



*Report on Assessment of Student Outcomes 2012-13
(PRAC Annual Report)*

I. Learning Outcomes

The Center for Service and Learning (CSL) works to support the development of “**civic-mindedness**” in students at IUPUI. We have initially focused assessment on those students who are involved with our Center through a variety of programs and service events. We also work with faculty, departments, and Schools to identify civic outcomes and assessment strategies relevant to major and degree program goals. We define a *civic-minded graduate* (CMG) to be a person who has completed a course of study (e.g., bachelor’s degree), and has the capacity and desire to work with others in a democratic way to achieve the common good. “*Civic-mindedness*” refers to a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community (Steinberg, Hatcher, & Bringle, 2011). Thus, we are interested in evaluating a student’s orientation toward the community and others. Four tools have been developed and evaluated to measure the construct, including a 30-item CMG Scale, a CMG Narrative Prompt and Rubric, and a CMG Interview protocol.

As an academic support unit, CSL works directly with faculty and staff to support the integration and assessment of the IUPUI Principles of Undergraduate Learning (PULs), the RISE Initiative, and the campus mission of civic engagement. Although we have yet to formally map the PULs to our construct of civic-mindedness, we see a connection between all six of the PULs and student development of civic-mindedness. CSL regularly assesses the extent to which students within our programs develop civic knowledge, skills, dispositions, and have behavioral intentions to be civic-minded. CSL uses this information to assess programs, conduct program evaluation research, further the campus mission for civic engagement, and support student achievement of the PULs.

This past year, CSL focused on the assessment of student civic-mindedness as a result of their participation in large campus-wide days of service events (i.e., United Way Day of Caring, Dr. Martin Luther King, Jr. Day of Service, César Chávez Day of Service). To this end, the Assessment Director, Kristin Norris, collaborated with staff from the Office of Community Service and Civic Engagement, shared positions between CSL and the Office of Student Involvement. Learning outcomes were identified for each service event and activities

were designed to reach the intended outcomes. A short self-report survey was developed, which included 6-items from the CMG Scale and other measures. We identified a method for data collection for each event and the results are included in this report. Approval for this assessment of student outcomes was secured through IRB (#1301010409). The learning outcomes for each event are included below.

United Way Day of Caring (UWDoC) (September, 2012):

- Participants will be more knowledgeable of volunteer opportunities.
- Participants will be more knowledgeable of issues in society.
- Participants will have a more developed sense of civic identity.

Dr. Martin Luther King, Jr (MLK) Day of Service (January, 2013):

- Participants will be more knowledgeable of volunteer opportunities.
- Participants will be more knowledgeable of issues in society.
- Participants will be able to describe what it means to be an advocate for social justice.
- Participants will have a more developed sense of responsibility to be an advocate for social justice.

César Chávez Day of Service (March, 2013):

- Participants will be more knowledgeable of volunteer opportunities.
- Participants will be more knowledgeable of issues in society.
- Participants will know who César Chávez was and his impact on the labor movement.

II. Assessment Measures

The CSL has used the *Civic-Minded Graduate (CMG) Scale* (Appendix A) to assess the extent to which students have developed the civic knowledge, skills, dispositions, and behavioral intentions associated with civic-mindedness (Steinberg, et al., 2011). For this assessment, we identified items on the CMG Scale that were good measures for the learning outcomes outlined above. This resulted in a 6-item measure that was included on surveys for each of the three service events:

Question: As a result of participating in today's service experience...

- I have a better understanding of how organizations are working to improve societal issues.
- I am more confident I can contribute to improving life in my community.

- I have gained more knowledge to plan or help implement an initiative that improves the community.
- I am more knowledgeable about opportunities to get involved in the community.
- I have a better sense of who I am, which now includes a sincere desire to be of service to others.
- I am more aware of a number of community issues that need to be addressed.

In addition to the items above, CSL modified items from Brown and Moore (2005) to measure one's understanding of issues related to social justice. The following 5-item measure was used to measure knowledge of social justice as well as a sense of responsibility to be an advocate:

Question: As a result of participating in today's service experience...

