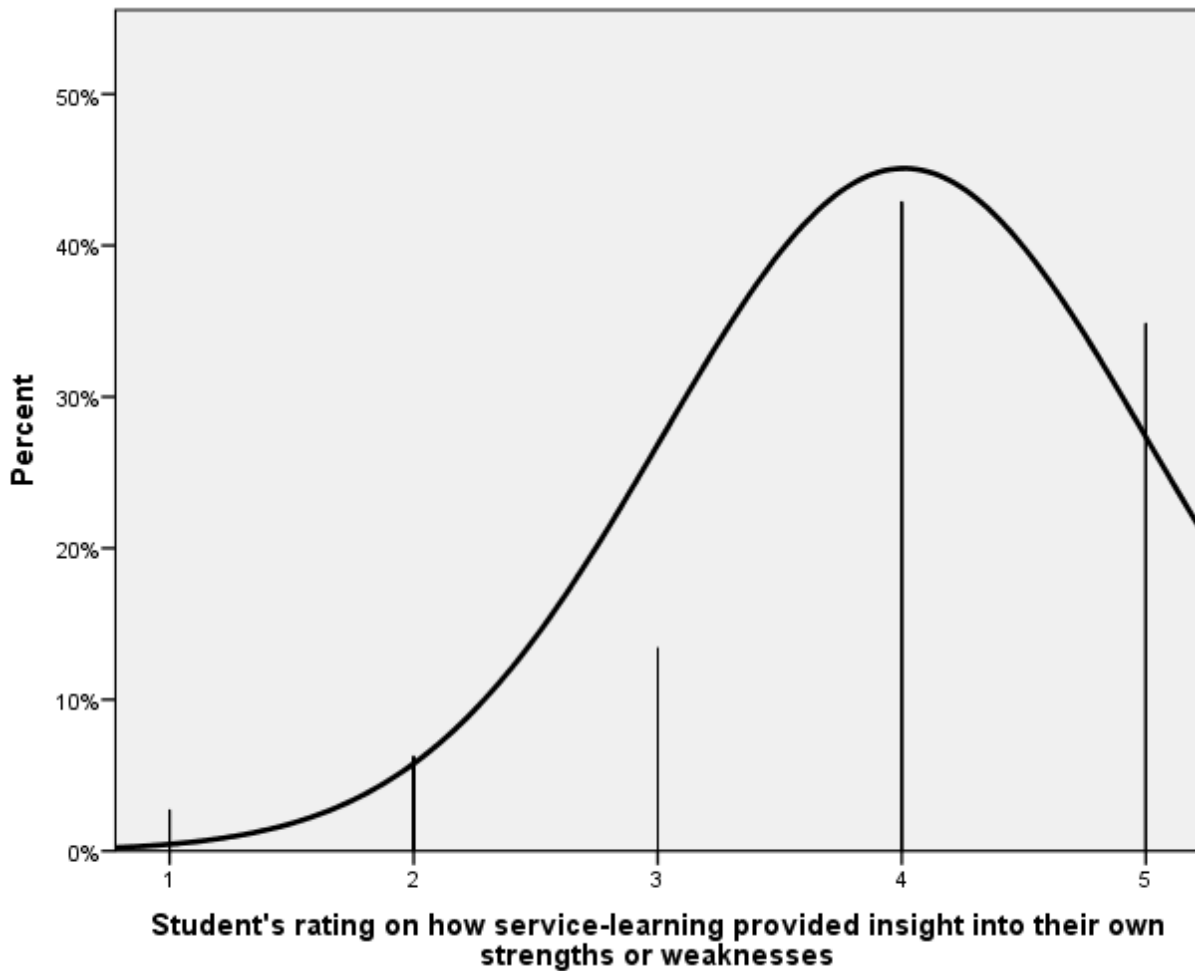
1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	2	1.7	1.8
	2	10	8.4	9.0
	3	20	16.8	18.0
	4	51	42.9	45.9
	5	28	23.5	25.2
Total		111	93.3	100.0
Missing	System	8	6.7	
Total		119	100.0	



iv. Strengths & Weaknesses

Q = Did your service-learning experience help you develop insight into personal strengths and weaknesses?

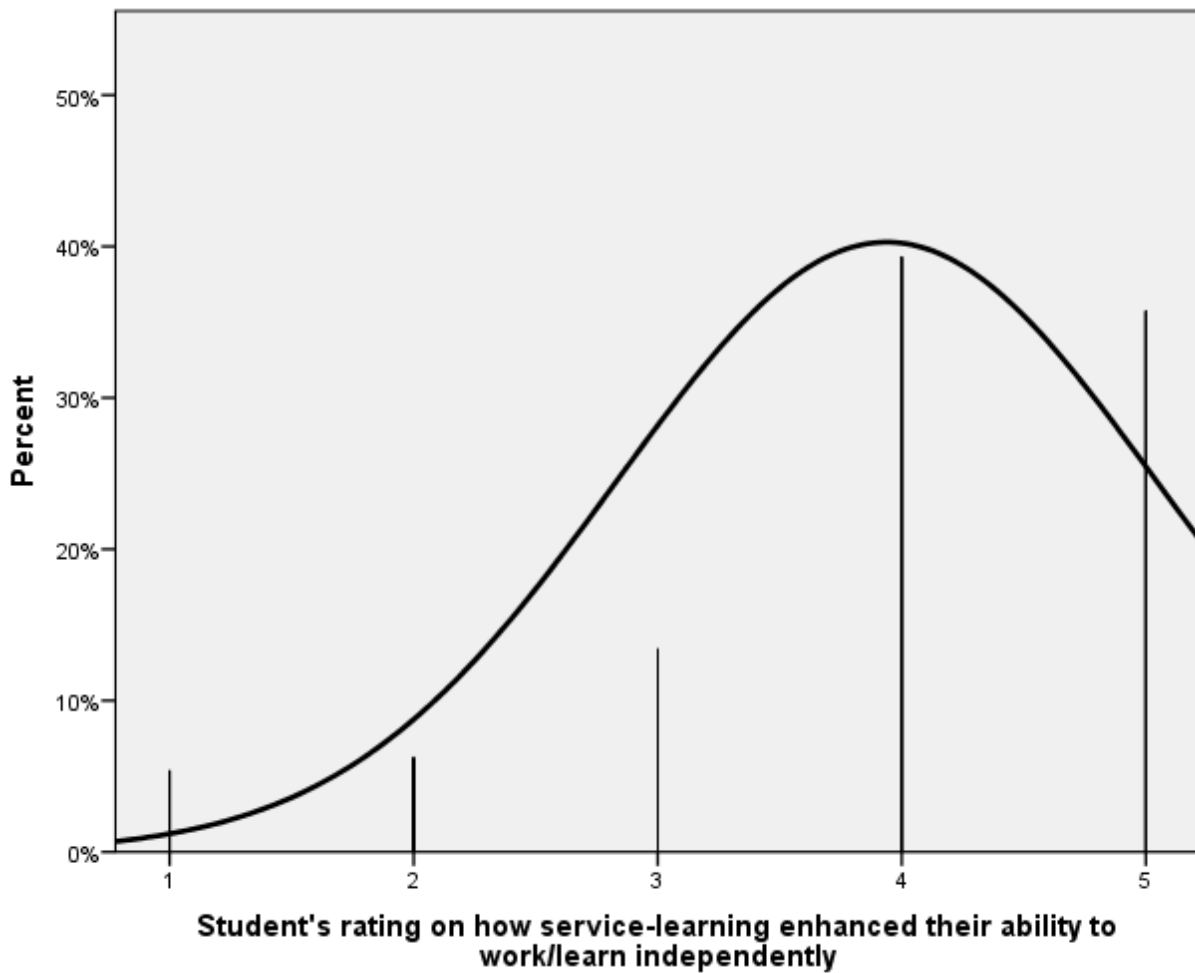
1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	3	2.5	2.7
	2	7	5.9	6.3
	3	15	12.6	13.4
	4	48	40.3	42.9
	5	39	32.8	34.8
Total		112	94.1	100.0
Missing	System	7	5.9	
Total		119	100.0	



v. Work/Learn Independently

Q = Did your service-learning experience enhance your ability to work and learn independently?

1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	6	5.0	5.4
	2	7	5.9	6.3
	3	15	12.6	13.4
	4	44	37.0	39.3
	5	40	33.6	35.7
	Total	112	94.1	100.0
Missing	System	7	5.9	
Total		119	100.0	



vi. Personal Development

- In what ways did your service-learning experience enhance your personal development?

****Student Responses****

It made me very aware of what other kids go through with a tough home life and with low self-esteem.
It gave me valuable experience working with teenagers.
It helped me develop patience and learning with kids.
I discovered I can be both a leader and a follower, depending upon the given situation.
It helped me realize how important being a good role model is and how easily kids can learn when they are helped.
It showed me what it would be like to teach children of this age. I also enjoyed leading activities with the children.
It made me want to help others more. I definitely think the kids benefited from the experience and I'm glad I got to be part of it.
It made me truly feel that volunteering time is a great thing.
It encouraged me to go in the direction that I was going.
This service helped me to work with patients and how to communicate with different ages. Also, dealing with conflict and punishment and how to control the situation.
I felt like it really gave me more development in that people really judge too fast, me included, and no one should ever judge until you totally know what you're judging.
It gave me experience in a field I wasn't familiar in. It gave me a lot more respect for teachers.
I gained experience.
It made me a person who can better understand peoples' differences, and helped me to not judge others based on how they learn.
Part of my personal development enhanced because I realized for my future working with kids is probably not one of my options.
Increased my motivation to help and created a sense of responsibility.
It enhanced my personal development by how I react towards others through this site I learned a lot about what is expected in society and what isn't.
After leaving DELETED on most volunteer visits there was always a positive feeling from visiting with the individuals.
I feel it made me a better and more patient mother.
This service experience taught me that I have more patience that I thought originally. It also confirmed just how much I enjoy helping others.
I have never worked or experienced aging adults with developmental disabilities and having them bring me into their world was an awesome experience.
My personal development has enhanced because I've grown as a person.

It made me more aware of the kinds of things I could be dealing with in the social work field and it helped me be sure of what I want to do for a career.
When I help those who are less fortunate than me and seeing them happy gives me a sense of achievement.
I think it made me grow as a person by giving me an opportunity to help out others. It also gave me a chance to see if this is the age group that I want to work with in the future.
It clarified that I do want to work with kids in the future. It also helped me expand my views on different ways of helping/working with others.
It helped me to build certain characteristics I have.
It gave me more drive to pursue what I want in life.
Made me appreciate life more because I am healthy
It helped me decide which field of study I want to pursue in the DELETED field.
It made me realize even more how thankful I am to be healthy and have the things I do. I know for sure DELETED and helping people is what I want to do.
Made me actually want kids (before I did not). Showed me how much fun they actually are.
Again, helping and being there for others is important to me, a way of giving back. I also got a better understanding of that I can help others by just listening, having empathy, and being compassionate. I don't need to be a hero or savior to help someone, just believe in them and listen.
It made me aware of my strengths as well as weaknesses. It helped to show me areas I would improve on.
It really made me appreciate how lucky I am to live the life that I do and not to take any of it for granted.
It helped me learn more about myself, what I want to do after college and who I want to be.
I felt more and more confident in my ability to take charge and be independent. I loved always trying to make other people happier and know that people care about them!
My service experience enhanced my personal development by identifying some strengths and weaknesses that I have.
It helped me to improve myself. I learned to be patient, thoughtful, and kind.
The service learning experience helped me enhance my personal development by bringing me out of my comfort zone and allow me to get to know new people and help them out. I will be continuing my volunteering.
I was happier which made it a lot more fun to do things like spending time with others and working on homework. I was inspired to add a special education minor.
I gained a great deal of experience in my career field. I feel much more confident going into my career upon graduation.
I felt more comfortable around people and being with new people.
I learned that I really do want to go into the DELETED field.
It helped me to be more observant and learn new things in situations. Volunteering is also very empowering experience.
While serving, I developed some inter-personal skills, multi-tasking skills, and time management skills. I also gained some self-confidence. These are skills I feel will be valuable in the work place.

It helped me remain calm in behavioral circumstances.

It helped me to organize myself.

I branched out and tried something new and learned a lot about myself.
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Note: Responses such as “No” or “None” are not included. Minor typos and misspellings in responses have been corrected. References to individual persons, departments, and organizations have been replaced with “**DELETED**”.

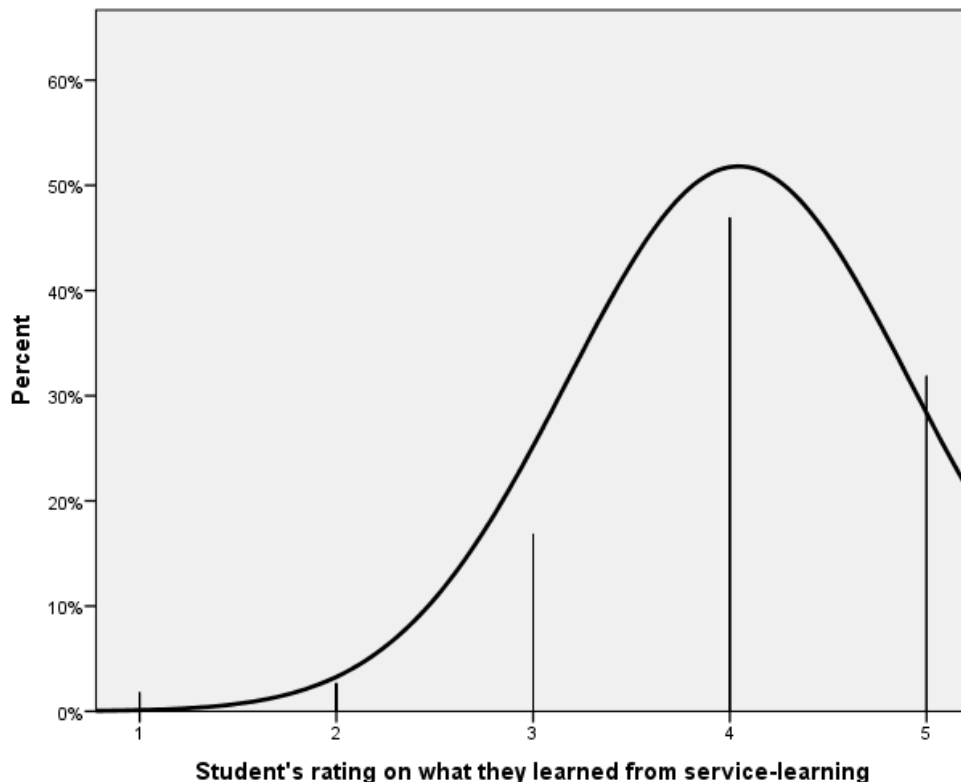
Section IV: Acquisition of Skills & Knowledge

Section IV reports survey data collected from the sample. This section consists of survey questions meant to describe the skills and knowledge acquired by the student during their experience with service-learning. Students were asked to respond to questions using a 5-point Likert scale (Q). One question required the student to write a short reflective paragraph.

i. How Much Was Learned

Q = How much did you learn from working at your site?

