



**Center for Service and Learning  
Program Review and Assessment  
Committee**

**(PRAC) Report  
2015-2016**

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# Report on Assessment of Student Outcomes 2015-16 (Program Review and Assessment Committee Annual Report)

## Overview

### Scope of Report

The 2015-16 Program Review and Assessment Committee (PRAC) report submitted by the Center for Service and Learning (CSL) focuses on the civic learning outcomes of:

- First-Year Service Scholars
- Community Service Scholars - community partners' perspective
- Service Learning Assistant Scholars - faculty/staff perspective
- IUPUI alumni

### Civic Learning

Civic engagement is increasingly seen as an integrated aspect of higher education and this has implications for institutional assessment. Higher education institutions are facing both internal and external pressures to improve and demonstrate the worth and value of interventions that promote student civic learning. Howard (2001) defines civic learning as

any learning that contributes to student preparation for community or public involvement in a diverse democratic society... knowledge skills and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation. (p. 45).

The Association of American Colleges and Universities (AAC&U) released a national call to action in the report *A Crucible Moment: College Learning & Democracy's Future* (National Task Force, 2012). The report provides recommendations to the U.S. Department of Education and urges the higher education community “to embrace civic learning and democratic engagement as an undisputed educational priority” (p. 2). The report rejects the notion that the mission of higher education is to focus on workforce preparation and training at the expense of knowledge basic to democracy. The report also has implications for institutional research, assessment practitioners, and evaluators as “colleges and universities are asked to examine their role in civic learning and monitor how they have an impact on students' development” (Hurtado, Ruiz, & Wang, 2012, p. 3). Another report titled *Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action* (U.S. Department of Education, 2012) further

represents a call to action for ensuring student civic learning outcomes and achievement. This report states:

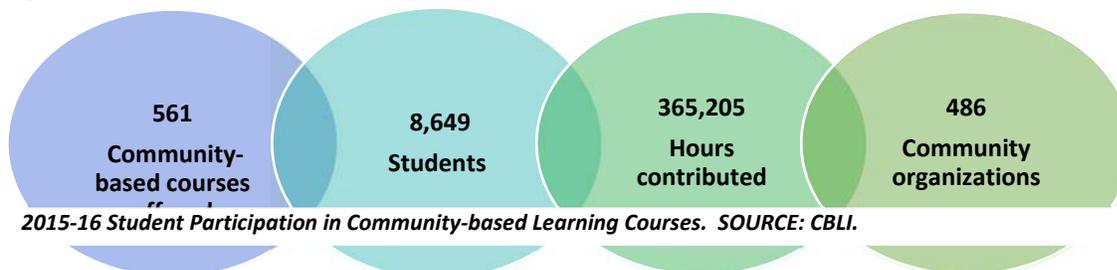
preparing all students—regardless of background or identity—for informed, engaged participation in civic and democratic life is not only essential, but also consistent with the aims of increasing student achievement and closing achievement gaps. It is consistent with preparing students for 21st-century careers (p. 2).

### Center for Service and Learning

The Center for Service and Learning (CSL) at Indiana University-Purdue University Indianapolis (IUPUI) embraces this call to promote civic learning. CSL engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, advance best practice and assessment, achieve community goals through partnerships, and further the community engagement mission of IUPUI (<http://csl.iupui.edu>). CSL strategic goals include cultivating a campus environment that enhances student learning and success across the curriculum and co-curriculum. CSL is a unit within the newly formed Office of Community Engagement.

CSL advances high impact educational practices. Through community-engaged learning, students apply learning outside of the classroom context and collaborate with others to deepen understanding of course content and contemporary social issues relevant to each discipline. Selected campus statistics describing community engagement at IUPUI are depicted in Figure 1.