- I intend to participate in activities that advocate for the equity of others.
- I intend to engage in advocacy activities on a local, state or national level.
- I intend to be an active leader in collaborating with others on social justice issues.
- I intend to educate others regarding how to make our communities more equitable.
- I am more confident in talking with others who are different from me.

A separate survey was developed for each event. Each survey included a standard set of questions regarding motivations for participating (e.g., required as part of a course) but varied slightly depending on the focus of the event and data collection strategy (see Appendix B, C, & D). And, depending upon the survey, students were asked the following demographic items: live on or off campus, school of enrollment, ethnicity, and gender.

III. Learning Opportunities

While designing each service event, intentional thought was given to the targeted learning outcomes. These informed decisions such as the focus for a keynote speaker, background information given to participants prior to doing service, structured conversations while at community partner sites, and most importantly, the post-service reflections. Training was provided to ServiceCorps members who worked as site supervisors and conducted the orientation and reflection sessions at the service site. The average community service event lasted 4 hours, most of which was spent doing hands-on service activities (e.g., painting, organizing supplies at a food pantry, landscaping, cleaning). Each event created an opportunity for dialogue with the community partners, ServiceCorps site leaders, faculty/staff who participate alongside the students, and residents of the local community. In the end, students participated in an experience that was intended provide hands-on experience in the

community to challenge their assumptions, increase their awareness of issues in society, and reflect upon how they see their role as active participants in society now and in the future.

IV. Assessment Plans

The structure of activities for each service event varied, so an assessment plan was created for each of the three events. One strategy implemented in two of the three events that is worth noting was the use of a [QR code](#). Previously, service events were evaluated using a paper-based evaluation at the end of the day. We decided to use a QR code for several reasons. First, using a QR code simplified the data collection and analysis process by enabling us to use an online survey tool. Second, it simplified the process of administering the survey (e.g., distributing a survey on-site, making sure everyone had a writing utensil). Third, we hoped that using an innovative technique might peak participant interest, which would increase the response rate. In summary, the QR code allowed greater flexibility while streamlining the process in a way that was more efficient and effective. Table 1 includes the response rate for each event and a discussion on the effectiveness of the QR code is included later in the report.

The following outlines how the assessment was administered for each service event. This is important because the structure of activities for each event (e.g., whether or not students return to campus after completing service) influenced when the survey was administered.

Event 1 – United Way Day of Caring (UWDoC)

Participants of United Way Day of Caring return to campus after completing service. The participants were invited to complete the survey in two ways: while at the community partner site or on campus upon returning from service. The on-site process began once participants completed service and gathered for the group reflection activity. The ServiceCorps site leaders had the QR code printed on a standard sheet of paper and participants who had a smart phone and an application that reads QR codes were able to scan the code and complete the survey instantly. Those that did not have a smart phone or the application on their phone were given the option to complete the survey once they returned to campus for lunch. We had laptops set up around the room and again shared the QR code as needed. In addition, a follow-up email with the link to the survey was sent to all participants.

Event 2 – Dr. Martin Luther King, Jr (MLK) Day of Service

Dr. MLK, Jr Day of Service presented a challenge because participants did not return to campus after completing service. However, we learned a few things after using the QR code for the first event. First, although participants know what a QR code is, they do not necessarily have an application that will scan a code installed on their phone. So, students were advised to download a QR code application at registration while they still had access to campus wifi. Second, we printed several copies of the QR code for each site which sped up the process of scanning the QR code on site. To ensure equal opportunity for participation, a follow-up email was sent to all participants.

Event 3 – César Chávez Day of Service

Traditionally, participation in this event is lower than other events making a paper-based survey more feasible. Administering the paper-based survey provided an opportunity to compare response rates with processes and allowed for future planning. Results from all three events are represented in Table 1.