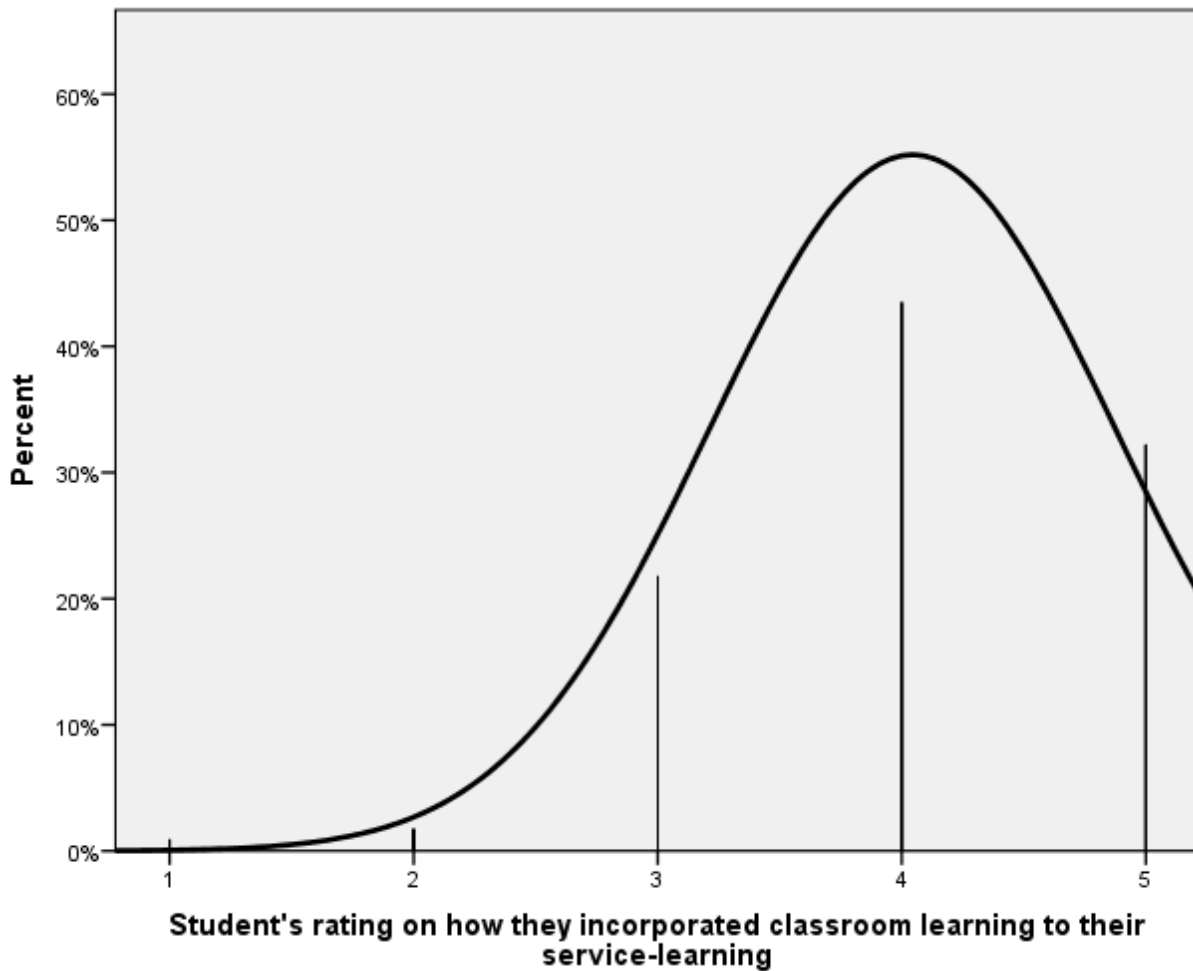
1 = Not at all 5 = A great deal	Frequency	Percent	Valid Percent
1	2	1.7	1.8
2	3	2.5	2.7
3	19	16.0	16.8
4	53	44.5	46.9
5	36	30.3	31.9
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



ii. Classroom Learning

Q = How well did this service experience enable you to incorporate your classroom learning?

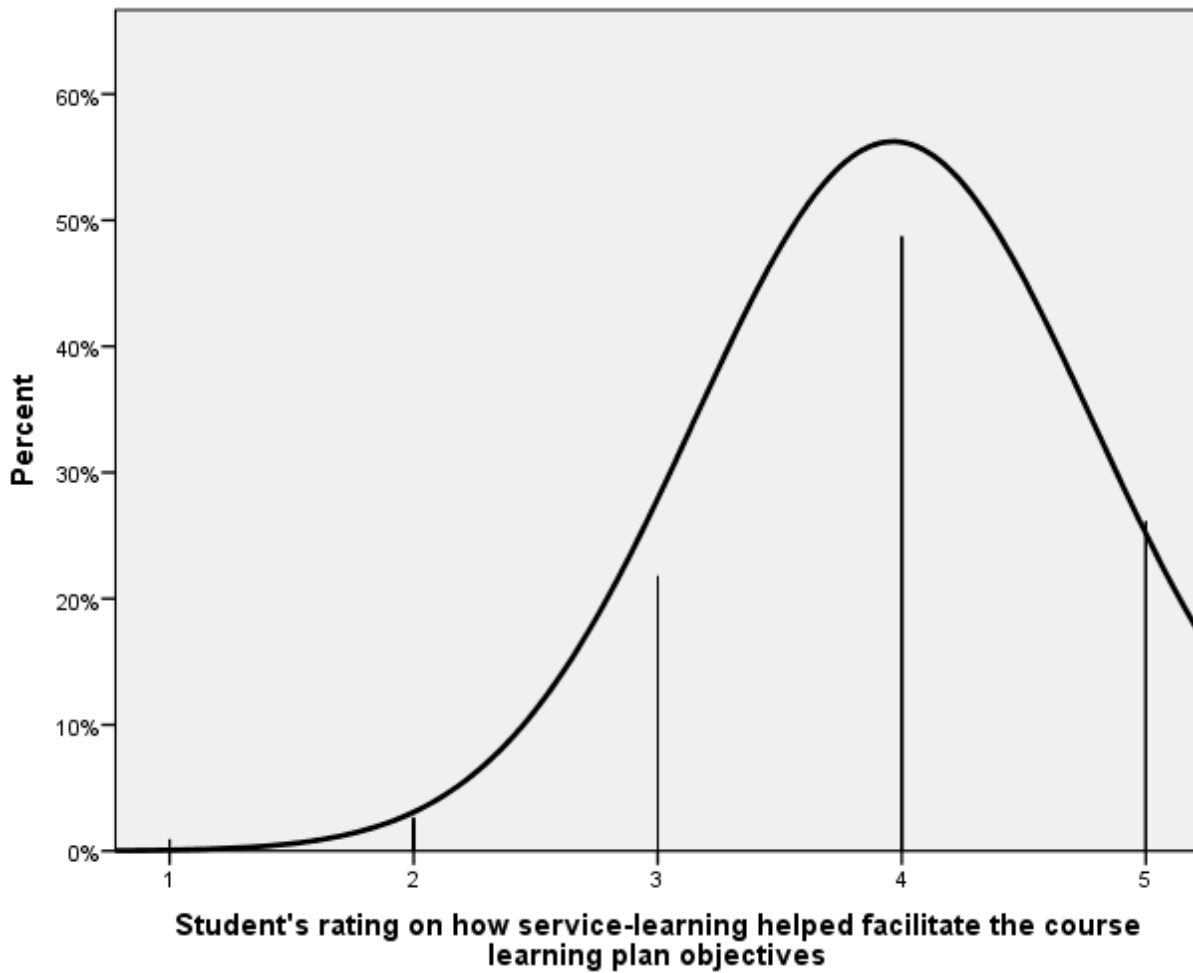
1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	1	.8	.9
	2	2	1.7	1.7
	3	25	21.0	21.7
	4	50	42.0	43.5
	5	37	31.1	32.2
	Total	115	96.6	100.0
Missing	System	4	3.4	
	Total	119	100.0	



iii. Learning Objectives

Q = To what extent did your assigned tasks facilitate your course learning plan objectives?

1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	1	.8	.9
	2	3	2.5	2.6
	3	25	21.0	21.7
	4	56	47.1	48.7
	5	30	25.2	26.1
	Total	115	96.6	100.0
Missing	System	4	3.4	
	Total	119	100.0	



iv. Enhanced Learning

- In what ways did your service experience enhance your learning?

****Student Responses****

It exposed me to more experience with children in the classroom setting.
I was able to observe classroom concepts.
The service learning helped me decide that the DELETED is the right group for me to work with. DELETED are very hard, but I'm open to exploring more.
I found that I need to try different approaches to problems to find the right solution. I also learned that being patient is a special gift.
It showed great examples of what we learned in class and gave me a chance to implement it.
I learned different methods of teaching
I learned more about how the DELETED works. I also learned how the DELETED works.
The most important thing I learned was how children of different ages interact together.
It was interesting to apply what we learned in class to the observations we made at DELETED .
It made me draw from all the things we had been going over in class.
Allowed me to see hands-on, how a DELETED works.
When working with children different ages, I was able to apply the concepts and theories learned in class. It was interesting seeing how children progress in learning and their social environment as they get older.
It really helped me because instead of reading about certain things I got to experience them first hand.
It taught me a lot. I haven't ever really been around kids so that was new for me.
It helped me get experience working with high school students.
It helped me become better at understanding that people learn different and things we learn in class really helped.
I was able to see children who I did not know, in a learning environment. I have 2 nieces and a nephew so how my observations expanded.
It helped connect ideas from class to real people.
My service experience enhanced my learning mostly about teenagers. Even within a year, the difference in maturity level changes.
I could make many connections between the development of humans and the physical aging of individuals.
It made me realize how much psychology is involved in everyday life.
I got to witness, first-hand, things that we were learning about in class. (example: the Flynn effect)
It enhanced my learning by teaching me no matter how much of a DELETED a person has, they enjoy life to the fullest just like anyone would enjoy their life.
It allowed me to apply the information I learned in class to real world experiences.

It taught me caring for the less fortunate and making differences in someone's life can help you appreciate what you have.
This experience has helped me to connect the information we are learning in class with real life experiences, enhancing my knowledge.
It helped me understand how teenagers view things compared to others.
It allowed me to apply what we were learning in our text to real life.
It applied some of the things I learned to a real world setting.
It helped me see, in person, things I was learning in class.
I was able to understand the course material better with this service learning experience because I was engaging and interacting with student instead of reading from a textbook.
It helped me understand the textbook objectives better. I got a better understanding of theories.
It helped me understand about development in childhood first-hand instead of just reading it in the book. I was able to get a better grasp on development theories.
It reinforced my decision to go into the service career and help those in need. I am going in the chemical dependency field and chemical abuse and sexual assault/domestic assault have a high correlation and working with DELETED let me see the abuse side and better understanding of it.
It challenged me to find creative ways to be of assistance to the individual I was helping. I was able to know signs and symptoms that we had covered in class. I was better able to relate to the struggles this person was experiencing through what I had learned in class.
It helped me relate the material that was discussed in the classroom to a real world setting.
It helped me apply the concepts that I have learned. It gave me examples to help remember the terms instead of memorizing definitions.
I was able to see the things first-hand that we have learned in this course. I was also able to manage my time and effectively complete my required hours.
I enhanced my learning by being able to apply things I'm learning in the classroom to real life. I am a hands-on learner, so it helps to be able to apply theories to real life experiences.
It helped me see and apply what I was learning in class.
The service learning experience allowed me to take what I had learned in class and apply it to my service experience at DELETED with the tenants. It was actually pretty cool to finally be able to apply something that I have learned in class.
I was able to apply course content to the experience. I also applied content from other courses.
I was able to understand the theories in class better.
I was able to successfully relate service learning experience to course material.
It allowed me to take what I have learned in class and to apply it in the real world.
Provided a way to practice and see examples of what I was learning in class. Enabled me to put course concepts together and see how they interact with one another.
Helped me to open up as a person in a positive way.

I know now that I'm able to learn on my own and learn from my surroundings and things that are unfamiliar.

Note: Responses such as "No" or "None" are not included. Minor typos and misspellings in responses have been corrected. References to individual persons, departments, and organizations have been replaced with "**DELETED**".

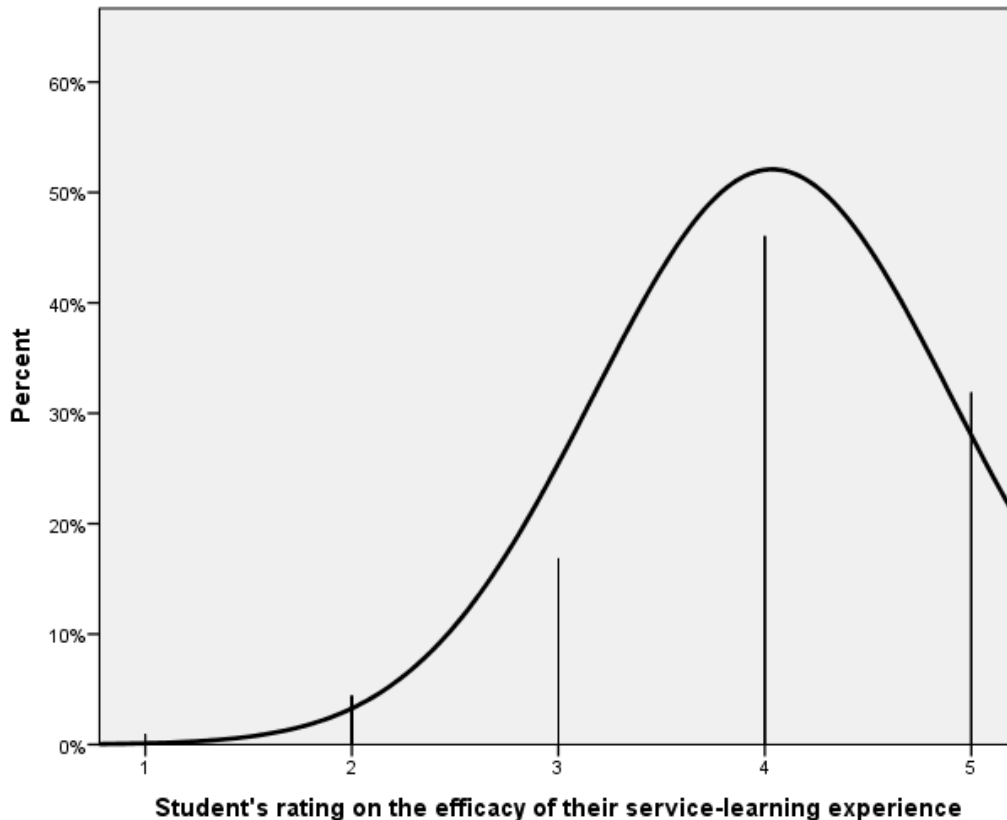
Section V: Social/Community Efficacy

Section V reports survey data collected from the sample. This section represents the survey questions meant to portray the student's thoughts on the social or community efficacy of their work during service-learning. Students were asked to respond to the question using a 5-point Likert scale (Q).

i. Contribution

Q = Do you think you made a significant contribution to your community?