**Figure 1**



CSL staff Julie Hatcher, Thomas Hahn, and Senior Scholar Robert Bringle completed editing volume three in the *IUPUI Series on Service Learning Research* (Stylus Publishing, LLC). This volume, *Research on Student Civic Outcomes in Service Learning*, provides an analysis of student civic outcomes and contributes to assessment and research strategies for

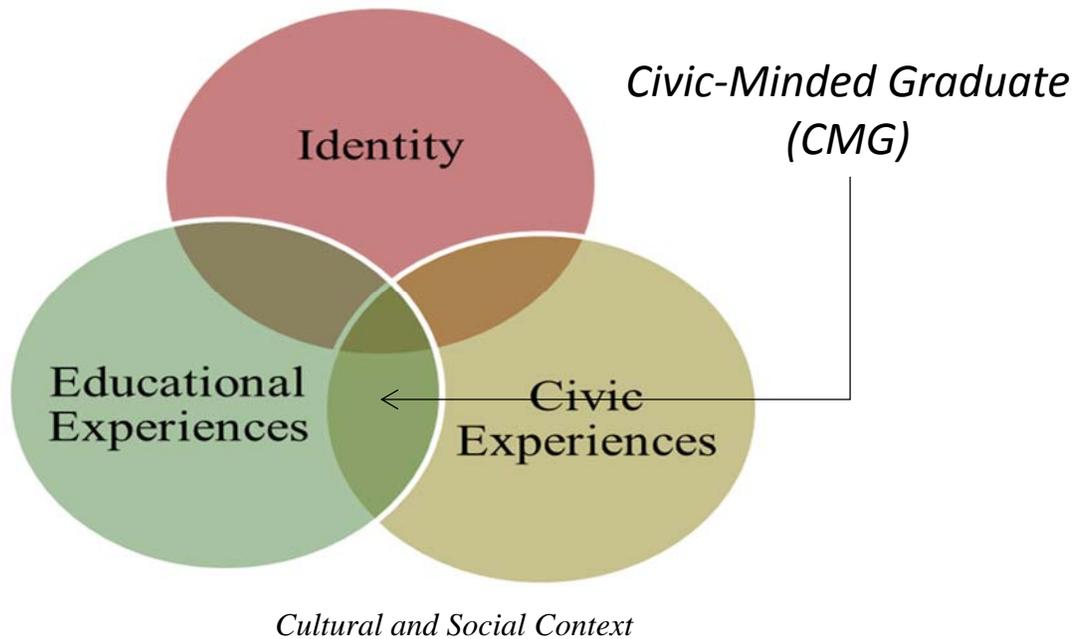
enhancing understanding for how service learning can contribute to student civic learning and participation (<https://sty.presswarehouse.com/Books/BookDetail.aspx?productID=205814>).

### **Civic Learning Outcomes**

To determine if service learning courses and other civic engagement programs are helping students achieve civic learning outcomes, CSL has developed specific assessable outcomes that focus holistically on students' civic learning. The outcomes define the knowledge, skills, attitudes, behaviors, affect, and values that students need to develop in order to be civically engaged, cultivate civic identity and commitment, understand the diversity of cultures, develop informed perspectives on social issues, and participate actively in public problem solving and community service.

CSL promotes student civic learning outcomes derived from the Civic-Minded Graduate (CMG) construct. 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" (Bringle & Steinberg 2010, p. 429). A CMG is someone who completes a course of study and has the capacity and desire to work with others to achieve the common good. This person has achieved this desire through the integration of three domains: personal identity, civic experiences and educational experiences (see Figure 2).

**Figure 2**



The construct of CMG is comprised of ten domains (Bringle & Steinberg, 2010) and these are clustered by knowledge, skills, dispositions, and behavioral intentions (see <http://csl.iupui.edu/teaching-research/opportunities/civic-learning/graduate.shtml>). The civic learning outcomes derived from CMG and assessed in this report are listed below.

