EXECUTIVE SUMMARY

2011-2012 was a successful year for the Office of Service Learning. 754 students completed 920 service learning experiences in conjunction with 70 different service learning courses offered in 20 departments and programs at Loyola. These students documented 23,253 hours of service learning—a single-year record—for an average of 31 hours per student. This is approximately equal to 150 months or 12.5 years of full-time labor. Service learning students worked on behalf of 56 partner agencies throughout the city, region, state and world. According to Independent Sector and the Corporation for National and Community service, the in-kind value of Loyola’s service learning contributions in 2011-2012 was $443,202. This was also a single-year record. This report summarizes data from three regular surveys administered by the Office of Service Learning. Students and faculty are surveyed at the end of each semester (December and May), and community partners are surveyed annually in May.

Students: OSL has set out 7 learning outcomes for students. Assessment data show strong performance in each area. Although OSL has consistently focused on quality over quantity, this year marked a major quantitative milestone. Four years after the post-Katrina re-launch of Loyola’s service learning program in fall 2008, it is now more likely than not that a graduating senior will have had a service learning experience during her academic career at Loyola. 57% of graduating seniors in 2012 had earned service learning transcript notations (26% earned more than one). This is more than double the number from 2010, when just 28% of graduating seniors had a formal service learning experience. OSL has achieved its goal of making service learning a natural and expected part of a Loyola education. One area for future work is structured in-class reflection. Research shows that students’ integrative and synthetic learning is maximized when professors include ongoing and content-specific opportunities for structured reflection. While 89% of students report that at least one type of structured reflection was included in their course and 44% report that more than one type was included, it is concerning that 11% of students still report no structured in-class reflection. This will be a focus of OSL’s faculty development efforts in 2012-2013.

Faculty: Faculty members remain highly satisfied with service learning. An overwhelming majority (90%) of faculty report that teaching service learning courses is more gratifying than teaching conventional non-service learning courses even though they also believe it is more work (68%). One area for future work is to grow the connection between community engagement and all three major areas of faculty activity, including not just teaching but also research and service. A significant proportion of respondents (58%) indicate that they plan to include service learning on their CV but have not yet done so. Faculty initiatives in 2012-2013 will include workshops on undertaking and publishing community engaged and how to incorporate service learning into dossiers and CVs.

Community partners: Our key success with community partners in 2011-2012 was concentrating impact. In 2012-2013 we began to see a distinct movement from diffuseness of impact to a greater level of focus. Loyola’s substantial service learning investment over the last four years has been sprinkled over a fairly large number of sectors and community partners. In-kind value per partnership in 2011-2012 increased $7914. This reflects a greater degree of intentionality and deliberation in cultivating strong, sustained, and multifaceted partnerships with a core group of agencies whose missions, operations and structures match Loyola’s. It also reflects more widespread institutionalization of partnerships. One area for future work is increasing partners’ ability to leverage their relationships with Loyola for maximum benefit. In 2012-2013, OSL will study the different forms of leverage and work to develop appropriate materials and trainings for community partners.
Community impact

Total in-kind value of service learning contributions since 2009: $1,162,545

Total hours documented by Loyola service learning students

In-kind value of Loyola service learning students’ contributions to partner agencies

Hours by Sector

In-kind value per partnership

Lifespan of partnerships

Average: 2.38 years
Prevalence of service learning

Total number of service learning students

Number of service learning courses

SL experience among graduating seniors

At least 1 SL Experience
2 or more SL experiences
STUDENT OUTCOMES

General

I enjoyed my service learning experience

Mean: 3.30

- Strongly Agree (4)
- Agree (3)
- Disagree (2)
- Strongly Disagree (1)

Learning goal 1: Help students make connections between course content and service learning experiences

Service learning helped me learn more in this class

Service learning made this class more interesting

My service learning activities were connected to class content

Prevalence of in-class reflection

How interesting was this course compared to non-service learning courses you’ve taken?

Mean: 3.71

- Much more (5)
- A bit more (4)
- About the same (3)
- A bit less (2)
- Much less (1)
Selected student comments:

After going to service learning, we had to write on two blogs. One was for a Jesuit value found in our service learning; the other was a humor blog where we had to show an example of a humor event and explain the theory that applies.

All the material we discussed in class, the advocates [at the agency] knew like the back of their hand. So it was nice to relate to them and be able to help out.

Connections between the learning elements and the service done needed to be much more structured.

Loved having connections in class reflect to problems outside the classroom and experiencing first hand through service learning.