Table 1 – Response Rates	UWDoC	MLK	Chávez
Survey Process	Online using a QR code on site, laptops on campus after service, & follow up email	Online using a QR code on site after service & follow up email	Paper survey on site after service
Student Participants from IUPUI	364	588	183
Respondents	237	467	134
Response Rate	65%	79%	73%

The following tables and figures represent the demographic data (gender, ethnicity, and School of enrollment) for participants in each event. This information is gathered using the student's IUPUI Jagtag. Students were asked to swipe their Jagtag at registration. Once the event was complete, we worked with Robert Aaron, Director of Assessment & Planning for the Division of Student Life, to pull the data from the Student Information System (SIS). In our attempt to keep the surveys as short as possible, demographic questions were omitted from some of the surveys. This prohibits conducting statistical analysis for comparison across groups and is something we will consider in the future.

Table 2 – Student Gender	UWDoC		MLK		Chávez	
Female	209	62.95%	344	61.10%	95	53.07%
Male	123	37.05%	219	38.90%	84	46.93%
Total	332		563		179	

Table 3 – Student Ethnicity	UWDoC	MLK	Chávez	University Population
Total Minority	26.8%	33.2%	39.7%	21.7%
Hispanic/Latino	6.6%	6.9%	15.1%	4.4%
African American	13.6%	19.4%	10.6%	10.2%
American Indian/Alaska Native		0.2%		0.1%
Asian American	3.0%	4.3%	10.1%	4.1%
Native Hawaiian/Pacific Islander	0.3%			0.0%
International	5.7%	4.1%	6.7%	5.5%
Two or More Races	3.3%	2.5%	3.9%	2.8%
White	66.6%	61.8%	52.5%	70.6%
Unknown	0.9%	0.9%	1.1%	2.2%
Total number of participants	332	563	179	

Table 3 represents the ethnicity of the student participants for each event. The ethnicity of the university population was included for comparison. Of particular interest was the percentage of total minority (includes Hispanic/Latino, African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races), which indicates that minority students are participating in campus service events at a higher rate than the general population. To help illustrate this comparison, Figure 1 represents the participation of the Total Minority, International, White, and Other/Unknown.