### **Sam H. Jones (SHJ) Service Scholar Civic Learning Outcomes**

#### **SHJ First-Year Service Scholars**

- 1) Student will describe community issues that need to be addressed
- 2) Student will describe social issues prevalent at George Washington Community High School
- 3) Student will articulate the importance of participating in activities that advocate for equity of others

#### **SHJ Community Service Scholars**

- 1) Student will demonstrate ability to work in settings with a diversity of people (culture, ethnicity, religion, social & economic background)
- 2) Student will demonstrate consensus-building skills when resolving problems or controversial issues
- 3) Student will connect their education to their responsibility to help address social issues

#### **SHJ Service Learning Assistant Scholars**

- 1) Student will articulate an optimistic yet realistic assessment of the personal impact they can have on social issues
- 2) Student will describe the value of being involved in service or other forms of community engagement
- 3) Student will demonstrate intentions to remain involved in service or community engagement after graduation from college

### **Alumni Civic Learning Outcomes**

CSL is also interested in understanding the civic learning outcomes of students after they graduate and depart IUPUI. These outcomes are derived from the Civic-Minded Professional construct. A *CMP* is defined as “one who is skillfully trained through formal education with the ethical disposition as a social trustee of knowledge, and the capacity to work with others in a democratic way to achieve public goods” (Hatcher, 2008, p. 21). As Figure 3 illustrates, this represents the integration of ones’ (a) identity; (b) work, career, and profession; and (c) civic attitudes, civic action, and public purpose.



The civic learning outcomes derived from CMP are listed below.

- 1) Alumnus is able to articulate many opportunities to use his/her skills and abilities in community, voluntary, or pro bono service
- 2) Alumnus is able to articulate a deep sense of purpose in the work he/she does
- 3) Alumnus describes him/herself as a politically active and engaged citizen
- 4) Alumnus connects his/her education to their responsibility to serve others
- 5) Alumnus is able to describe his/her ability to come to consensus with others through dialogue and compromise

### **Strategic Approaches to Attain Student Civic Learning Outcomes**

CSL implements a variety of programs to cultivate student civic learning outcomes at both the undergraduate and graduate level. These include initiatives for both students and faculty at the curricular and co-curricular level.

#### **Students**

**Civic learning opportunities.** CSL offers a variety of co-curricular service experiences that are designed to be both educationally meaningful for students and at the same time beneficial for community groups and organizations. The Sam H. Jones (SHJ) Community Service Scholarship Program is one of the nation's largest service-based scholarship programs with both undergraduate and graduate students involved in ten distinct programs. For AY 2015-2016, SHJ scholarships were awarded to 143 undergraduate and 53 graduate students. SHJ

Scholars contributed over 14,425 hours of service to support the civic engagement mission of the campus. This scholarship program attracts a wide range of students, including many high-ability, low-income (i.e., Pell recipient) students who end up being successful at IUPUI. The retention rates for AY 2015-16 for undergraduate and graduate SHJ Scholars was 96.3% and 92.8%, respectively. The average GPA for undergraduate SHJ Scholars was 3.45 and graduate SHJ Scholars was 3.65.

CSL coordinates meaningful service experiences for the SHJ Scholars with community partners. Critical reflection is a central component of these experiences. This process of analyzing, reconsidering, and questioning one's experiences within a broad context of issues and content knowledge fosters learning by service. According to Jacoby, "it is guiding students through the process of considering and reconsidering their values, beliefs, and acquired knowledge that enables them to question and challenge their stereotypes and other *a priori* assumptions" (2015, p. 27). CSL ensures that these reflection activities are well designed and implemented. To that end, reflection activities: (a) intentionally link the service experience to course-based learning objectives, (b) are structured, (c) occur regularly, (d) allow feedback and assessment, and (e) include the clarification of values (Bringle & Hatcher, 1999).

CSL also provides various seminars and trainings (e.g., social justice issues, personal action plan, self-awareness and identities) for the SHJ Scholars throughout the semester.

### **Faculty/Staff**

**Support and resources for instructors and departments.** CSL offers a number of opportunities for instructors to learn how to design and assess community-engaged learning experiences as part of a project, course, or curriculum. Faculty and staff can connect with other instructors and practitioners committed to civic engagement as a component of the undergraduate experience. Workshop series include:

- Service Learning: The Basics
- Applying the IUPUI Service Learning Taxonomy to Further Service Learning Practice and Assessment (see next page)
- Civic and Community Engagement Across the Disciplines
- Public Scholarship

CSL also keeps faculty and staff abreast of external opportunities and news related to community engaged teaching through a bi-weekly Opportunities Eblast and the CSL listserv.

