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EXECUTIVE SUMMARY

The 2010-2011 academic year was an exceptional one for service learning at Loyola. 712 Loyola students completed 787 distinct service learning experiences. These students documented 21,132 hours of service learning (average 29.7 hours per student) for 72 different academic courses. Service learning students worked on behalf of 62 different community partners throughout the greater New Orleans metropolitan area. According to Independent Sector and the Corporation for National and Community Service, the in-kind value of Loyola’s service learning efforts in 2010-2011 was $395,379.

Loyola University New Orleans was named a “Best College for Service Learning” by US News & World Report in its 2011 edition of Best Colleges. It was one of only 29 universities in the United States named to this list and the only Jesuit institution.

Service learning courses were offered in 16 different departments and programs, including 5 new departments and programs which had not previously offered service learning courses. Although not a graduation requirement, service learning is swiftly becoming a prevalent and common feature of Loyola students’ academic experience. In 2010-2011, 238 of 517 graduating seniors had at least one course-based service learning experience prior to graduating (46%). Moreover, 16% of graduating seniors had more than one course-based service learning experience during their Loyola career. This represents a significant increase over 2009-2010, when 28% of graduating seniors had at least one service learning experience. Given current trends, we predict that by 2013, approximately 60-70% of seniors will have had at least one academic service learning experience during their time at Loyola.

In addition to cumulative service learning data for 2010-2011, this report summarizes feedback 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.

OSL has set out seven important learning outcomes for students, and assessment data show strong performance in each area. For example, one desired outcome is for students to make connections between course content and real-life service learning experiences. Approximately 75% of students surveyed said they had a better understanding of course content because of their service learning experience and vice-versa. 90% report that service learning made their class more interesting. Another desired outcome is for students to understand the distinction between service/volunteerism and social change/social justice. Approximately 74% of surveyed students say that service learning encouraged them to be more involved in efforts for social change. 58% report that their service learning experience strengthened their understanding of social justice.

Faculty survey responses indicate that the commitment to service learning on the part of Loyola faculty members has become very well-rooted. Moreover, faculty are highly satisfied with the outcomes of service learning, both for their students and for themselves. 76% report that their experience with service learning gave them new teaching ideas, and the same percentage say that service learning helped their students be more engaged during class time. One challenge concerns the connection between service learning and scholarly/research work. Only 32% of faculty report that service learning helped them generate new scholarly ideas, and only 20% report that service learning helped them with a scholarly project. Given that previous faculty development goals detailed in Loyola’s 2006-2011 Quality Enhancement Plan (centered on reflection) have been satisfactorily accomplished, this feedback will lay the groundwork for OSL’s new faculty development goals. New goals will be focused on strengthening the relationship between community engagement and scholarly work and identity.

Community partner surveys showed overwhelmingly positive satisfaction rates among partner agencies. 81% said service learning students made valuable contributions to their agencies; 77% said partnering with Loyola’s service learning program helped them achieve one or more goals in their strategic plan. 95% say they feel their feedback and input are important at Loyola, and that they enjoy a good level of trust with Loyola. This feedback shows that Loyola’s partnerships are achieving our primary goal of building capacity within partner agencies to promote positive social change. In 2011-2012, OSL plans to respond to a capacity-building need voiced by community partners in our surveys: assistance with program evaluation. Loyola will offer an intensive workshop for community partners to share expertise in this area.
## Service Learning by the Numbers

### Community Impact

#### 2010-2011 Documented Service Learning Hours by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (Head Start-Adult)</td>
<td>25%</td>
</tr>
<tr>
<td>Elder Care</td>
<td>3%</td>
</tr>
<tr>
<td>Environment/Community Gardens</td>
<td>12%</td>
</tr>
<tr>
<td>Health</td>
<td>9%</td>
</tr>
<tr>
<td>Hunger/Homelessness/Substance Abuse</td>
<td>3%</td>
</tr>
<tr>
<td>Latina/Latino</td>
<td>5%</td>
</tr>
<tr>
<td>Law</td>
<td>4%</td>
</tr>
<tr>
<td>Neighborhood Centers</td>
<td>9%</td>
</tr>
<tr>
<td>Small Business</td>
<td>3%</td>
</tr>
<tr>
<td>Youth</td>
<td>20%</td>
</tr>
<tr>
<td>Women’s Centers</td>
<td>4%</td>
</tr>
<tr>
<td>Arts</td>
<td>3%</td>
</tr>
</tbody>
</table>

#### Total Reported Hours Served by Loyola Service Learners Fall 2009 Through Spring 2011:

<table>
<thead>
<tr>
<th>Season</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09</td>
<td>7,963</td>
</tr>
<tr>
<td>Spring 10</td>
<td>9,225</td>
</tr>
<tr>
<td>Fall 10</td>
<td>11,364</td>
</tr>
<tr>
<td>Spring 11</td>
<td>9,895</td>
</tr>
</tbody>
</table>