Learning goal 2: Strengthen students’ understanding of social justice

- My understanding of social justice is deeper as a result of my service learning experience
  - Strongly agree: 45.90%
  - Agree: 24.10%
  - Disagree: 21.00%
  - Strongly Disagree: 3.50%
  - Unsure: 5.50%

- My service learning made me feel empowered to make significant social change.
  - Strongly Agree: 51.50%
  - Agree: 22.30%
  - Disagree: 18.60%
  - Strongly Disagree: 4.80%
  - Unsure: 2.80%

- Injustice is largely caused by larger systems of power and exclusion.
  - Strongly Agree: 18.3%
  - Agree: 46.4%
  - Disagree: 22.3%
  - Strongly Disagree: 9.8%
  - Not sure: 3.1%

- Injustice just happens to some people. There is no rhyme or reason why.
  - Strongly Agree: 7.4%
  - Agree: 31.7%
  - Disagree: 23.5%
  - Strongly Disagree: 26.5%
  - Not sure: 10.9%
Learning goal 3: Help students understand the distinction between service and social justice

Any career path can contribute to social justice

I promote social justice whenever I consider how my choices impact the well-being of people and the planet.

If I want to promote social justice, I have to choose a career path where I can serve those in need.

I feel like I helped people in my service learning experience.

I feel like I made a significant impact on the root causes of social problems.

Volunteering to help people is more important than understanding why they need help.

What do you think was the primary purpose of your service learning agency?

1. Empowering people with the skills to meet more of their own needs (36%)
2. Meeting individual needs (16%)
3. Addressing the root causes of social problems for long term change (15%)

All of the above: 33%
Learning goal 4: Help students explore the root causes of social problems

- My interest in finding and addressing the root causes of social problems has increased.
- At times, my service learning experience made me feel powerless against social problems.
- At times, my service learning experience made me feel empowered to make significant social change.

Did you have the opportunity to consider the difference between these types of goals in your service learning experience?

- Yes, in class: 19.8%
- Yes, in my work with the agency: 21.3%
- Yes, on my own: 21.9%
- No, it didn't come up in my experience: 7.6%
Learning goal 5: Help students learn to critically examine their personal values and beliefs

My service learning experience helped me examine the strengths and weaknesses of my own views.

Mean: 3.01

Learning goal 6: Help students appreciate diversity

My service learning experience helped me be more understanding of different perspectives.

My service learning experience helped me be less quick to judge.

My service learning experience helped me appreciate differences between people.
**Other outcomes: Retention**
Research shows that students are more likely to be retained when they feel a strong connection to not just fellow students and the university, but also to the surrounding community.

Service learning made me feel more connected to the greater New Orleans community.

![Bar chart](chart.png)
FACULTY OUTCOMES

Goal 1: Faculty will find the experience of teaching a service learning course satisfying

It was more work for me to teach a service learning course than a non-service learning course

- Yes: 68.4%
- No: 31.6%
- N/A: 0%

It was more gratifying for me to teach a service learning course than a non-service learning course

- Yes: 89.5%
- No: 10.5%
- N/A: 0%

Students dropped this course because of the SL component

- Strongly Agree: 30%
- Agree: 40%
- Disagree: 20%
- Strongly Disagree: 10%
- N/A: 0%

Service learning helped my students be more engaged in this course

- Strongly Agree: 63.2%
- Agree: 36.8%
- Disagree: 0%
- Strongly Disagree: 0%
- N/A: 0%

Goal 2: Faculty will feel confident about possessing the skills to teach a service learning course effectively

Students expressed confusion about why service learning was part of this class

- Strongly Agree: 11%
- Agree: 63%
- Disagree: 26%

I felt confident leading & facilitating discussions about students' service learning activities

- Strongly Agree: 42%
- Agree: 47%
- Disagree: 11%
- Strongly Disagree: 0%
 Goal 3: Faculty will be able to articulate their learning goals for SL and be familiar with OSL’s learning goals for students

Relative importance of SL outcomes to faculty members

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Most important</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Slightly important</th>
<th>Not important at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>holistic development in the Ignatian sense</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>life skills such as teamwork and problemsolving</td>
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<td></td>
<td></td>
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<tr>
<td>professional experience/job search assistance</td>
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<tr>
<td>opportunity to practice specialized skills</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>mastery of academic content</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were any of the following intended learning outcomes for students in your class?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening students’ understanding of social justice</td>
<td>70% yes</td>
</tr>
<tr>
<td>Helping students understand root causes of social problems</td>
<td>70% yes</td>
</tr>
<tr>
<td>Increasing students’ interest in promoting social justice</td>
<td>70% yes</td>
</tr>
<tr>
<td>Increasing students’ awareness of social injustice</td>
<td>60% yes</td>
</tr>
<tr>
<td>Increasing students’ ability to critically examine personal values &amp; beliefs</td>
<td>60% yes</td>
</tr>
<tr>
<td>Increasing students’ appreciation of diversity</td>
<td>60% yes</td>
</tr>
</tbody>
</table>

With experience, has it become easier for you to articulate the connection between service learning and your academic discipline?

- Yes: 63.2%
- No: 15.8%
- It was always easy: 5.3%
- N/A: 15.8%
Goal 4: Service learning will help advance faculty members’ careers and stimulate their productivity

Has SL helped or inhibited you in the following areas?

- Teaching
  - Helped: 84.2%
  - Inhibited: 10.5%
- Service
  - Helped: 36.8%
  - Inhibited: 10.5%
- Research/scholarship
  - Helped: 26.3%
  - Inhibited: 0.0%

Goal 5: Sufficient rewards and incentives will exist to attract faculty to service learning and community engagement. Existing challenges and disincentives will be identified and minimized.