1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	1	.8	.9
	2	5	4.2	4.4
	3	19	16.0	16.8
	4	52	43.7	46.0
	5	36	30.3	31.9
	Total	113	95.0	100.0
Missing	System	6	5.0	
	Total	119	100.0	



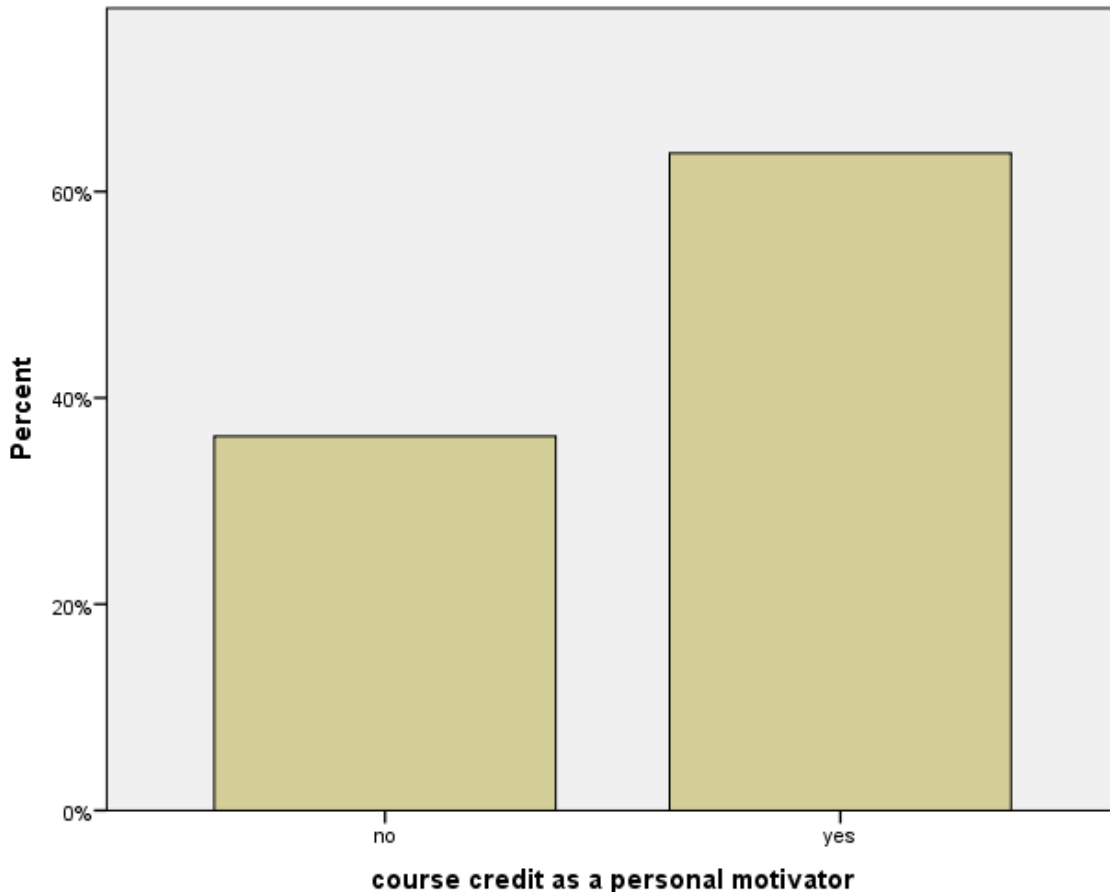
Section VI: Motivation to Be Involved With Service

Section VI reports survey data collected from the sample. This section represents the survey questions meant to show what motivated the student to participate in service-learning. Students were given 6 motivators to select from and were instructed to choose all that applied. If the motivator was selected it was marked as a “yes”, if not chosen, it was marked as a “no”. Students also responded to a question using a 5-point Likert scale (Q) and one question requiring a short written paragraph.

i. Course Credit

- 1) Did course credit motivate you to apply for service-learning?

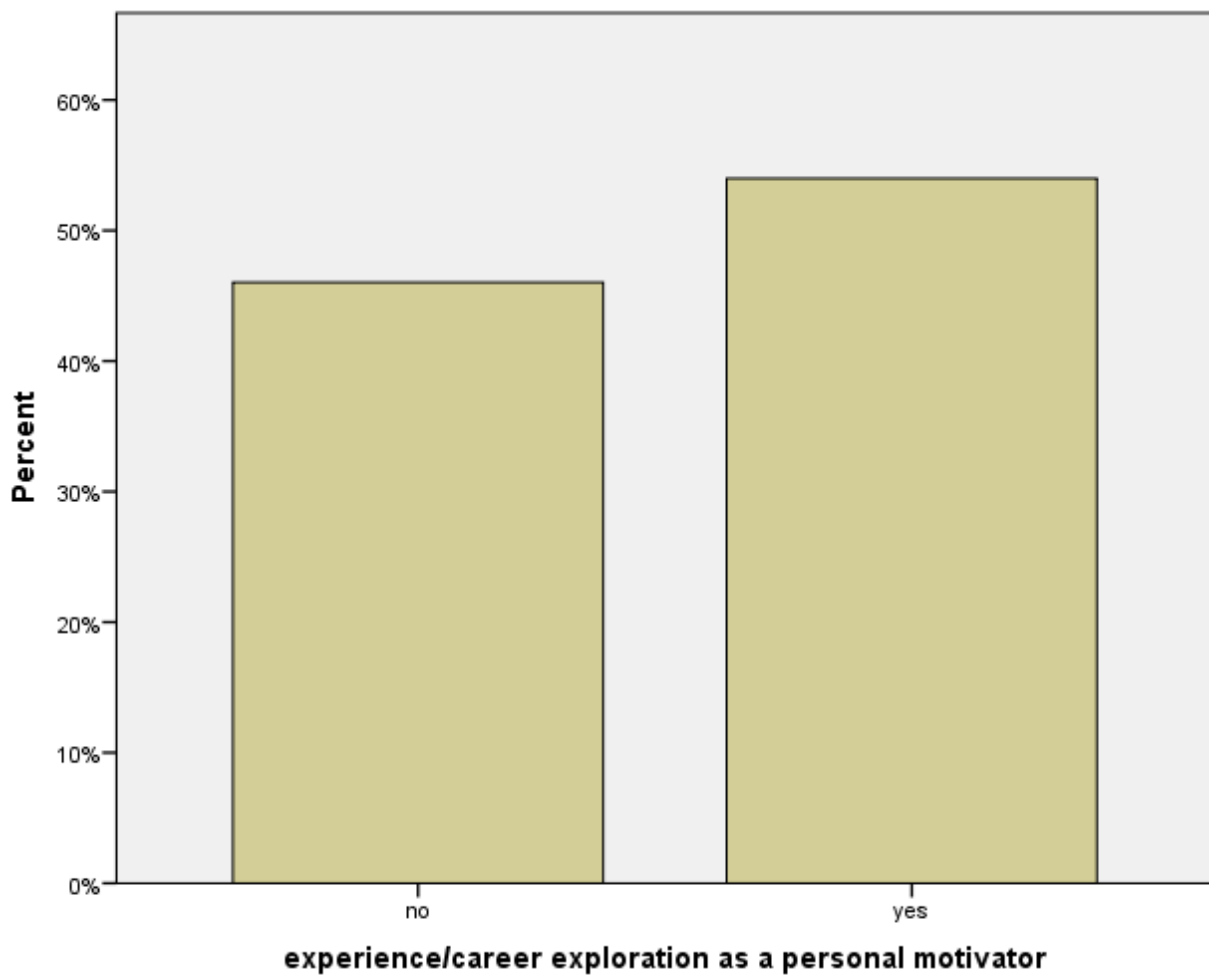
	Frequency	Percent	Valid Percent
no	41	34.5	36.3
Valid yes	72	60.5	63.7
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



ii. Experience/Career Exploration

- 2) Did experience or career exploration motivate you to apply for service-learning?

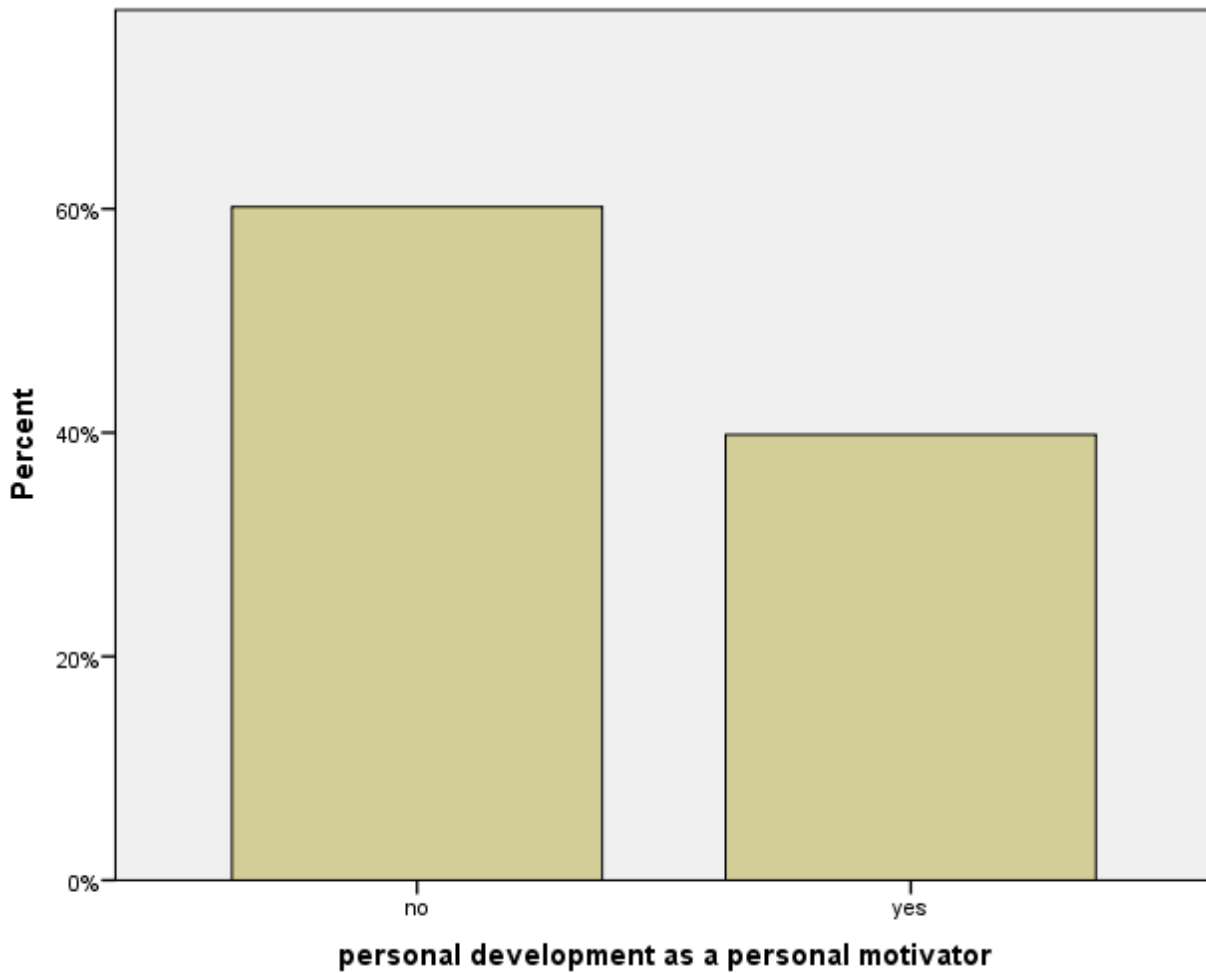
		Frequency	Percent	Valid Percent
Valid	no	52	43.7	46.0
	yes	61	51.3	54.0
Total		113	95.0	100.0
Missing	System	6	5.0	
Total		119	100.0	



iii. Personal Development

- 3) Did personal development motivate you to apply for service-learning?

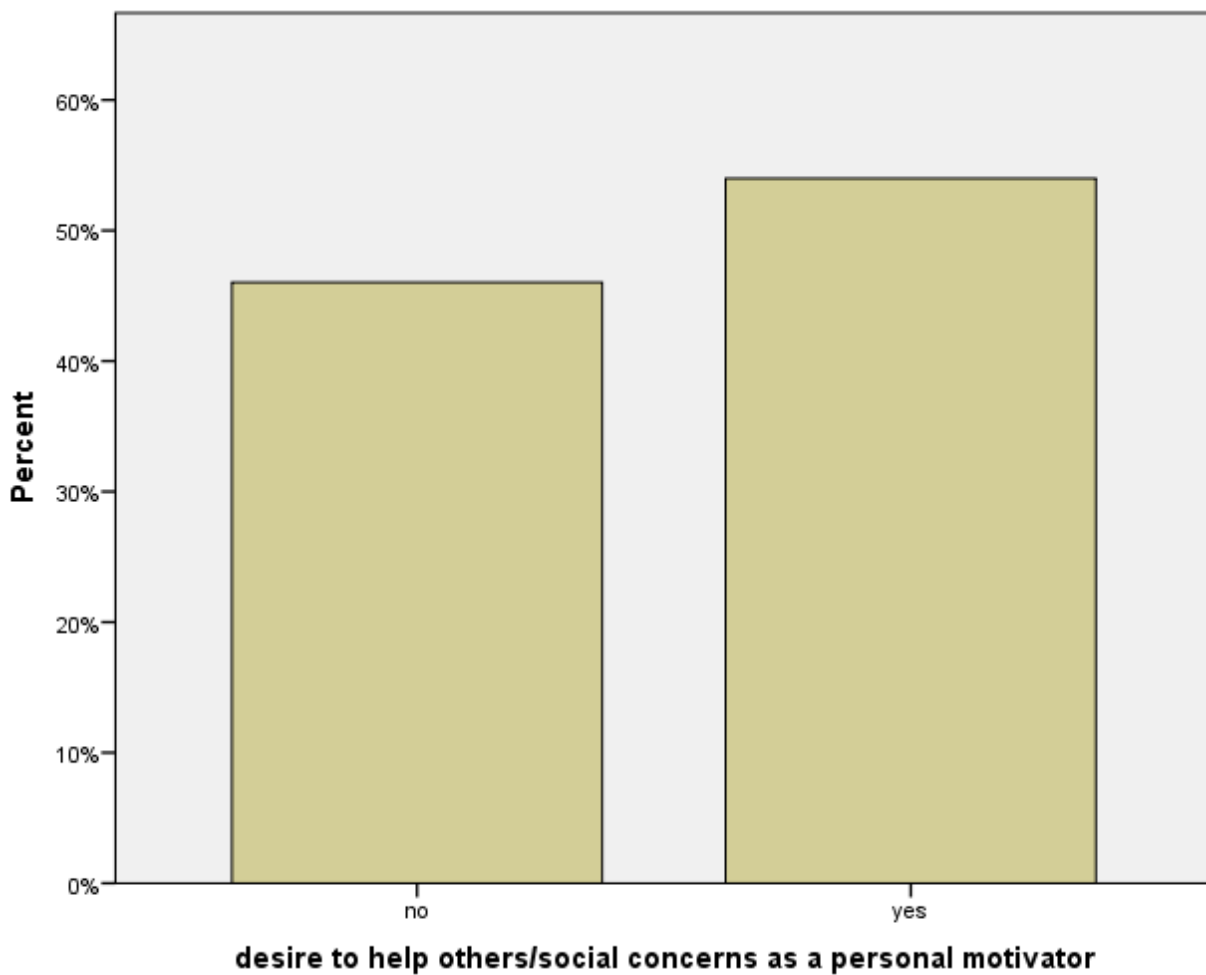
		Frequency	Percent	Valid Percent
Valid	no	68	57.1	60.2
	yes	45	37.8	39.8
Total		113	95.0	100.0
Missing	System	6	5.0	
Total		119	100.0	



iv. Desire to Help/Social Concerns

- 4) Did the desire to help others or social concerns motivate you to apply for service-learning?