#### Value¹ Created by Loyola Service Learners and Partner Agencies Fall 2009 Through Spring 2011:

<table>
<thead>
<tr>
<th>Season</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09</td>
<td>$148,988</td>
</tr>
<tr>
<td>Spring 10</td>
<td>$172,600</td>
</tr>
<tr>
<td>Fall 10</td>
<td>$212,620</td>
</tr>
<tr>
<td>Spring 11</td>
<td>$185,135</td>
</tr>
</tbody>
</table>

Cumulative total value created: $719,343

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¹ Figures for the in-kind value of volunteer time are from the Corporation for National & Community Service, the United States Federal Government’s service arm: [http://independentsector.org/volunteer_time](http://independentsector.org/volunteer_time)

Source: Cumulative reported service learning hours fall 2010 and spring 2011.
**PREVALENCE OF SERVICE LEARNING**

Number of service learning course sections fall 2008 through spring 2011:

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spring '09</th>
<th>Fall '09</th>
<th>Spring '10</th>
<th>Fall '10</th>
<th>Spring '11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10</td>
<td>15</td>
<td>29</td>
<td>32</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Total number of service learners:

- Academic Year 2008-2009: 325
- Academic Year 2009-2010: 780
- Academic Year 2010-2011: 712

**STUDENT SURVEY RESULTS**

**LOYOLA SERVICE LEARNERS**

Respondents' academic year:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>42%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>19%</td>
</tr>
<tr>
<td>Juniors</td>
<td>23%</td>
</tr>
<tr>
<td>Seniors</td>
<td>16%</td>
</tr>
</tbody>
</table>

Previous service learning experience:

- 31% first-time service learners
- 68% experienced service learners
- 1% unsure

---

2 233 of 712 service learners responded to online surveys administered in Dec 2010 and May 2011 (33%)
General involvement and interest in service:

- Besides my service learning experience at Loyola, I have other experiences with community service. (3.44)
- I am not usually involved in my community, other than for service learning at Loyola. (2.05)
- I feel knowledgeable about social problems. (3.28)
- Community service is not that important to me. (1.59)
- I think it takes more than service to change society. (3.21)

Service learning courses by model of service learning:

- Placement: Each student in a class volunteers regularly throughout the semester at a partner agency. Several agencies may be associated with a single placement course.
- Project: Students in a single class work together to complete a specific task for a single partner agency.
- One-time event: Students volunteer on-site at a partner agency just once in a semester, usually in groups.

Did the student know this class had a service learning component when registering for it?

- yes: 56%
- no: 35%
- unsure: 9%

Was service learning optional or required?

- required: 74%
- optional: 26%

All service learning courses are identified as such in LORA, Loyola’s course registration system.
This service learning class fulfilled

- a requirement for the student’s major. 48%
- a Common Curriculum requirement. 34%
- an elective. 16%
- (other) 2%

Relationship between service learning experience and course content:

- My service learning activities enhanced my understanding of classroom material. 3.5
- Service learning made this class more interesting. 3.21
- The classroom material helped me understand my service learning activities. 3.05
- Service learning helped me learn more in this class. 3.03
- I would like to take another service learning class in the future. 3.15

Student comments about the connection between service learning and course content:

- “Different sociological concepts that were discussed were played out in front of my eyes at my service learning site.”
- “Allowed for the texts to be put in the context of real life.”
- “I saw many of the things that were discussed in class at my service learning site and therefore had relevant applications of the concepts learned in class.”
- “It was useful to practice speaking and understanding spoken Spanish when talking to the Spanish-speaking children.”
- “The horribly sad and sickening reading and math statistics of public schools in New Orleans became real when I was tutoring third graders who couldn’t even read at a kindergarten level.”
- “We helped people with HIV/AIDS who are often prejudiced against and learned that they are not so different and just like us.”

In-class reflection:

- Reflection: Students engaging in critical thinking about their service experiences in an effort to make explicit connections between service and course content.

Types of reflection exercises used in class:

- Class discussion 42%
- Writing assignments 33%
- Presentations/Projects 19%
- Other 6%
  including blogging, dance/voice performance, film showings, etc.
Compared to non-service learning courses,

- how interesting was this course? 3.63
- how much work did this course require? 3.73

LOYOLA SERVICE LEARNING AGENCIES

Student perspective on service learning agencies:

- I would recommend this agency to other service learning students and classes. 3.09
- I received good supervision from agency staff throughout the semester. 3.06
- I received the training that I needed to perform my tasks. 3.05
- I was satisfied with the communication I had with the agency staff. 3.09
- I felt my tasks were meaningful and worthwhile. 3.22
- I would like to stay involved with this service learning agency after the class is over. 2.66

Student comments about service learning agencies:

- “I have done service learning at this agency for two different classes during different semesters. I returned because this agency really showed to me how awesome they are.”