**Consultations.** CSL offers customized one-one one and group consultations to faculty and staff on a range of topics in community-engaged teaching and learning including:

- Student civic learning and development
- Conducting research and assessment
- Reflection assignments: Effective design and assessment
- Course scaffolding/learning outcomes mapping (e.g., PULs, disciplinary competencies, civic learning)
- Community-based inter-professional education
- Community partnerships, community partners as co-educators
- Community service project design
- Global and international service learning
- Peer evaluation/feedback on teaching
- Ethical practice and risk management

**IUPUI Service Learning Taxonomy.** In order to assess student learning and improve the quality of course design on campus, the IUPUI executive vice chancellor asked that each unit (e.g., Center for Service and Learning, Office of International Affairs) with responsibility for a high-impact teaching practice (e.g., internship, service learning, study abroad, undergraduate research) develop a framework (i.e., taxonomy) for course design. Following an extensive literature review and feedback from colleagues and content experts, CSL identified six essential attributes of service learning courses. The IUPUI Taxonomy for Service Learning Courses (available at <https://scholarworks.iupui.edu/handle/1805/10851>) contributes to civic learning and its assessment because the taxonomy creates a common approach in working with instructors to support the fidelity and quality of service learning courses; and identifies those course attributes (i.e., variables) that may relate to student outcomes (e.g., civic learning, academic learning, personal growth), as well as other outcomes (e.g., faculty development, community impact, community partner collaboration). Within the taxonomy are variables in course design that relate to civic learning outcomes including opportunities for reflection, orientation of community activities, dialogue across difference, and student interaction with community members. CSL has disseminated the Taxonomy to faculty and is providing ongoing training on how to use the Taxonomy to improve service learning pedagogy and assessment.

**Service Learning Assistant Funding.** The Service Learning Assistant (SLA) Scholarship was created to support faculty and staff work associated with community-engaged scholarly practice. The SLA scholarship is unique from the other SHJ scholarships in that it is

awarded directly to a faculty or staff member via a detailed proposal process. Once funded, the faculty/staff awardee (also known as a program mentor) identifies a student as a recipient of the scholarship. SLA scholarship funds support faculty and staff work that enables them to manage the increased time commitment, logistics, and relationship building required of projects and initiatives conducted in and with communities under the domain of community-engaged/public scholarship. This support is designed to 1) enhance faculty/staff community-engaged scholarly practice; provide high-quality student mentoring opportunities; 3) contribute to the Scholar's civic learning outcomes; and 4) build capacity for sustainable, mutually beneficial community-campus partnerships.

### **Approaches Used to Assess Student Civic Learning Outcomes**

CSL has incorporated direct and indirect measures to assess student civic learning outcomes. Direct measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity (Palomba & Banta, 1999; Suskie, 2009). Indirect measures capture students' perceptions of their knowledge and skills. They can supplement direct measures of learning by providing information about how and why learning is occurring (Suskie, 2009).

Using a combination of qualitative and quantitative assessment approaches has been instrumental in capturing the deep and varied civic learning outcomes of service learning courses and other community engaged activities. For example, in-depth focus groups and interviews with instructors, students, and community partners have provided insights into how the community-engaged learning experience was implemented whereas quantitative measures have helped to increase understanding regarding the ways in which students' in-depth perceptions of the experiences related to student civic learning outcomes.

The assessment findings described in the next section describe the results of 1) SHJ First-Year Service Scholars Focus Group, 2) SHJ Community Service Scholars – Community Partners Interviews, 3) SHJ Service Learning Assistant Scholars - Faculty/Staff Interviews and 4) Alumni Survey.