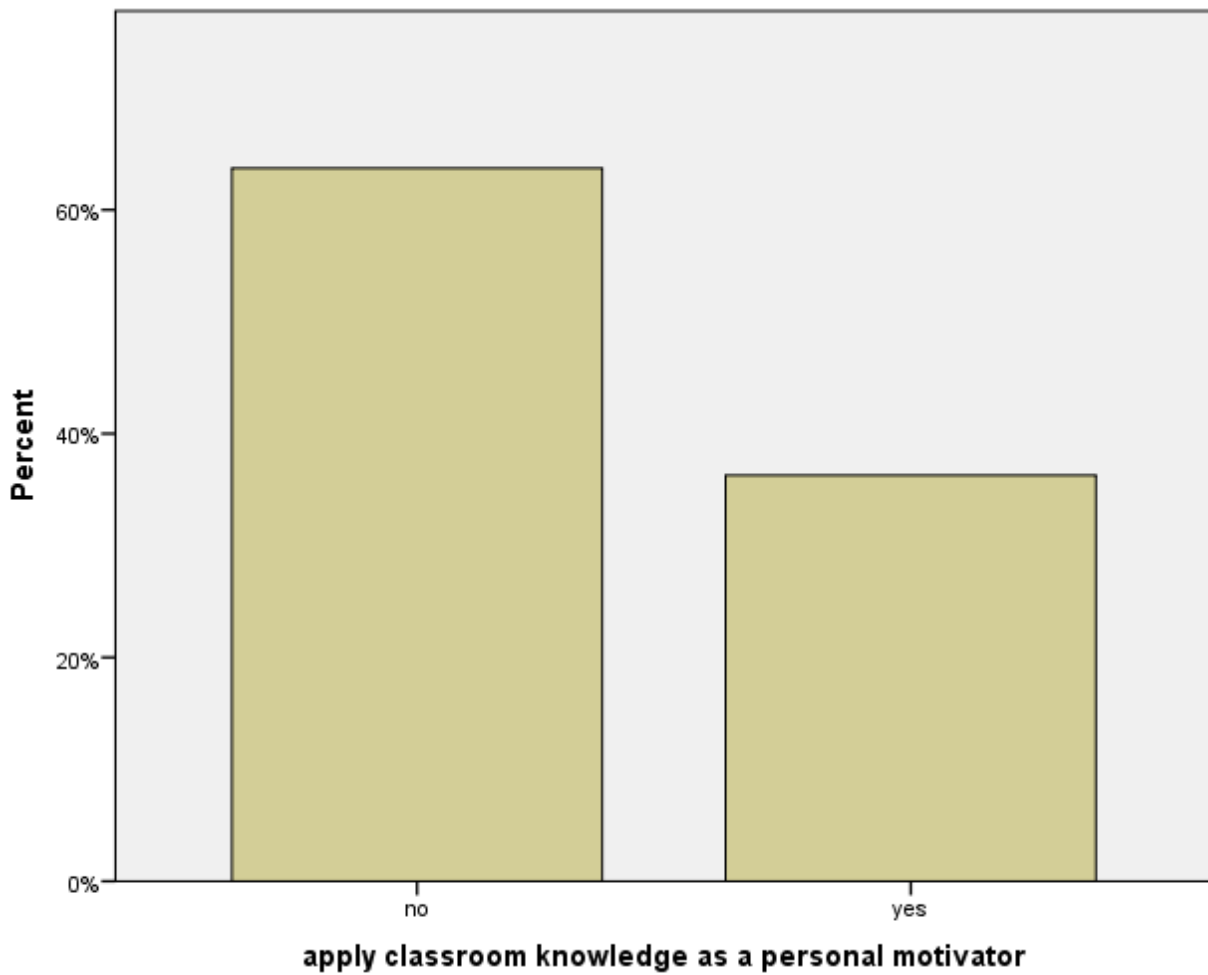
	Frequency	Percent	Valid Percent
no	52	43.7	46.0
Valid yes	61	51.3	54.0
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



v. Apply Classroom Knowledge

- 5) Did applying classroom knowledge motivate you to apply for service-learning?

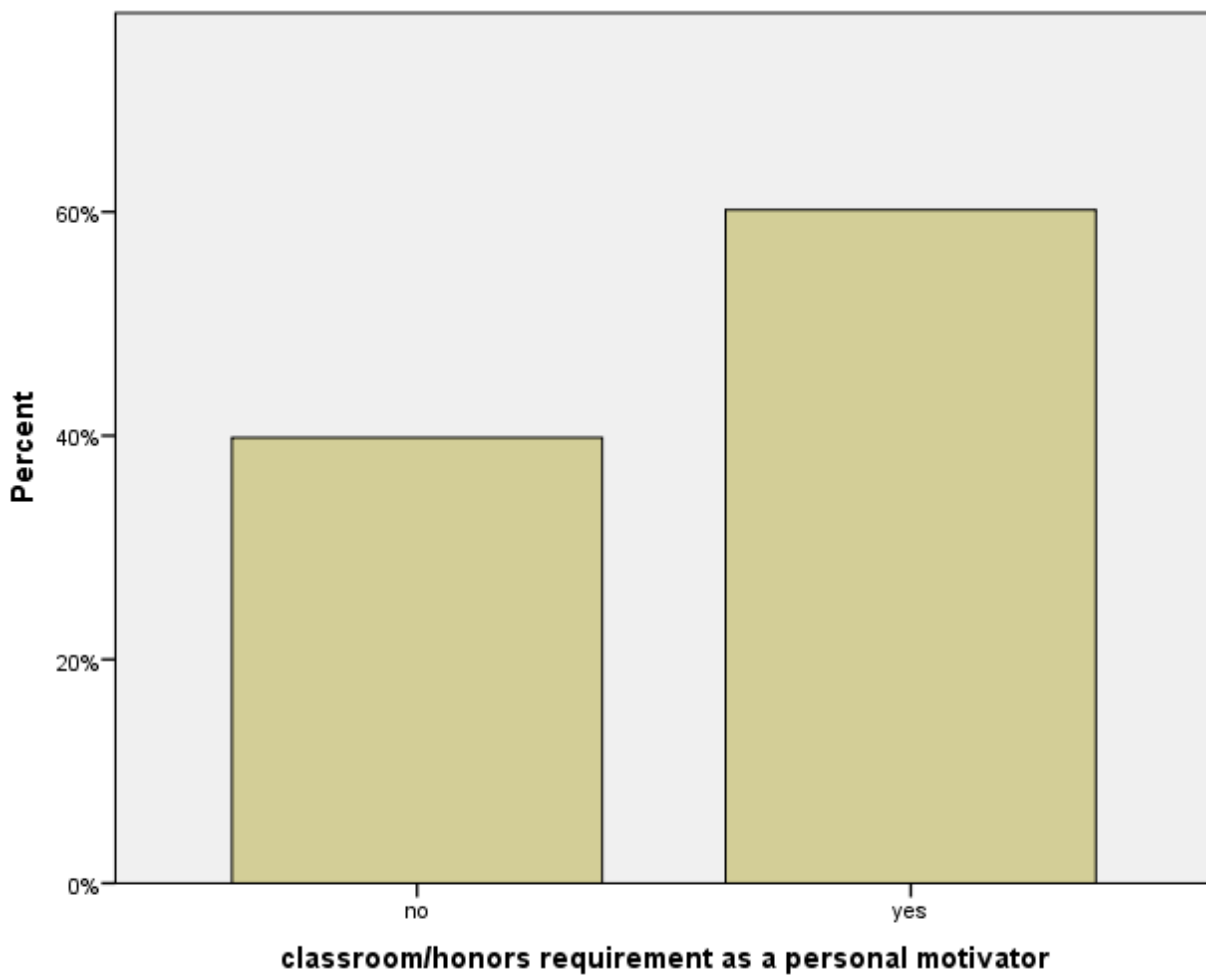
	Frequency	Percent	Valid Percent
no	72	60.5	63.7
Valid yes	41	34.5	36.3
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



vi. Classroom/Honors Requirement

- 6) Did classroom or honors requirements motivate you to apply for service-learning?

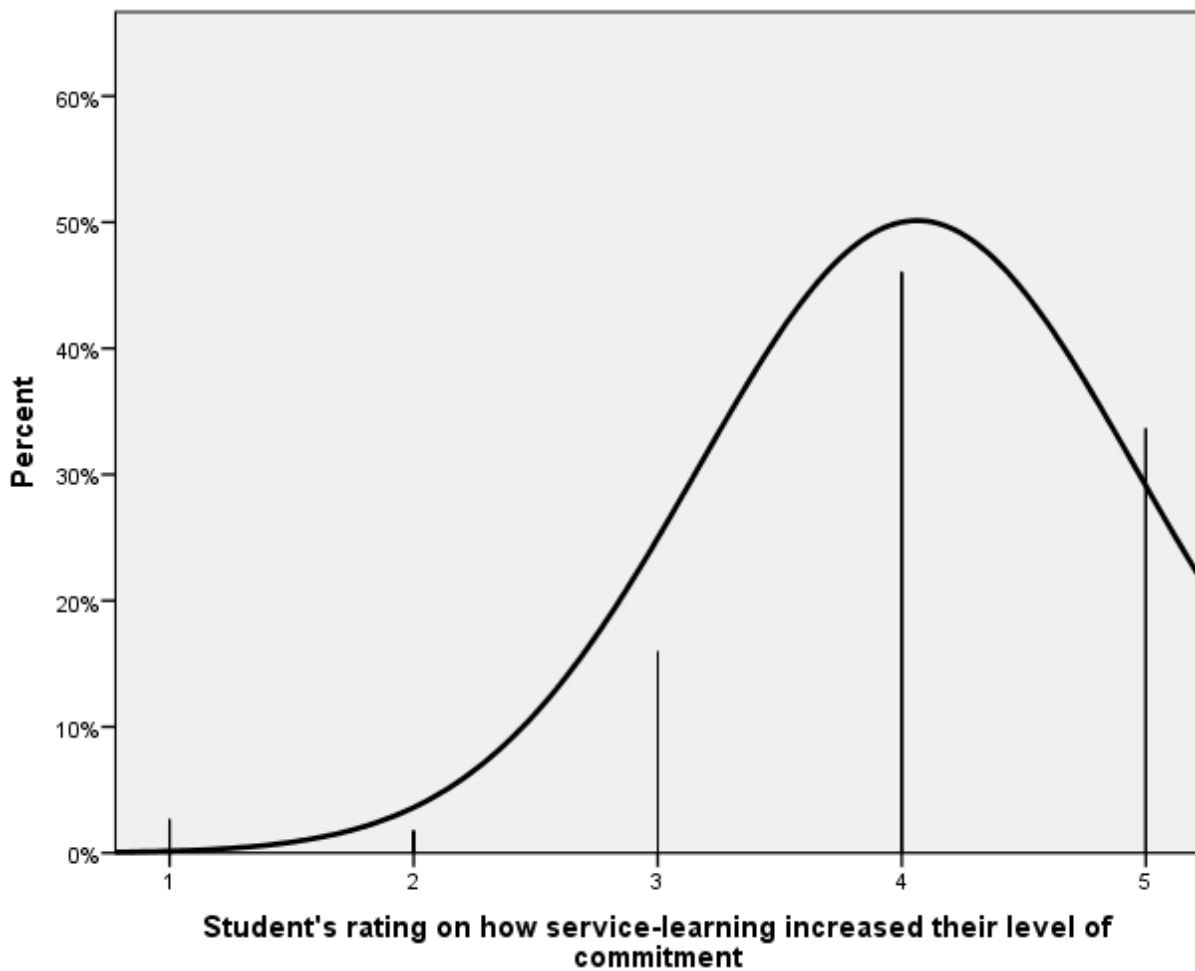
	Frequency	Percent	Valid Percent
no	45	37.8	39.8
Valid yes	68	57.1	60.2
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



vii. Level of Commitment

Q = Did your experience increase your level of commitment to “get involved” in your community?

1 = Not at all 5 = A great deal	Frequency	Percent	Valid Percent
1	3	2.5	2.7
2	2	1.7	1.8
Valid 3	18	15.1	15.9
4	52	43.7	46.0
5	38	31.9	33.6
Total	113	95.0	100.0
Missing System	6	5.0	
Total	119	100.0	



viii. Commitment to Service-Learning

- Would you consider taking advantage of another service-learning opportunity? Why? Why not?