- “The people at the Hispanic Apostolate were knowlegeable, approachable and very warm. I could tell from day one that they were working there because they genuinely cared about what they were doing and that they would bend over backwards to help their students get the most out of their time there.”

3 Response rates for these survey questions range from 217 to 233 (93-100% of sample)
## OUTCOMES

### As a student, my service learning experience

<table>
<thead>
<tr>
<th>Outcome</th>
<th>May 2011 survey only</th>
<th>all results</th>
</tr>
</thead>
<tbody>
<tr>
<td>helped me examine the strengths and weaknesses of my own views.</td>
<td>2.58</td>
<td></td>
</tr>
<tr>
<td>made me feel empowered to make significant changes to social problems.</td>
<td>2.88</td>
<td></td>
</tr>
<tr>
<td>made me feel powerless against systemic social problems.</td>
<td>2.46</td>
<td></td>
</tr>
<tr>
<td>exposed me to diversity and diverse perspectives.</td>
<td>3.12</td>
<td></td>
</tr>
<tr>
<td>made me feel more connected to the greater New Orleans community.</td>
<td>3.15</td>
<td></td>
</tr>
<tr>
<td>strengthened my understanding of social justice.</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td>clarified my understanding of the root causes of social problems.</td>
<td>2.94</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of students who agreed or strongly agreed:

<table>
<thead>
<tr>
<th>Statement</th>
<th>all results</th>
<th>May 2011 survey only</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed my service learning experience.</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>I learned from my service learning experience.</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>I believe I contributed to the welfare of the community.</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>My service learning experience has encouraged me to do more volunteer work in the future.</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>My service learning experience has encouraged me to be more involved with efforts for social change.</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>I felt I helped alleviate the needs of the people who came to the agency for help.</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>I believe I made a significant impact on the root causes of the social issues my agency is trying to address.</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>
What students enjoyed most about service learning:

“It’s real-life work. It’s a great way to connect what you’re learning in the classroom to the world around you, which promotes and reinforces the characteristics of a Jesuit Education.”

“Hearing the stories of the families at Hope Lodge—not just the stories related to their illnesses but stories about their past, present, and hope for the future. There were times that I’d laughed so hard and other times when I wanted to cry.”

“Having my work on social justice issues published and distributed worldwide.”

“I enjoyed learning about the different aspects that deal with domestic violence. For instance the way in which police officers deal with domestic violence cases as well as the impact a family dealing with domestic violence can have upon their children.”

“I got to interact with a group of people who I don’t normally get to interact with.”

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FACULTY SURVEY RESULTS

COURSE DESIGN AND PREPARATION

Model4 of service learning practiced by Loyola faculty5 during 2010-2011:

<table>
<thead>
<tr>
<th>Placement</th>
<th>44%</th>
<th>SL Required</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>44%</td>
<td>SL Optional</td>
<td>35%</td>
</tr>
<tr>
<td>One-day event</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of respondents who rated these factors as “very important” in creating a successful service learning experience:

- Students can connect course content to the "real world". 83%
- Students have direct contact with people in the community. 75%
- Students have exposure to unfamiliar conditions/populations. 71%
- Students gain valuable professional skills and experience. 58%

In the course grading scheme, service learning was worth:

- 11-25% 31%
- 26-50% 27%
- 0-10% 19%
- 50-100% 15%
- Extra Credit/Other 8%

4Detailed descriptions of these models of service learning appear on page eight.
526 of 32 Loyola faculty practitioners responded to online surveys administered in Dec 2010 and May 2011 (81%).
DURING THE SEMESTER

Percentage of practitioners who agreed or strongly agreed:

- I felt that the students helped people through their service learning work. 96%
- I have a clear understanding of what I want students to take away from service learning. 92%
- I felt confident leading and facilitating discussions about students’ service learning work. 92%
- I believe that the students contributed to positive social change through their service. 88%
- I feel that service learning helped students be more engaged during class time. 79%
- I feel that reflection assignments were successful. 68%
- Students felt like there wasn’t a strong connection between service learning and the class. 19%

What faculty practitioners liked best about teaching a service learning course:

“Experiential learning is at the core of my teaching philosophy; and when students can learn through experiential methods while at the same time giving back to their community, that is just icing on the cake.”

“Opening 60 students’ eyes to real problems and real solutions.”

What faculty practitioners liked best (continued):

“The students were able to interact more closely with each other and with their professor while helping others.”