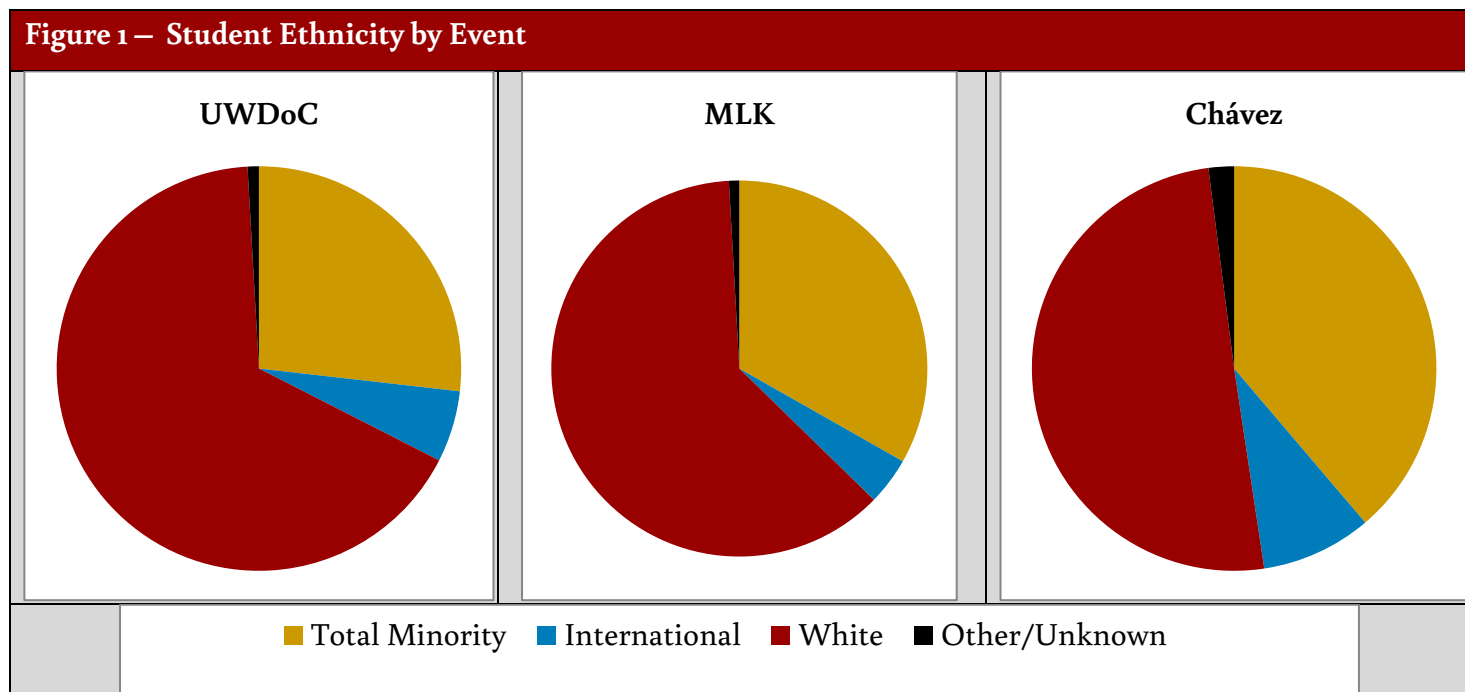
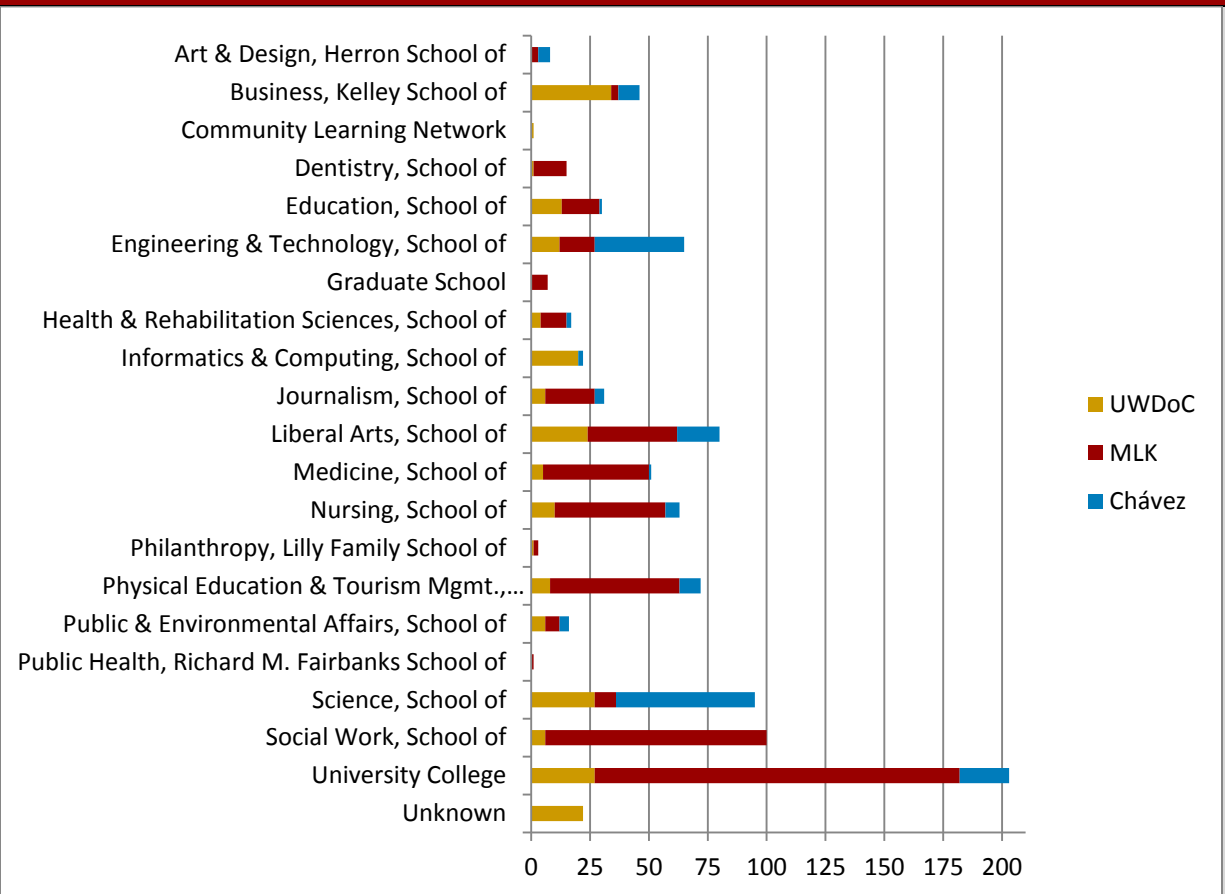