*****Student Responses*****

Yes. When going into the teaching profession, every opportunity to experience all works of life with students—it is a good thing. All experience is beneficial.
Yes, good resume building opportunity.
Yes, if I had to. I feel like it is a great way to help someone decide a career path.
Yes, personal development. I love helping others.
Yes. I thought it was a great experience.
Yes, to continue to learn teaching strategies.
Yes, it was a nice way to spend my day instead of constant homework.
I would definitely do this again because I had fun doing it and I think it was beneficial to the kids to learn about possible careers.
Yes, if I believe in the cause of it.
No, Personal reasons.
Yes. I already volunteer at other services. It's good to get involved and help out the community.
If it were something like this, yes, because I am in DELETED and absolutely love helping people.
Yes, I think you learn a lot and it's a good experience. It also feels good to help out.
Yes, I think they are really great opportunities and they open your eyes to the way other's lives are and how much your contributions mean.
It would be a possibility. I would take up another opportunity. If it involved kids though, I would probably not, because for my career I don't want to be working with children.
Yes, I love being able to help in the community.
Yes, I have learned a lot about myself and others while volunteering. It is always heartwarming to help others.
I honestly really enjoyed having the opportunity. I wish that I had more time to fit into my schedule.
Yes. I had a great time working with all the students and watching them change over the short time I was there.
If I were presented with the option of doing another service learning activity I would consider doing it again. I enjoyed learning and the entire experience taught me about others and myself.
Yes, because I've always enjoyed being around people volunteering in whatever ways I can.
Yes, because it was a lot of fun.
If my schedule allowed it, yes. I think it's a great way to learn and volunteer.
Yes, I would because I am a future DELETED and this will be a good experience/practice for me.
I would be willing to volunteer again in the future. I think it is really important and it gives me a chance to give back to the community.

Yes, going out into the community and learning hands-on is great. It helps balance just being in the classroom.
Yes, because of my other volunteer experience.
Yes, because it enjoy giving back to my community.
Yes, because I like helping out others.
Yes, I definitely would do another service learning opportunity because I had so much fun and learned a lot about myself and about others.
Absolutely, because it helps me grow as a person. Volunteering warms my heart and knowing that I am helping others makes me happy.
Yes! I would love to stick with this one actually! I had so much fun and enjoyed every second of it.
I am going to be volunteering in the DELETED as a volunteer for DELETED for at least the next year. I am also looking at doing my DELETED internship with their agency this spring.
Yes, I feel it was a wonderful way to apply the material that I have learned so far. It gave me insight as to what DELETED work may be like.
I would if I have the time because my experience was rewarding but I am so busy with school, sports, and work that I do not have much time for it at the present time.
Yes, I get such a good feeling from volunteering and would love to do it again. It's not just for class credit, that's just an added bonus!
Yes. It is very enjoyable and fulfilling to serve other people and focus on others. It helps me grow as a person and learn even more how to interact positively with other people.
Yes I would consider taking advantage of another opportunity because I felt this really helped my personal development. Also, it was great life experience to see how other people live.
Yes I would because I learned a lot and really enjoyed it.
Yes I would. I really enjoyed volunteering at DELETED . I was able to help out when they needed it and was able to have a good time with the tenants.
No. Because I want to volunteer because I want to, not because of class credit. I feel like I'm bribed if I do it for class and not that I actually want to be there.
Yes. Because I am always willing to gain an experience in my field of study.
I would for sure want to do this. I'm actually going to continue at DELETED because I enjoyed it so much.
Yes. I love to volunteer and give back to the community.
I would consider taking advantage of another service-learning opportunity because it helped me to apply my knowledge and to observe new characteristics.
Yes, I feel volunteering is a good way to learn about occupations and yourself. It is also a good way to develop skills. However, I feel I learned more when volunteering of my own volition rather than when volunteering is mandatory.
Yes. I believe it helps us look at scenarios and services that we might never have took the time to look in to. It's valuable experience.
Yes, helps in gaining experience, learning new things, and makes your knowledge change in a positive way.

Yes, it's a great experience.

Note: Responses such as "No" or "None" are not included. Minor typos and misspellings in responses have been corrected. References to individual persons, departments, and organizations have been replaced with "**DELETED**".

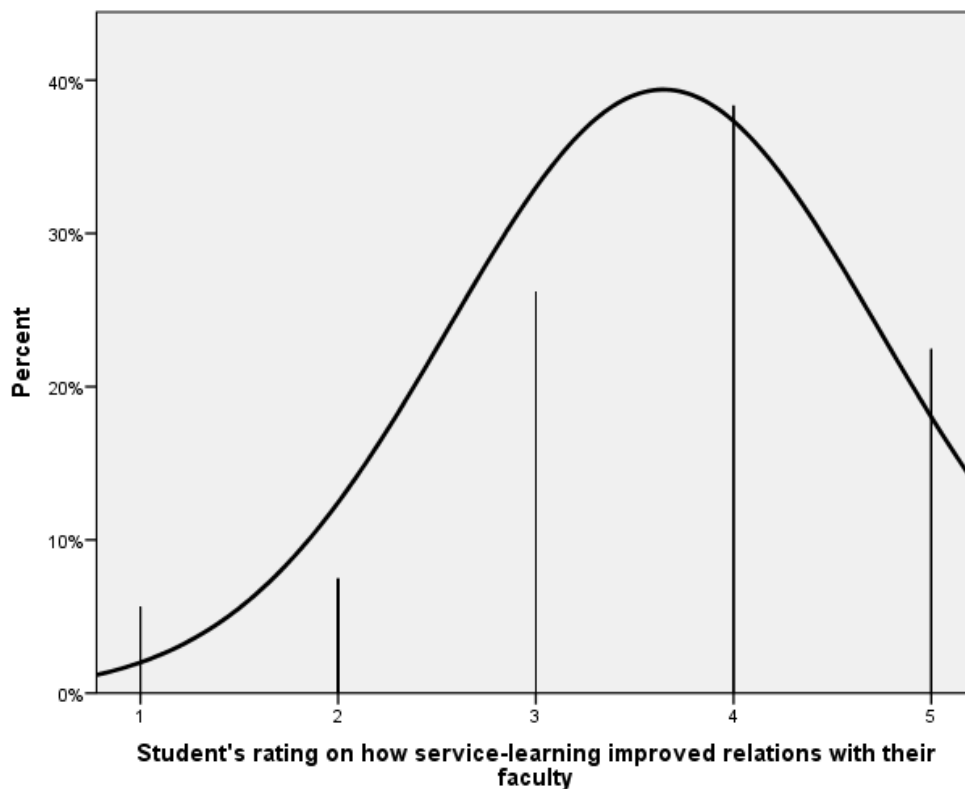
Section VII: Relationship with Faculty

Section VII reports survey data collected from the sample. This section represents the survey questions meant to portray the relationship between the student and their faculty during their service-learning. Students were asked to respond to the question using a 5-point Likert scale (Q).

i. Experience & Relationships

Q = Did your service-learning experience improve your relationship with faculty?

1 = Not at all 5 = A great deal		Frequency	Percent	Valid Percent
Valid	1	6	5.0	5.6
	2	8	6.7	7.5
	3	28	23.5	26.2
	4	41	34.5	38.3
	5	24	20.2	22.4
Total		107	89.9	100.0
Missing	System	12	10.1	
Total		119	100.0	



Section VIII: Table of Means

Section VIII gives a table consisting of mean response scores for all questions answered using the 5-point Likert scale (Q). Each question is displayed in the table along with its descriptive data. The descriptive data shown for each question includes the sample size (n), sample mean (M), and the sample standard deviation (s).

Likert Scale Questions (Q)	n	M	s
Student ratings on how much was learned from the experience.	113	4.04	.870
Student ratings on how much the experience changed their attitude about volunteerism.	113	4.19	.811
Student ratings on how much of a significant contribution they thought they made while volunteering.	113	4.04	.865
Student ratings on how much their experience increased their level of commitment.	113	4.06	.899
Student ratings on how much they were able to incorporate classroom learning into their experience.	115	4.04	.831
Student ratings on how much their experience helped facilitate the course's learning plan objectives.	115	3.97	.816
Student ratings on how much their experience improved relations with their faculty.	107	3.64	1.084
Student ratings on how much their experience increased their desire to stay in college.	108	3.73	1.197
Student ratings on how much their experience heightened their self-confidence.	111	3.84	.968
Student ratings on how much their experience provided insight into their own strengths or weaknesses.	112	4.01	.991
Student ratings on how much their experience enhanced their ability to work/learn independently.	112	3.94	1.109

Note: The means represent the student's ratings on a 5-point Likert scale with 1 = Not at all and 5 = A great deal. The questions represent categories used to describe the student's personal experiences with their service-learning.

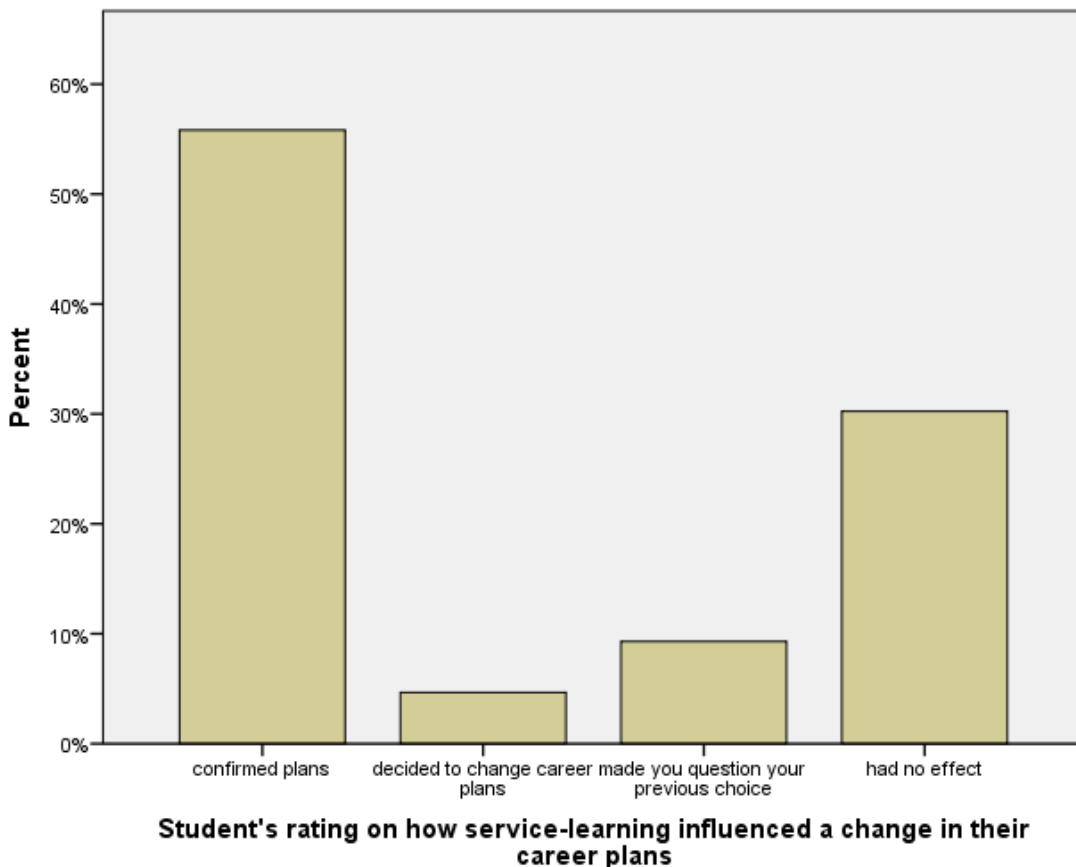
Section IX: Career/Education Plans

Section IX reports survey data collected from the sample. This section shows how participating in service-learning influenced the student’s career or educational plans. Students were provided four responses to the question and were asked to select only one.

i. Career Influence

- In what way did your service-learning experience change your career or educational plans?

		Frequency	Percent	Valid Percent
Valid	confirmed plans	48	40.3	55.8
	decided to change career plans	4	3.4	4.7
	made you question your previous choice	8	6.7	9.3
	had no effect	26	21.8	30.2
Total		86	72.3	100.0
Missing	System	33	27.7	
Total		119	100.0	

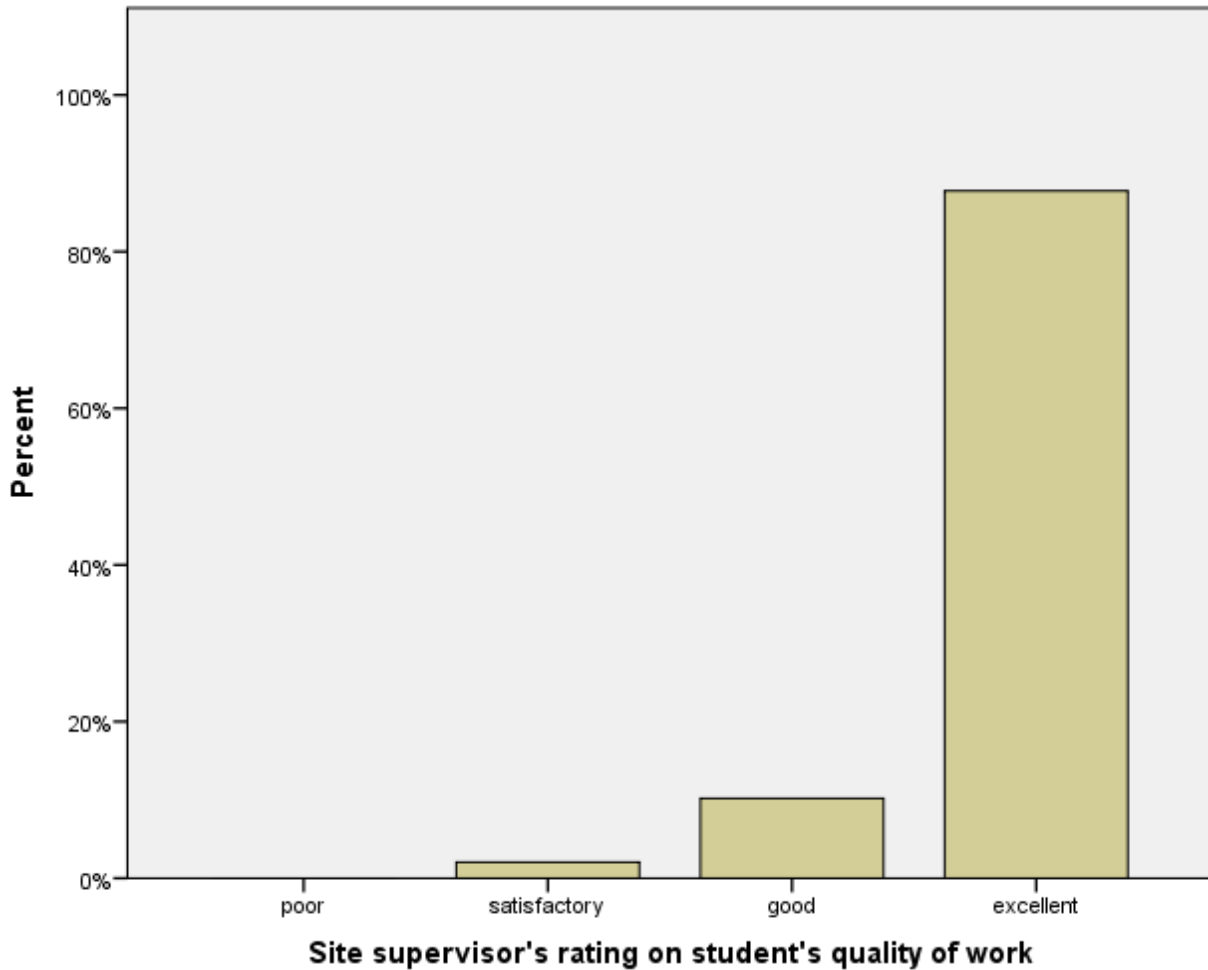


Section X: Site Supervisor Ratings

Section X includes the results of the site supervisors' ratings on student performance. The site supervisors were provided an ordinal rating scale and asked to rate the students on a number of qualities. The site supervisors were asked to rate each category as "poor", "satisfactory", "good", or "excellent".