“Students get that inequality is not just about the micro level interactions that people have, but that there are macro level forces at play as well. They also realize that it takes everyone doing something, no matter how small, in order for change to happen.”
**IMPACT ON FACULTY**

Percentage of practitioners who agreed or strongly agreed:

- It was more gratifying for me to teach a service learning course: 96%
- This experience gave me new teaching ideas: 80%
- Connections to service learning agencies will be valuable to me after this course is over: 80%
- My service learning efforts were recognized and supported by my department and college: 72%
- This experience gave me new ideas for scholarly work: 33%

Percentage of practitioners who indicated that teaching a service learning course has helped them

- in their teaching: 77%
- in their service: 50%
- in their research/scholarship: 19%

**COMMUNITY PARTNER SURVEY RESULTS**

**STUDENT PERFORMANCE**

Percentage of agency representatives who indicated either “most students” or “all students” exhibited the following characteristics:

- Followed instructions well: 97%
- Used their skills to accomplish tasks: 93%
- Acted in a mature, adult manner: 93%
- Demonstrated willingness to learn about the agency: 89%
- Acted in a professional and courteous manner: 89%
- Adhered to a regular service schedule: 86%
- Provided consistently high-quality work: 79%
- Demonstrated commitment to the mission of our agency: 70%
- Developed new skills to accomplish tasks: 61%
- Missed scheduled shifts or appointments: 11%

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6 29 representatives from Loyola service learning partner agencies responded to online surveys administered in Dec 2010 and May 2011. For a full list of active partner agencies, go to [http://www.loyo.edu/servicelearning/agencies](http://www.loyo.edu/servicelearning/agencies)
In general, the performance of Loyola students

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>50%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>met expectations.</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exceeded expectations.</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn’t meet expectations.</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments on student performance:

“I think the Loyola students are very well poised and wonderful young people.”

“They were all a pleasure to work with, and were very helpful to our chapter.”

“The Loyola service learning students served as role models for our youth participants — particularly for those who debate the importance of attending college.”

“All of the students that worked with us last semester were committed and effective. Most of the students from the fall 2010 semester were as well, but we had a couple issues with unexcused absences.”

“We were pleased with the student performance. Students were required to volunteer by professor. Given this, they were fairly engaged.”

“Students were extremely helpful to the program. The ability to have them kept the adult to child ratio low and allowed students to receive one on one tutoring on most days.”

SUPERVISION

Amount of time supervisors spent on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than expected</th>
<th>About as much as expected</th>
<th>Less than expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching specific tasks to students</td>
<td>68%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>Giving constructive feedback to students</td>
<td>61%</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>Intervening with underperforming students</td>
<td>54%</td>
<td>46%</td>
<td>0%</td>
</tr>
<tr>
<td>Double-checking tasks completed by students</td>
<td>48%</td>
<td>52%</td>
<td>0%</td>
</tr>
<tr>
<td>Correcting errors in work completed by students</td>
<td>48%</td>
<td>52%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentage of respondents who were either “basically satisfied” or “very satisfied” with the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kind of supervision required by SL students</td>
<td>89%</td>
</tr>
<tr>
<td>The frequency of supervision required by SL students</td>
<td>89%</td>
</tr>
<tr>
<td>The frequency of supervision the agency was able to provide</td>
<td>81%</td>
</tr>
</tbody>
</table>
IMPACT ON AGENCIES

Perceived value of the contributions made by Loyola service learners to partner agencies over the last year:

- Extremely valuable: 73%
- Moderately valuable: 23%
- Slightly valuable: 4%

Percentage of respondents who either agreed or strongly agreed that partnering with Loyola’s service learning program helped:

- 81% allowed staff members to spend more time on priority projects.
- 81% helped the agency achieve one or more goals in its strategic plan.
- 73% helped the agency learn how to access Loyola’s resources.
- 72% facilitated new connections to other community groups.
- 70% increased the organization’s visibility.
- 65% helped the agency produce new materials.
- 39% helped the agency develop new programs.

Percentage of respondents whose agencies have been able to use their partnerships with Loyola:

- 31% to seek in-kind donations or other non-monetary donations.
- 27% to successfully receive in-kind donations or other non-monetary donations.
- 12% to apply for grants and other funding.
- 12% to successfully receive in-kind donations or other non-monetary donations.
MUTUALITY

Perceived mutuality of agency partnerships with Loyola:

- The partnership benefits Loyola and the agency equally. 65%
- The partnership benefits the agency a lot and Loyola a little bit. 12%
- The partnership benefits Loyola a lot and benefits the agency a little bit. 4%
- The partnership mostly benefits the agency. 4%

Percentage of respondents who agreed or strongly agreed that they:

- feel their agency’s voice is welcomed and heard at Loyola. 92%
- feel that feedback and input from their agencies is taken seriously by decision makers at Loyola. 92%
- share a good level of trust with Loyola. 92%
- feel empowered to participate in decisions about service learning at Loyola. 89%
- perceive that Loyola consults them about important questions that affect the partnership. 85%