Figure 2 – School of Enrollment



V. Assessment Findings

The findings represent indirect, student self-report, evidence of student learning. For our purposes and at this stage in our assessment process, we are interested in understanding what happened during a service event that may have contributed to student development of civic-mindedness. For this reason, student self-reported growth on a survey provides evidence to meet our needs, which is program improvement.

Table 4 represents findings from the common items across all three surveys, the 6-items from the CMG Scale (Steinberg, et. al, 2011). The percentage shown represents respondents who indicated “agree” or “strongly agree” when asked, “As a result of participating in today’s service experience...”.

Table 4 – CMG 6-Item Measure	UWDoC	MLK	Chávez
	Percent who “Agreed” or “Strongly Agreed”		
I am more confident that I can contribute to improving life in my community.	88%	70%	94%
I am more knowledgeable about opportunities to get involved in the community.	84%	70%	94%
I have a better understanding of how organizations are working to improve societal issues.	82%	66%	85%
I am more aware of a number of community issues that need to be addressed.	80%	64%	81%
I have gained more knowledge to plan or help implement an initiative that improves the community.	79%	63%	83%
I have a better sense of who I am, which now includes a sincere desire to be of service to others.	76%	63%	73%
Cronbach alpha	.925	.955	.890

Table 5 represents findings from the social justice items related to Dr. MLK, Jr Day of Service. The percentage shown represents respondents who indicated “agree” or “strongly agree” when asked, “As a result of participating in today’s service experience...”.

Table 6 represents findings from César Chávez Day of Service related to the additional outcomes identified above. Again, the percentage shown represents respondents who indicated “agree” or “strongly agree” when asked, “As a result of participating in today’s service experience...”.

Table 5 – Social Justice 5-Item Measure (Cronbach $\alpha = .957$)	MLK
	Percent who “Agreed” or “Strongly Agreed”
I intend to participate in activities that advocate for the equity of others	71%
I am more comfortable in talking with others who are different from me	67%
Intend to educate others regarding how to make our communities more equitable	63%
Intend to engage in advocacy activities on a local, state, or national issue	62%
Intend to be an active leader in collaborating with others on social justice issues	58%

Table 6 – César Chávez 2-Item Measure (Cronbach $\alpha = .802$)	Chávez
	Percent who “Agreed” or “Strongly Agreed”
I have a better understanding of who César Chávez was.	88,5%
I have a better understanding of the impact César Chávez made on the labor movement.	87%

In summary, our assessments indicate that students report a high level of civic-mindedness as a result of participating in a service event. A larger percentage of students indicated more growth on items related to lower-levels of learning. For example, students indicated they were more aware of opportunities to get involved than they were to have developed a civic identity (i.e., I have a better sense of who I am, which now includes a sincere desire to be of service to others.). Given the nature of the service activity, including its short duration, this is to be expected.