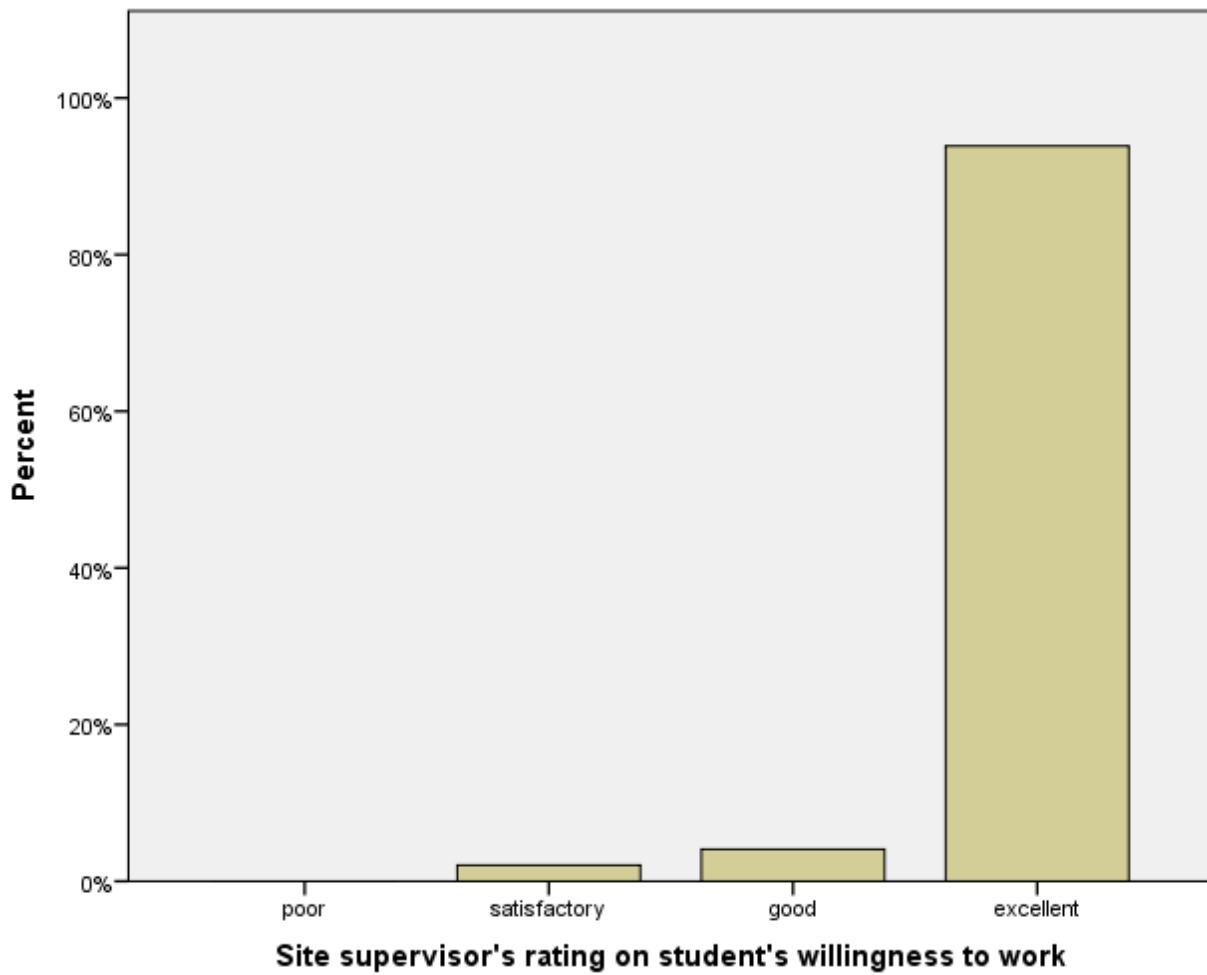
i. Quality of Work

		Frequency	Percent	Valid Percent
Valid	satisfactory	1	.8	2.0
	good	5	4.2	10.2
	excellent	43	36.1	87.8
Total		49	41.2	100.0
Missing	System	70	58.8	
Total		119	100.0	



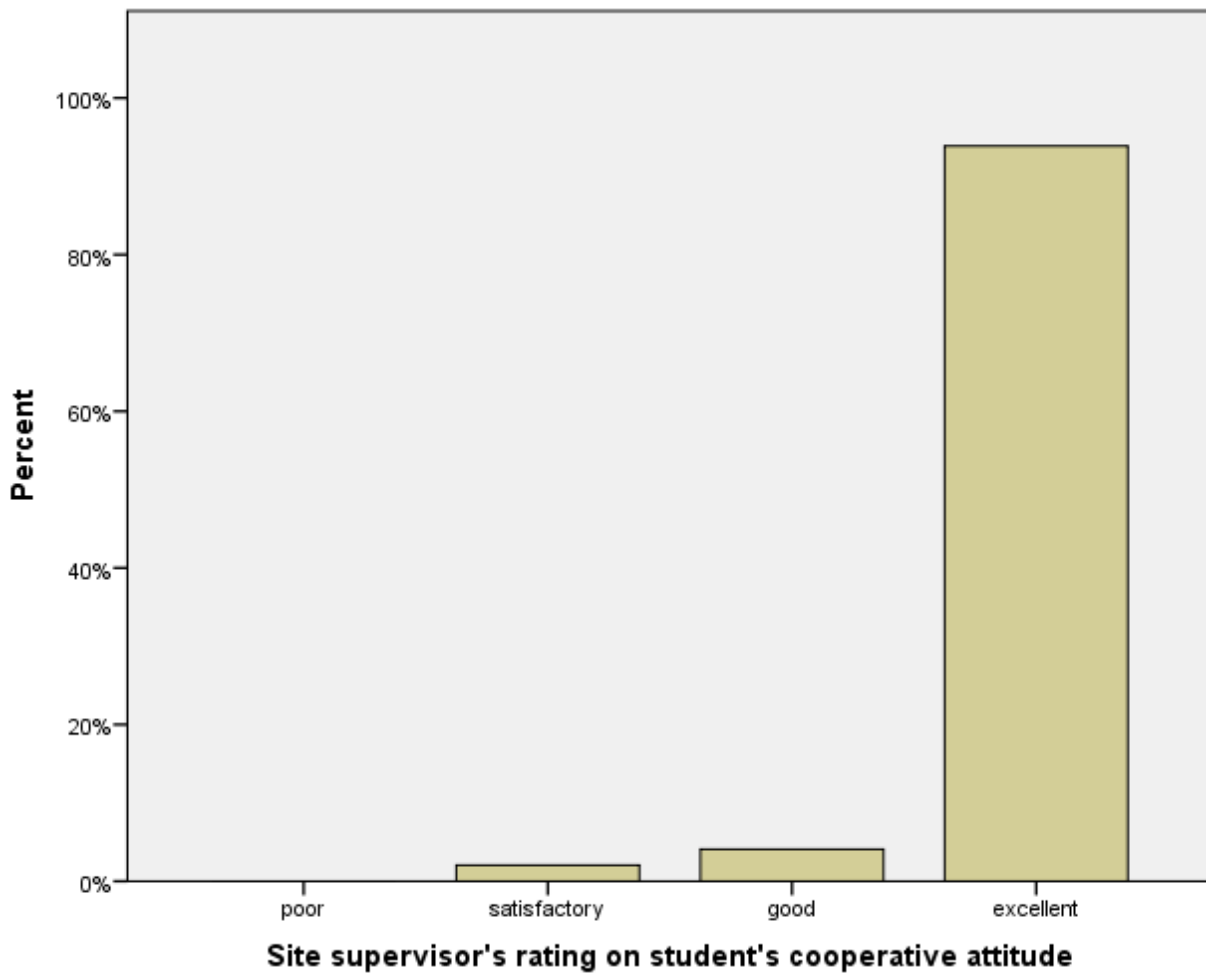
ii. Willingness to Work

		Frequency	Percent	Valid Percent
Valid	satisfactory	1	.8	2.0
	good	2	1.7	4.1
	excellent	46	38.7	93.9
Total		49	41.2	100.0
Missing	System	70	58.8	
Total		119	100.0	



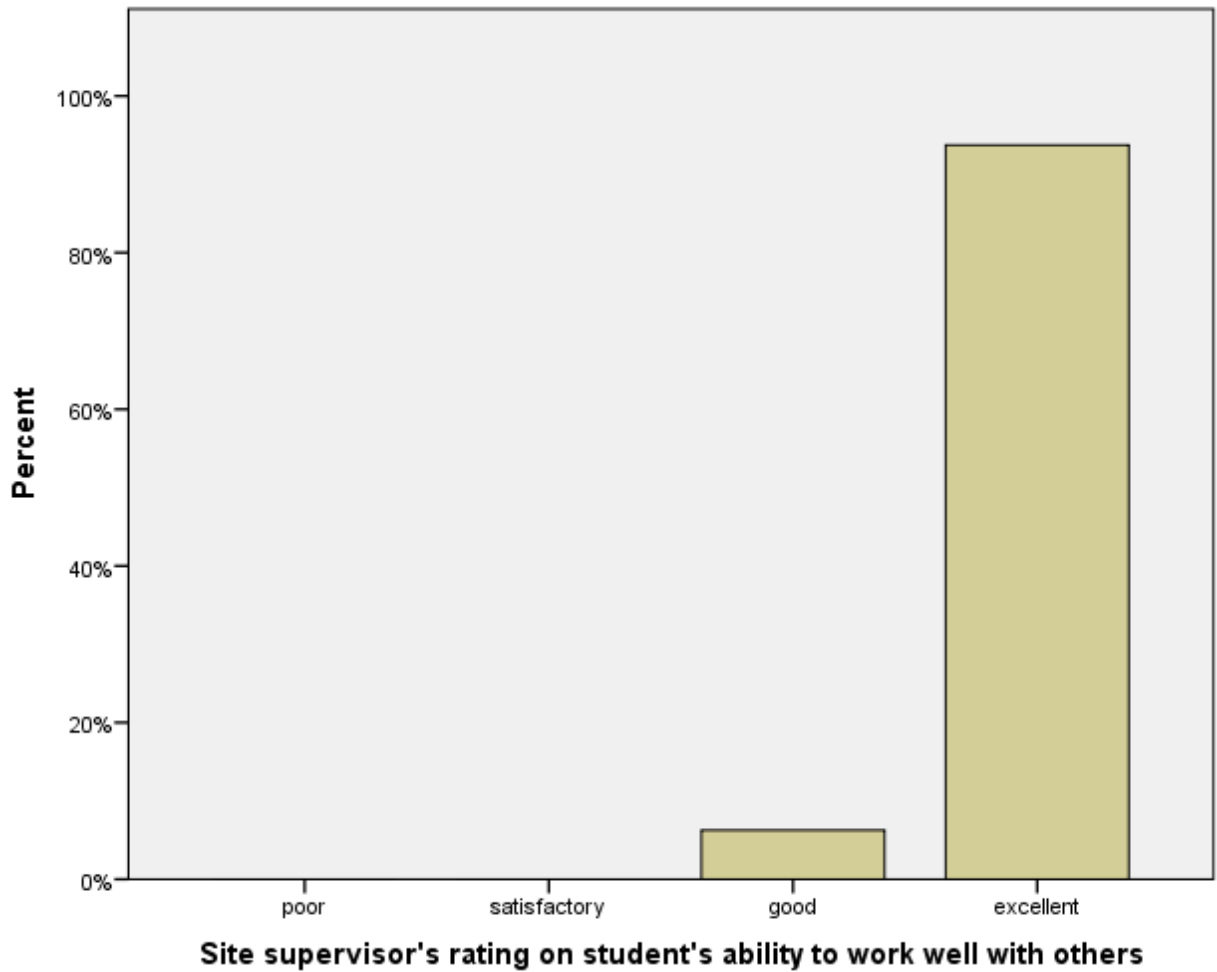
iii. Cooperative Attitude

		Frequency	Percent	Valid Percent
Valid	satisfactory	1	.8	2.0
	good	2	1.7	4.1
	excellent	46	38.7	93.9
	Total	49	41.2	100.0
Missing	System	70	58.8	
Total		119	100.0	