Has your involvement in service learning ever resulted in positive recognition from your department/college?

- Yes: 52.0%
- No: 31.0%
- N/A: 15.8%

Percentage of SL faculty who indicated that the following incentives would be “very important” in encouraging them to continue and expand their community engagement efforts:

- Recognition in promotion and tenure criteria: 50%
- Recognition in merit raise criteria: 44%
- Course development stipends: 33%
- Funding for community engaged research: 29%
- Professional development opportunities: 22%

When asked about disincentives, 21% said the fact that “community engagement doesn’t weigh heavily enough in promotion, tenure and merit raise criteria” was very or somewhat likely to prevent them from continuing and expanding their community engagement efforts.
COMMUNITY PARTNER OUTCOMES

Comparison of University Partnerships

<table>
<thead>
<tr>
<th>Statement</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola should do more to follow the example set by other colleges &amp; universities in their community partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>54%</td>
</tr>
<tr>
<td>Other colleges &amp; universities should do more to follow the example set by Loyola in its approach to community partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43.2</td>
</tr>
<tr>
<td>All of our agency’s college &amp; university partnerships are valuable and can inform each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A, we only partner with Loyola.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>I’m not sure</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do community partners feel about Loyola?

<table>
<thead>
<tr>
<th>Statement</th>
<th>% strongly agree</th>
<th>% agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola shares credit for accomplishments with its partners.</td>
<td>43.2</td>
<td>37.8</td>
</tr>
<tr>
<td>Our agency has input in defining our role as a community partner.</td>
<td>54.1</td>
<td>35.1</td>
</tr>
<tr>
<td>Our partnership with Loyola exhibits a balance of power.</td>
<td>37.8</td>
<td>51.4</td>
</tr>
<tr>
<td>Our partnership with Loyola has helped our agency address areas that need improvement.</td>
<td>48.6</td>
<td>43.2</td>
</tr>
<tr>
<td>Our partnership with Loyola has helped our agency build upon identified strengths and assets.</td>
<td>59.5</td>
<td>35.1</td>
</tr>
<tr>
<td>Our partnership with Loyola is characterized by mutual commitment.</td>
<td>81.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Our partnership with Loyola is characterized by mutual trust and respect.</td>
<td>81.1</td>
<td>16.2</td>
</tr>
<tr>
<td>We agree on the goals of our partnership.</td>
<td>73</td>
<td>24.3</td>
</tr>
<tr>
<td>We agree on the values guiding our partnership.</td>
<td>78.4</td>
<td>16.2</td>
</tr>
</tbody>
</table>
Goal 1: Build community partners’ capacity to promote positive social change

Types of Capacity Building

<table>
<thead>
<tr>
<th>Type of Capacity Building</th>
<th>% agree</th>
<th>% strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased awareness about our agency within the wider community</td>
<td>48.6</td>
<td>43.2</td>
</tr>
<tr>
<td>Helped us make meaningful progress toward achieving one or more goals in our strategic plan</td>
<td>55.6</td>
<td>33.3</td>
</tr>
<tr>
<td>Allowed our staff members to spend more time on priority projects</td>
<td>38.9</td>
<td>33.3</td>
</tr>
<tr>
<td>Eased the overall workload for our staff members</td>
<td>37.8</td>
<td>43.2</td>
</tr>
<tr>
<td>Helped us identify potential improvements within our agency</td>
<td>54.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Helped us update or improve existing programs</td>
<td>44.4</td>
<td>36.1</td>
</tr>
<tr>
<td>Helped us update or improve existing materials</td>
<td>32.4</td>
<td>27</td>
</tr>
<tr>
<td>Helped us produce new materials</td>
<td>27</td>
<td>32.4</td>
</tr>
<tr>
<td>Helped us permanently improve or expand our existing services</td>
<td>35.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Helped us permanently increase the number of services we were able to offer</td>
<td>24.3</td>
<td>13.5</td>
</tr>
<tr>
<td>Helped us permanently increase the number of people we were able to serve</td>
<td>29.7</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Goal 2: Build community partners’ ability to leverage their relationship with Loyola

Has your agency been able to leverage its partnership with Loyola...

- to successfully receive grants? 21.6% Yes, 24.3% Not yet but plan to, 24.3% No
- to apply for grants? 45.9% Yes, 21.6% Not yet but plan to, 16.2% No
- 62% of community partners said service learning students continued to volunteer after the end of their service learning course
- 59.5% of said service learning students had expressed interest in jobs or internships at the agency

Goal 3: Educate community partners about how to access resources at Loyola beyond just student volunteers

Our partnership with Loyola facilitated connections to potential donors

Loyola tries to share its resources with community partners.

Our service learning partnership helped us learn how to access Loyola’s resources.
Goal 4: Strengthen community partners connections’ to one another

Our partnership with Loyola facilitated connections to other partners and organizations.