Findings from the social justice 5-item measure was informative. Results, when compared to the CMG results, indicate that participating in the service event had less of an impact (see Table 4 and Table 5) on the social justice measures than the CMG measure. This caused us to consider how students become an advocate for social justice and how the items may or may not have captured what is happening. In order to become an advocate for social justice, some foundational knowledge is required, specifically, global knowledge/cultural awareness and self-awareness (Deardorff, 2011). This creates a challenge for designing effective programming because students who participate in campus-wide service events may have varying levels of knowledge and awareness. Our intentions to address this challenge will be discussed later.

Respondents to the Dr. MLK, Jr Day of Service survey were asked to indicate whether or not (‘yes’ or ‘no’) they had participated in various types of civic engagement activities as listed below. Responses were tabulated to create an index of prior involvement and this was used as an independent variable. There were no respondents who indicated “Yes” for each of the six items. Table 7 illustrates two findings. First, the less prior involvement, the greater the reported impact of the service experience on civic-mindedness. Of particular interest, those who had never participated in one of the civic activities (50.7%) reported statistically significantly ($p < .05$) higher levels of impact on their civic-mindedness when compared to other groups. The second point of interest is that participating in the service event was the first civic engagement experience for over half of the respondents.

- Volunteered in a previous day of service
- Wrote or discussed something in Democracy Plaza
- Community involvement through an organization
- Community involvement through Federal Work Study
- Service through another organization outside of IUPUI
- Community service as part of a course

Number of Prior Involvement Items Answered “YES”	Percentage of Respondents answered “YES”	CMG Mean
0	50.7%	5.29
1	18.9%	4.71
2	22.4%	4.53
3 or more	4.5%	4.48

In closing, a high percentage of students reported that participating in a campus-wide day of service contributed to their civic-mindedness and sense of social justice. As a self-reported measure, these findings represent indirect evidence of learning. We see the value in gathering direct evidence of learning in the future (e.g., analyze conversations that take place on-site and during group reflection activities, conduct focus groups with participants after the event).

V. Actions Taken in Response to Findings

The CSL initiated this assessment plan for the largest campus-wide days of service events for several reasons. First, we have seen a steady increase in student participation in community service (see [IUPUI Dashboard](#) and [CSL Annual Reports](#)) yet we have never done more than a standard evaluation of any service event (i.e., improve the registration process, evaluate the readiness of the community partners) and recognized the opportunity for a more intentional focus on assessment of student learning outcomes. Second, Dr. Zebulun Davenport, Vice Chancellor for Student Life, has spearheaded the integration of civic engagement into the student affairs strategic plan. The Office of Student Involvement (co-sponsors of events) has operationalized this commitment by incorporating Civic Engagement as one of the three strategic priorities (along with Social Justice and Leadership). This is in alignment with CSL’s Strategic Goals, ‘supporting student learning and development by designing educationally meaningful service experiences for the development of civic-minded graduates.’ These strategic priorities inform the learning outcomes for all co-curricular programming. The assessment activities that took place in 2012-13 seemed appropriate and necessary given these priorities. And finally, CSL has been using the CMG Scale to assess students who participate in our service-based scholarship programs (Sam H. Jones Community Service Scholars) as well as service learning courses. It has been beneficial to adapt its use with this program evaluation.

The purpose of this assessment was to provide baseline data on learning outcomes associated with campus-wide service events. This process provided us with information that enhanced our understanding of how learning outcomes are integrated into the activities designed for campus events and the extent to which those outcomes had an impact on student

growth and development. The next step is to use the information to improve programs and prepare the information for scholarly dissemination. We will continue to conduct assessments of campus wide service events in 2013-2014, including iServe, a new service event designed to engage first-year students.

Several scholarly activities have already taken place while others are in the process. First, several staff (Lorrie Brown, Jennifer Halford, Kristin Norris) along with an undergraduate student (Joe Spaulding) presented the assessment plan and findings at the National Student Affairs Professionals Association (NASPA) conference on Civic Learning and Democratic Engagement in June. IUPUI recently received notification from NASPA that we have been recognized as a [LEAD](#) institution, a network of 75 postsecondary institutions with a commitment to civic learning and democratic engagement. The findings will also be presented at various conferences over the coming year (i.e., ACPA, Assessment Institute, NASPA, ARNOVA) and will become the basis for a manuscript by Julie Hatcher, Kristin Norris, and Tom Hahn.