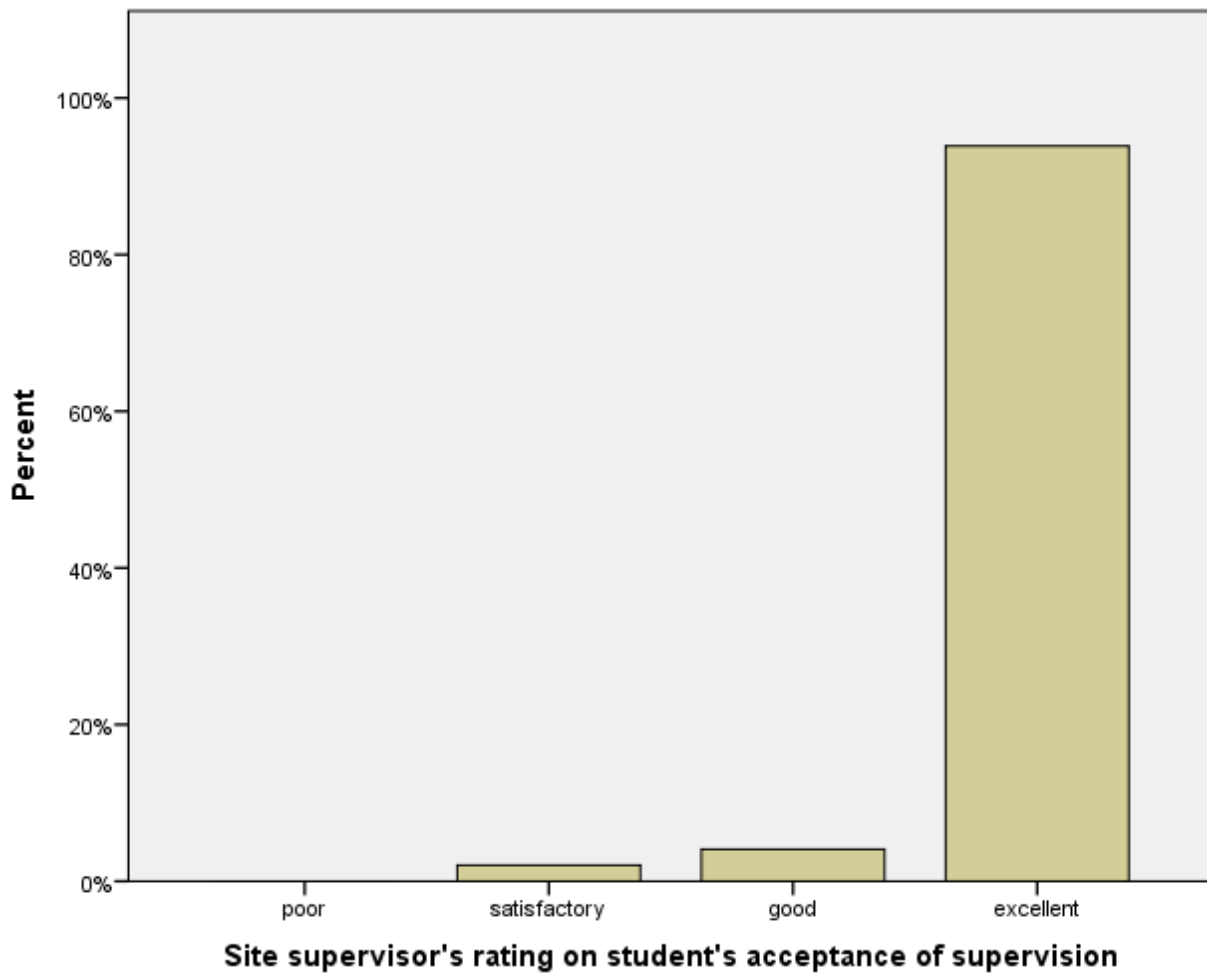
iv. Works Well With Others

		Frequency	Percent	Valid Percent
Valid	good	3	2.5	6.3
	excellent	45	37.8	93.8
Total		48	40.3	100.0
Missing	System	71	59.7	
Total		119	100.0	



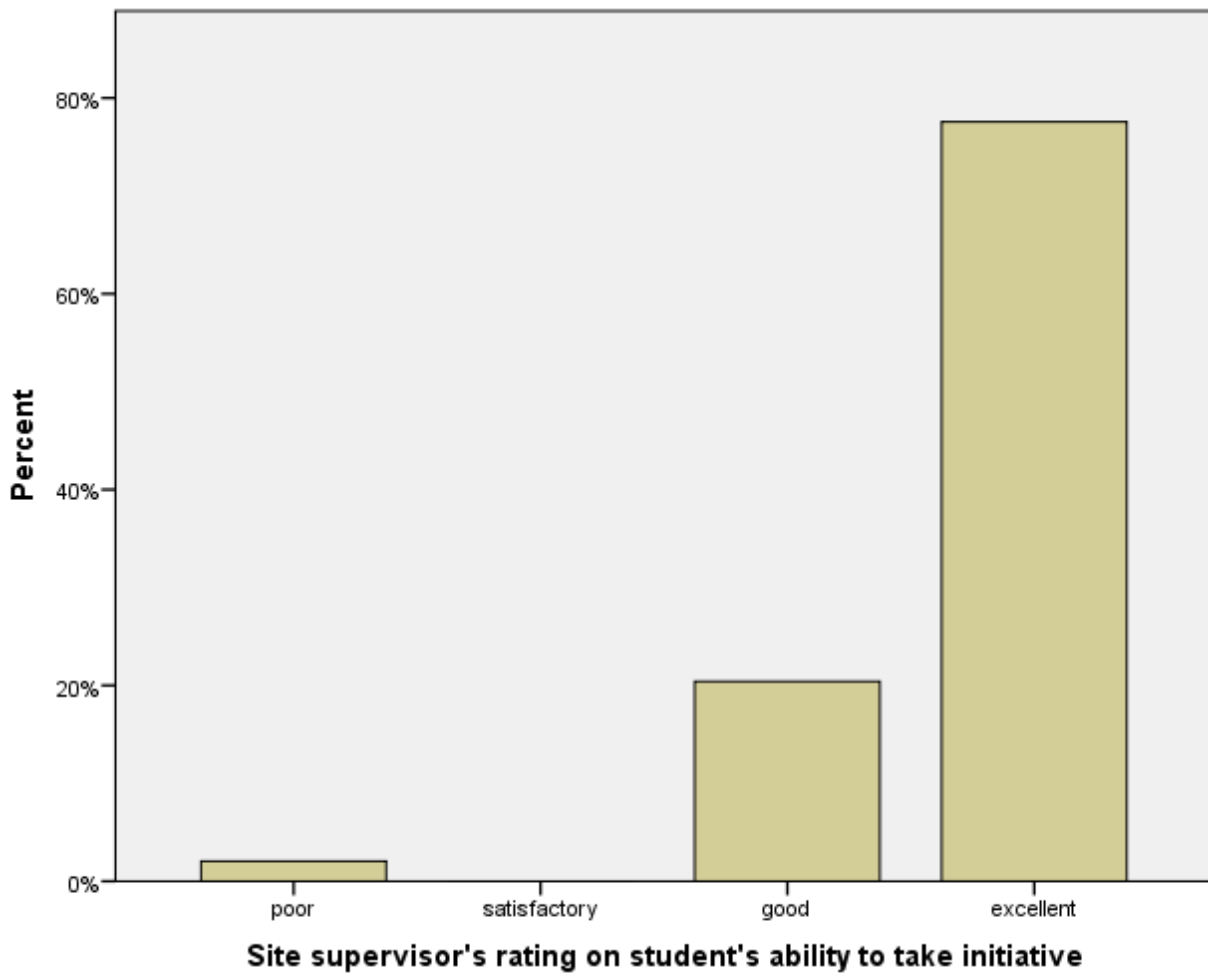
v. Acceptance of Supervision

		Frequency	Percent	Valid Percent
Valid	satisfactory	1	.8	2.0
	good	2	1.7	4.1
	excellent	46	38.7	93.9
	Total	49	41.2	100.0
Missing	System	70	58.8	
Total		119	100.0	



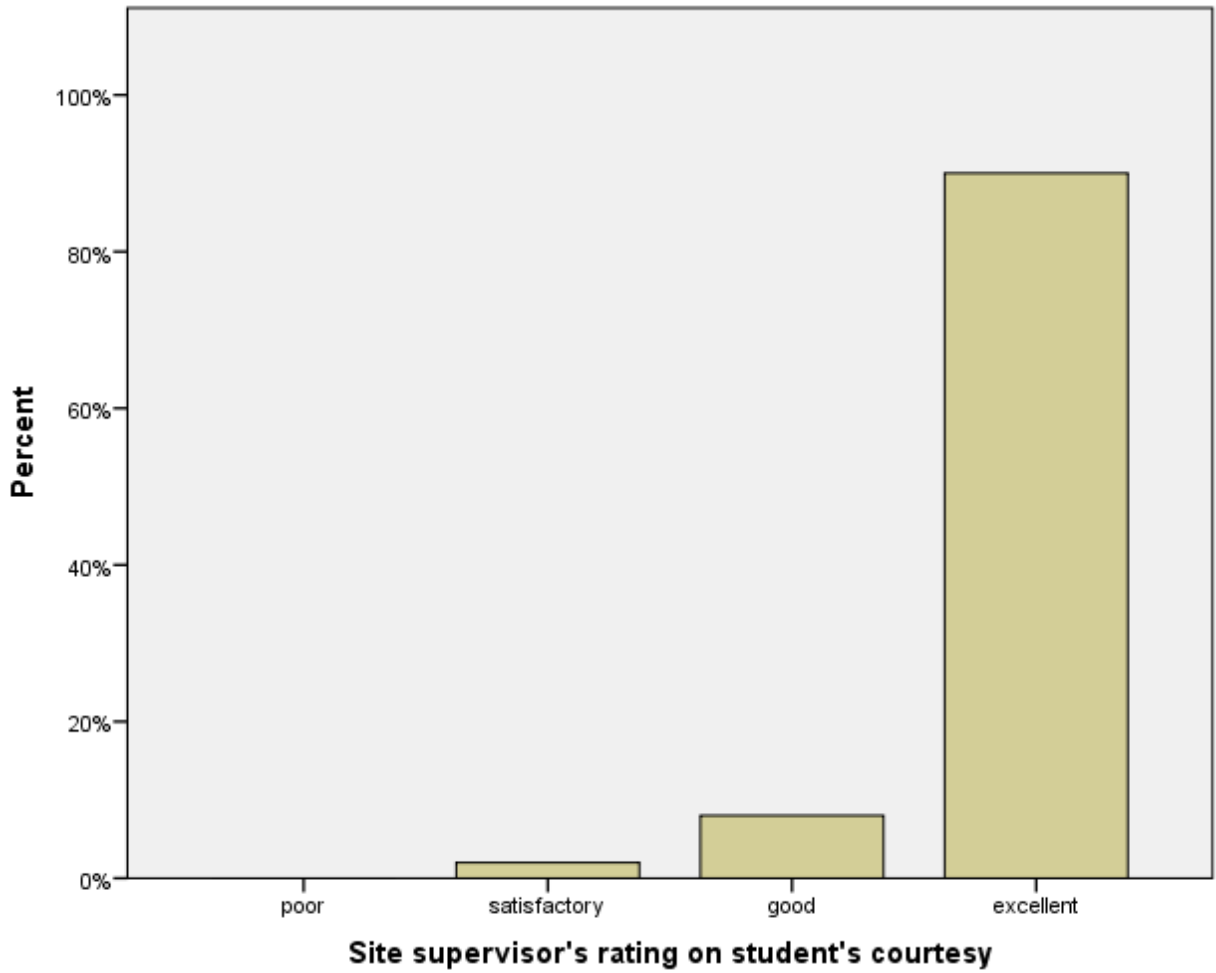
vi. Takes Initiative

		Frequency	Percent	Valid Percent
Valid	poor	1	.8	2.0
	good	10	8.4	20.4
	excellent	38	31.9	77.6
Total		49	41.2	100.0
Missing	System	70	58.8	
Total		119	100.0	



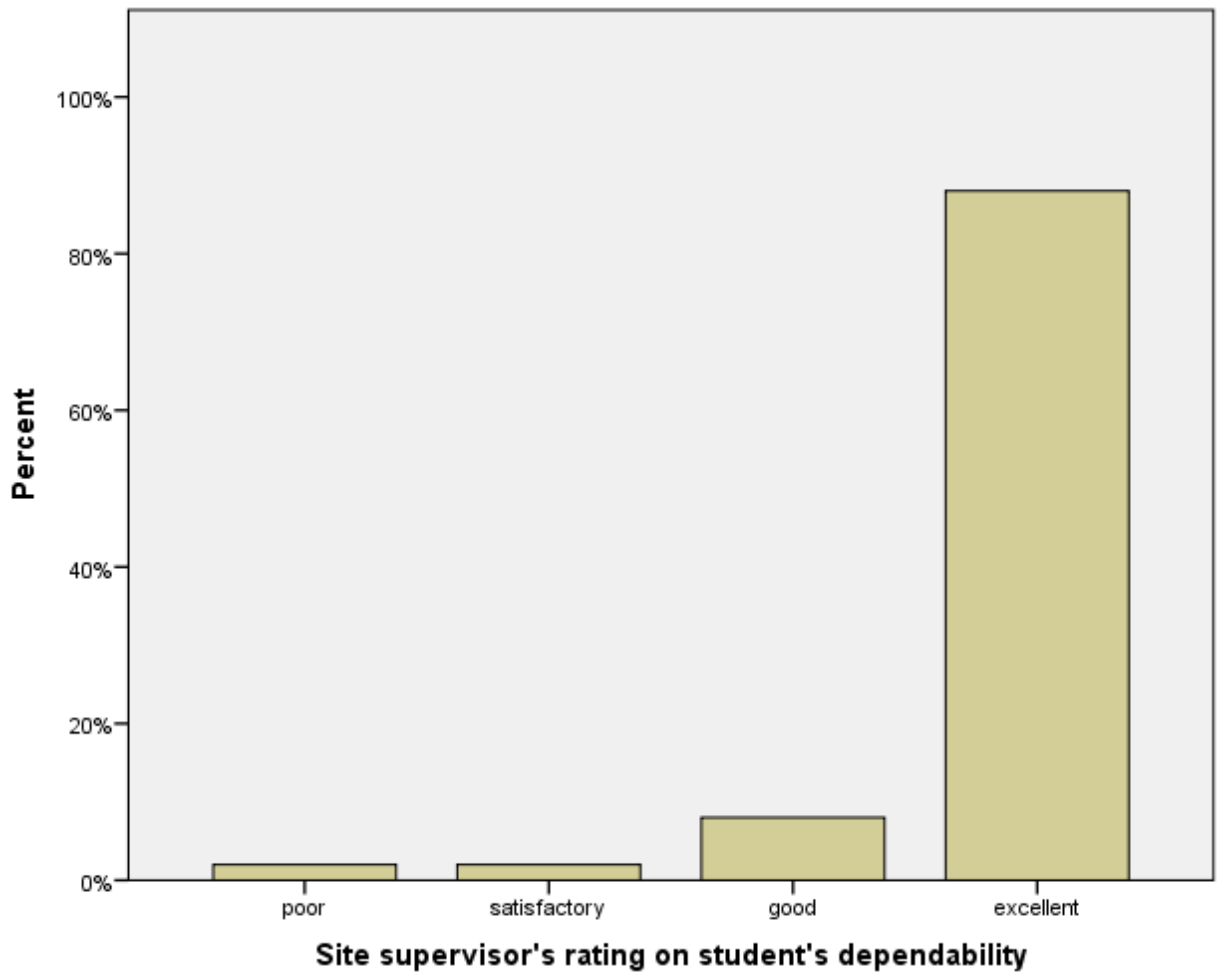
vii. Courtesy

		Frequency	Percent	Valid Percent
Valid	satisfactory	1	.8	2.0
	good	4	3.4	8.0
	excellent	45	37.8	90.0
	Total	50	42.0	100.0
Missing	System	69	58.0	
Total		119	100.0	