As previously mentioned, the results of the CMG measure, when compared to the social justice measure, led to further consideration about the construct of social justice and how to adequately design programs and assess student learning to reach this goal. CSL staff had subsequent conversations in April 2013 related to what we mean by social justice, cultural awareness, and intercultural competence. These findings, as suggested above, confirm that it is difficult to expect significant amounts of growth or to develop advocates for social justice by simply participating in a one-time service event. Strategies to overcome these challenges will be discussed throughout regularly scheduled meetings during 2013-2014.

And finally, Kristin Norris, the Assessment Director for CSL, will continue meeting with Chad Ahren, Director for the Office of Student Involvement (OSI), and Robert Aaron, Director of Assessment & Planning for the Division of Student Life, on a regular basis to discuss assessment plans, co-curricular outcomes, share resources, and give regular updates regarding initiatives. This collaboration allows for greater focus on learning outcomes for service events and was helpful for program design purposes.

In summary, this process has enabled both CSL and OSI to understand the impact of student participation in service events at IUPUI. Together we will continue to support the civic engagement mission of the institution and develop programs that engaged students, faculty, staff, and community members in educationally-meaningful service in a more informed and intentional way.

Appendix A

United Way Day of Caring Survey

***What is your IUPUI username?** (ex. norriske)

Do you live on or off campus?

On campus

Off campus - please enter your zip code

***What is your affiliation with IUPUI?**

Students and faculty, please select your school from the drop down list provided in the following question

Student

Faculty

Staff

Administrator

Please indicate your school of enrollment/employment:

If not listed, select "Other" and use the text box provided.

Continuing Studies

Dentistry

Education

Engineering and Technology

Health and Rehabilitation Sciences

Herron School of Art

Informatics

Journalism

Kelley School of Business

Law

Liberal Arts

Library and Information Science

Medicine

Nursing

Physical Education & Tourism Management

Public & Environmental Affairs

Science

Social Work

University College

-Open

Please indicate your ethnicity:

American Indian or Alaska native
 Asian
 Black or African American
 Hispanic/Latino of any race
 Native Hawaiian or Other Pacific Islander
 White
 Two or more
 Other:

What prompted you to participate in this day of service?

I just wanted to volunteer
 As partial fulfillment of an Athletic Scholarship requirement
 As partial fulfillment of a Scholarship/ Program requirement
 As partial fulfillment of a Student Organization requirement
 As partial fulfillment of a Fraternity/ Sorority requirement
 Required as part of a course - Please enter the course number

Your Service Experience

Please rate the following on a scale of 1-6 (1=Strongly disagree, 6 = Strongly agree):

The readiness and organization of your service site
 The experience that you had at the service site while you served
 Your experience with the people with whom you served
 The value of the service you performed

***Civic Outcomes:**

Please rate the following on a scale of 1-6 (1=Strongly disagree, 6 = Strongly agree):

As a result of participating in today's service experience....
 I have a better understanding of how organizations are working to improve societal issues.
 I am more confident that I can contribute to improving life in my community.
 I have gained more knowledge to plan or help implement an initiative that improves the community.
 I am more knowledgeable about opportunities to get involved in the community.
 I have a better sense of who I am, which now includes a sincere desire to be of service to others.
 I am more aware of a number of community issues that need to be addressed.

Do you have suggestions for improving the service experience in the future?

Appendix B

MLK – Day of Service

Do you live on or off campus?

On campus

Off campus - please enter your zip code

What is your affiliation with IUPUI

Student

Faculty

Staff

Administrator

Other

Please indicate your school of enrollment/employment:

Art and Design, IU Herron School of

Business, IU Kelley School of

Continuing Studies, Division of

Dentistry, IU School of

Education, IU School of

Engineering & Technology, Purdue School of

Graduate School

Health & Rehabilitation Sciences, IU School of

Honors College

Informatics, IU School of

Journalism, IU School of

Law, IU School of

Liberal Arts, IU School of

Library & Information Science, IU School of

Medicine, IU School of

Nursing, IU School of

Physical Education & Tourism Mgmt., IU School of

Public & Environmental Affairs, IU School of

Public Health, IU Richard M. Fairbanks School of

Science, Purdue School of

Social Work, IU School of

University College, IUPUI

What is your Ethnicity?