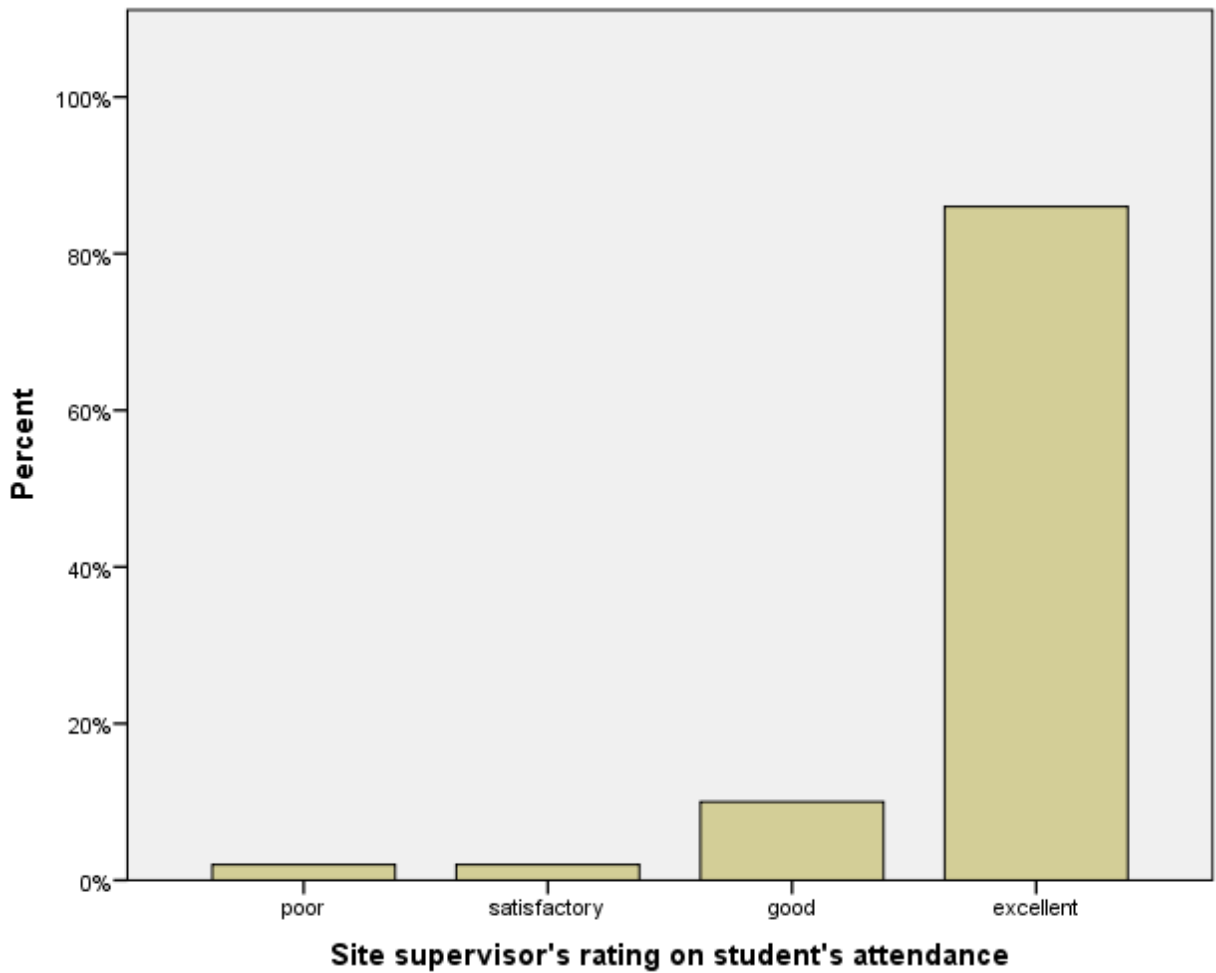
viii. Dependability

		Frequency	Percent	Valid Percent
Valid	poor	1	.8	2.0
	satisfactory	1	.8	2.0
	good	4	3.4	8.0
	excellent	44	37.0	88.0
Total		50	42.0	100.0
Missing	System	69	58.0	
Total		119	100.0	



ix. Attendance

		Frequency	Percent	Valid Percent
Valid	poor	1	.8	2.0
	satisfactory	1	.8	2.0
	good	5	4.2	10.0
	excellent	43	36.1	86.0
Total		50	42.0	100.0
Missing	System	69	58.0	
Total		119	100.0	



Section XI: Inferential Statistics

Section XI focuses on making inferences about the service-learning population from observations and analyses of the sample. To address this issue of generalization, we have conducted various inferential tests using the T-test and ANOVA procedures in SPSS statistical software.

i. T-Tests

- Grouping Variable = Gender
- Test Variables = Student's rating on how service-learning changed their attitude about volunteerism & Student's rating on how service-learning enhanced their ability to work/learn independently
- Results = Female ratings were significantly higher than male ratings on both test variables.

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Student's rating on how service-learning changed their attitude about volunteerism	-3.127	111	.002
Student's rating on how service-learning enhanced their ability to work/learn independently	-2.541	25.536	.018

Gender of student		Student's rating on how service-learning changed their attitude about volunteerism	Student's rating on how service-learning enhanced their ability to work/learn independently
male	Mean	3.73	3.27
	N	22	22
	Std. Deviation	.883	1.453
female	Mean	4.31	4.10
	N	91	90
	Std. Deviation	.756	.949
Total	Mean	4.19	3.94
	N	113	112
	Std. Deviation	.811	1.109

ii. ANOVA

- Factor = Year of College Education
- Dependent Variable = Student's rating on how they incorporated classroom learning into their service-learning
- Results = When participating in service-learning, junior and senior students reported being better able to incorporate what they were learning in the classroom to their service-learning project than sophomore students.

ANOVA

Student's rating on how they incorporated classroom learning to their service-learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.403	3	3.468	5.839	.001
Within Groups	55.226	93	.594		
Total	65.629	96			

Report

Student's rating on how they incorporated classroom learning to their service-learning

Year of college education	Mean	N	Std. Deviation
freshman	4.13	16	.719
sophomore	3.47	19	.697
junior	4.06	34	.919
senior	4.43	28	.634
Total	4.06	97	.827

Multiple Comparisons

Dependent Variable: Student's rating on how they incorporated classroom learning to their service-learning Tukey HSD

(I) Year of college education	(J) Year of college education	Mean Difference (I-J)	Std. Error	Sig.
freshman	sophomore	.651	.261	.068
	junior	.066	.234	.992
	senior	-.304	.242	.592
sophomore	freshman	-.651	.261	.068
	junior	-.585 [*]	.221	.046
	senior	-.955 [*]	.229	.000
junior	freshman	-.066	.234	.992
	sophomore	.585 [*]	.221	.046
	senior	-.370	.197	.244
senior	freshman	.304	.242	.592
	sophomore	.955 [*]	.229	.000
	junior	.370	.197	.244

Appendix

The Appendix includes all documents from the service-learning packet, which instructors distribute to students who are involved in service-learning projects.

i. Service-Learning Agreement

SMSU Service-Learning Agreement

This form should be completed before students begin their service-learning project. Students are responsible for obtaining all signatures and providing one copy to faculty, the Center for Civic Engagement, and the Service-learning Site Supervisor by _____ (date determined by instructor of course). Students will keep the original.

Semester/Year: _____ Today's Date: _____

Course Number and Title: _____ Faculty: _____

Community Partner/Site: _____

Community Partner/Site Supervisor Name: _____

Community Partner/Site Contact Information: Phone _____ Email _____

Address _____

Total Service-learning Hours Required: _____ (hours)

Start Date: _____ **End Date:** _____

Student Role:

- Be aware of the organization's needs and provide assistance where and when needed, fulfilling time and service obligations.
- Contact the agency to arrange initial meeting to discuss service-learning hours and project. (In some cases, instructor of course may make initial contact with sites.)
- Submit necessary paperwork: Service-Learning Agreement, Media Release, Service Learning Final Evaluation (Copies should be submitted to the Center for Civic Engagement, your Instructor, and the Community Partner/Site Supervisor. Student will keep original.)
- Adhere to organizational rules and procedures, including confidentiality of organization and client information.
- Periodically reflect upon and re-evaluate the service experience keeping in mind the objectives of all parties involved.
- Operate with integrity and professionalism at all times; which includes being punctual, meeting deadlines and being open to supervision and feedback which will facilitate learning and personal growth.

Faculty Role:

- Provide students with structure and guidance to process and reflect upon service learning experiences.
- Assist students in connecting their service learning experience with course learning objectives.
- Participate in evaluation process.

Community Site Supervisor/Organization Role:

- Provide service-learning opportunities that are significant and/or challenging to the students, relevant to course learning objectives, and address community agency’s goals.
- Provide training, supervision, feedback, resources and sufficient information about the organization to aid in the success of students’ service-learning projects.
- Participate in the evaluation process.

Center for Civic Engagement:

- Serve as a liaison between the organization, students, and faculty.
- Provide necessary contract/evaluation forms prior to beginning the service-learning experience and at its conclusion. Collect all paperwork, including: Service Learning Agreement, Media Release, and form, Service Learning Final Evaluation Form.

Primary Course Learning Objectives Related to Service Project:

Students complete. (Refer to your course syllabus for learning objectives.)

1. _____

2. _____

Other objectives:

Primary Organization Service Objectives:

Students complete with Site Supervisor service-learning supervisor.

1. _____

2. _____

Other objectives:

Project Description (Defined by the Community Site Supervisor, Instructor and Students. Please describe the specific service role, tasks, etc. that the student will be expected to fulfill.)

I HAVE READ AND UNDERSTAND MY ROLE AS OUTLINED IN THIS DOCUMENT. I COMMIT TO FULFILLING MY PART OF THIS SERVICE-LEARNING PARTNERSHIP. I UNDERSTAND THAT THIS PARTNERSHIP IS MEANT TO FURTHER SMSU STUDENT LEARNING AND MEET THE COMMUNITY SITE/PARTNER GOALS.

INSTRUCTOR SIGNATURE _____

COMMUNITY SITE/PARTNER SIGNATURE _____

CENTER FOR CIVIC ENGAGEMENT STAFF SIGNATURE _____

STUDENT SIGNATURE _____

ii. Photographic and Video Release Form

Photographic and Video Release Form

Thank you for taking part in this service learning project.

Please acknowledge your permission for any video, or still photography made with your image and any sound recordings of your voice to be applied to a variety of uses by Southwest Minnesota State University . These might include, but not be limited to, uses such as in-house training of staff and students; images used on the university's Internet Web Pages; documentary's for educational purposes; loan and/or sale to interested non-DCCCD parties; cablecasting, broadcasting and other forms of electric transmission.

I release to Southwest Minnesota State University, its staff, and representatives of and from any claims (monetary or otherwise) that I may have related to the images.

I warrant to the University that I have read this Release and fully understand its terms.

I have given permission for SMSU to use the media described above for the purposes indicated.

Signature: _____

Name Printed: _____

Address: _____

Date: _____

iii. Service-Learning Reflection Form

Service-learning Reflection Form

(NOTE: This form should be completed mid-way through service-learning experience and submitted to your instructor. Your instructor will then submit reflection forms to the Center for Civic Engagement for evaluation purposes.)

Describe the service activities that you are doing.

How have you benefitted from your service experience personally and academically?

What connections do you see between the content of the course in which you are enrolled (or previous courses you have taken) and the service activities you are doing?

What have you learned about yourself from your service-learning experience?

What was the most challenging thing that you have experienced so far? What did you learn from this experience?

What changes would you recommend in how your service site operates and how the service-learning experience is structured?

Rate yourself 1 (low) to 10 (high) for your performance.

Why did you rate yourself the way you did?

iv. Service-Learning Final Evaluation – STUDENT

Service-Learning Final Evaluation Form - STUDENT

(Completed by student and submitted to SMSU Center for Civic Engagement – BA 239)

Please answer the following questions as completely and honestly as possible. We value your input and will use it to improve our program. (NOTE: Your responses will NOT impact the grade that you receive in your course. Summary reports will be provided to you course instructor, keeping your individual responses confidential.)

Name _____

Semester Registered: Fall Summer Spring Number of hours served:

Service-learning site/program
(e.g., Bug Buddies Program)

Discipline of service-learning credit
(e.g., Psychology, Exercise Science)

Number of Service-learning credits earned

Course and Instructor
(e.g., Developmental Psychology – Dr. Peterson)

General Information

1. Sex: Male Female

2. Age: 19 or younger 20-21 yrs. 22-25 yrs. 26-30 yrs. 31 yrs. Or older

3. What is your Education level? Freshmen Sophomore Junior Senior

4. Ethnicity: Black or African American Hispanic Asian Caucasian Other:

5. Major:

6. Did you volunteer before participating in service-learning? Yes No

If “yes”, how long did you serve? 6 mos. Or less 6-12 mos. 1-2 yrs. Over 2 yrs.

7. Name of program(s) and/or community sites in which you have previously served.

1.

2.

3.

8. What motivated you to participate in service-learning?

course credit	desire to help others/social concerns
experience/career exploration	apply classroom knowledge
personal development	classroom/honors requirement

Personal Information

(1= Not at all-----5= A great deal)

1. How much did you learn from working at your site?.....1 2 3 4 5
2. Did your experience change your attitude about
volunteerism in a positive way?1 2 3 4 5
3. Do you think you made a significant contribution
to your community?.....1 2 3 4 5
4. Did your experience increase your level of
commitment to “get involved” in your community?.....1 2 3 4 5
5. In what way did your service-learning experience change your career or educational plans?
 confirmed your plans made you question your previous choice

 decided to change career plans had no effect
6. How well did this course enable you to incorporate
your classroom learning?.....1 2 3 4 5
7. To what extent did your assigned tasks facilitate
your learning plan objectives?.....1 2 3 4 5
8. Did your service-learning experience have any effect on the following?
 - a) Improved relationships with faculty.....1 2 3 4 5
 - b) Increased desire to stay in college.....1 2 3 4 5
 - c) Heightened self-confidence.....1 2 3 4 5
 - d) Develop insight into personal strengths and weaknesses.....1 2 3 4 5
 - e) Enhance ability to work and learn independently.....1 2 3 4 5
9. In what ways did your service experience enhance your learning?
10. In what ways did your service experience enhance your personal development?
11. Would you consider taking advantage of another service-learning opportunity? Why? Why not?

v. Service-Learning Final Evaluation – SITE SUPERVISOR

Service-Learning Hours Log Form & Evaluation of Performance by COMMUNITY SITE SUPERVISOR

Section 1 – To be completed by the student

Student name	
Telephone & email	
Instructor's name	
Course Number & Section	
Community Service Site	
Community Site Supervisor Name	
Number of required hours	

Section 2 – To be completed by Community Partner/Site Supervisor

Agencies may return the completed form to the Center for Civic Engagement by mail or may give it to the student to deliver to the Center for Civic Engagement.

Date(s) of Service	Hours served
TOTAL HOURS SERVED:	

Students Performance Rating	Excellent	Good	Satisfactory	Poor
Overall quality of service				
Willingness to work				
Cooperative attitude				
Worked well with others				
Acceptance of supervision				
Took initiative				
Courteous behavior				
Dependability				
Punctuality and attendance. (Did the student call if late or absent?)				

Civic Engagement Service Learning Evaluations

Comments:	
Community Partner/Site Supervisor's Name (Please Print)	Service Site Phone Number
Supervisor's Signature	Date