Hispanic/Latino of any race

American Indian/Alaska native
 African American
 Asian American
 Native Hawaiian/Pacific Islander
 White
 Two or more
 -Open

Gender

Male
 Female

What prompted you to participate in this day of service?

Please select no more than two.

As partial fulfillment of an Athletic Scholarship requirement
 As partial fulfillment of a Scholarship/ Program requirement
 As partial fulfillment of a Student Organization requirement
 As partial fulfillment of a Fraternity/ Sorority requirement
 Required as part of a course - Please enter the course number
 I just wanted to volunteer

Please indicate if you have participated in the following prior to your experience today.

Please check all that apply.

Volunteered in a previous day of service
 Wrote or discussed something in Democracy Plaza
 Community involvement through an organization
 Community involvement through Federal Work Study
 Service Through another organization outside of IUPUI
 Community Service as part of a course

Civic Engagement

Please consider your level of agreement with the following statements, now that you have completed your service within the community.

After participating in this day of service

I have a better understand of how organizations are working to improve societal issues

I am more confident that I can contribute to improving life in my community.

I have gained the knowledge to plan or help implement an initiative that improves the community.

I am more knowledgeable about opportunities to get involved in the community.

I have a better sense of who I am, which now includes a sincere desire to be of service to others.

I am more aware of a number of community issues that need to be addressed. **Social Justice Outcome**

After participating in this day of service....

I intend to participate in activities that advocate for the equity of others.

I intend to engage in advocacy activities on a local, state, or national issue.

I intend to be an active leader in collaborating with others on social justice issues.

I intend to educate others regarding how to make our communities more equitable.

I am more comfortable in talking with others who are different from me.

***As a result of your participation in today's service event, what is the likelihood that you would volunteer at a community organization in the future? (1=Not Likely, 6=Highly Likely)**

As a result of your participation in today's service event, what is the likelihood that you would donate money in the future? (1=Not Likely, 6=Highly Likely)

What are key social justice issues that you see in the Indianapolis/ Marion County?

Please select no more than three.

Crime and Domestic

Drug and Alcohol

Equal Pay and

Violence

Addiction Immigration

Opportunity

Gay and Lesbian Rights

Mental Health

Police Powers

Racial Profiling

Youth Aggression and

Disability Rights

Education and Literacy

Violence

Human Rights

Job Security

Food and Nutrition

Poverty and Homelessness

Religious Discrimination

Do you have suggestions for improving the service experience in the future?

Appendix C

César Chávez Day of Service

What is your affiliation with IUPUI? Student Faculty Staff/Administrator Not affiliated

Please indicate whether you agree or disagree with the following statements by circling the appropriate number. (1=Strongly Disagree to 5=Strongly Agree)

Strongly Strongly
Disagree Agree

As a result of participating in today's service experience....

I have a better understanding of how organizations are working to improve societal issues.

I am more confident that I can contribute to improving life in my community.

I have gained more knowledge to plan or help implement an initiative that improves the community.

I am more knowledgeable about opportunities to get involved in the community.

I have a better sense of who I am, which now includes a sincere desire to be of service to others.

I am more aware of a number of community issues that need to be addressed.

I have a better understanding of who César Chávez was.

I have a better understanding of the impact César Chávez made on the labor movement.

As a result of you participation in today's service event, what is the likelihood that you would volunteer at a community organization in the future?

Highly Unlikely Unlikely Neutral Likely Highly Unlikely

As a result of you participation in today's service event, what is the likelihood that you would donate money to a community organization in the future?

Highly Unlikely Unlikely Neutral Likely Highly Unlikely