## Assessment Findings

### SHJ First-Year Service Scholars Focus Group

SHJ First-Year Service Scholars (FSS) volunteer together for 3 1/2 hours each week at George Washington Community School's (GWCS) after-school program. They tutor and lead activities to engage GWCS students in the after-school program. A qualitative assessment of these Scholars' civic learning outcomes employed a focus group to examine their written poems each entitled "Who Am I?". These poems were composed at the beginning and end of the academic year, followed by a focus group discussion of what had changed for the Scholars during the academic year. The focus group discussion revealed that their service activities (i.e., tutoring at GWCS) solidified their understanding of the topics covered throughout the year (e.g., diversity across difference, social justice). The major theme that emerged from this discussion was that all of the Scholars agreed that they did not realize how relatively "close-minded" they were when they first began and how their experiences in the community and training/activities throughout the year served to increase their understanding of 1) community issues that need to be addressed, 2) social issues prevalent at George Washington Community High School and 3) the importance of participating in activities that advocate for equity of others.

### SHJ Community Service Scholars - Community Partners Interviews

The purpose of this assessment was to understand the perceptions of community partners who have partnered with CSL to host SHJ Community Service Scholarship (CSS) recipients. Community partners were asked to voluntarily participate in an interview to learn more about their experiences with the Scholars and suggestions for program improvement. In this SHJ program, Scholars' interests are matched with a community agency, and they contribute four hours per week at the agency during the academic year. The CSS program is designed to introduce IUPUI Scholars to social issues in the community. Throughout the year, Scholars participate in direct and/or indirect service that furthers the mission of the agency while addressing the social issue. Scholars also enroll in a service learning course, *Community Service Seminar*, during the fall semester that provides an academic framework for reflection on their service experience.

**Method.** CSL team members (3) interviewed community partners (10) involved in the CSS program. This sample was intentionally purposive in order to identify "information rich"

participants (Patton, 2015). The data was analyzed using the grounded theory method, which Patton (2002) defines as “theory that emerges from the researcher’s observations and in interviews out in the real world rather than in the laboratory or the academy” (p. 11). Grounded theory holds that the central tenants of experience and phenomenon are retained within the lives of the individuals under study (Corbin & Strauss, 1990).

As shown in Table 2, these participants represented a variety of non-profit agencies. The participants included 8 women and 2 men; and 8 Whites and 2 African-Americans. The number of years the community partner had hosted a CSS ranged from 1 to 8 years.

**Table 2: Community Partners** **Purpose** **Yrs. w/CSS**

	<b>Purpose</b>	<b>Yrs. w/CSS</b>
AMPATH (Academic Model Providing Access to Healthcare)	Provides prevention and treatment programs to HIV-positive persons in Kenya; partners to feed HIV-affected persons, provides school fees, nutrition, etc. to children affected by HIV/AIDS.	2
Big Brothers-Big Sisters	Makes meaningful, monitored matches between adult volunteers and children, ages 8 through 18, developing positive relationships.	1
Exodus Refugee	Welcomes refugees to Indiana and arranges housing, food and clothing, case management, as well as education, employment and health services for individuals and families.	2
George Washington Community High School	Provides a wide variety of services designed to support students, families, and the surrounding community.	6
Indy Urban Acres	Maintains an 8 acre organic farm; donates 100% of its produce; provides education to elementary school children through free tours and workshops.	3
Mary Rigg Neighborhood Center	Provides emergency food pantry, housing and utility assistance, mental health counseling, health insurance information, employment and financial coaching, and before/after school programming.	4
Ronald McDonald House of Indiana	Provides a supportive home-away-from-home for parents and siblings of seriously ill or injured children receiving hospital care.	8
United Way of Central Indiana	Provides support to help individuals achieve and maintain self-sufficiency by focusing on four key areas of community impact – education, income, health and basic needs.	3

Volunteers of America of Indiana	Works primarily with individuals transitioning out of the prison system; assists homeless veterans, seniors, and adults with disabilities.	6
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**Data Analysis.** This comprehensive assessment considers an overall view of all CSS community partner interviews. Therefore, the main goal is to understand and describe notable themes and patterns of discussion found across all interviews. A coding process was employed as the primary means of examination. Corbin and Strauss’s (1990) work explains, “data using the grounded theory method is frequently referred to as coding to depict the process by which data are collapsed into smaller pieces of data, categorized, considered, and reconceptualized in new ways” (p. 348).

**Results.** Several notable themes emerged during analysis of the interview data. All of these themes are detailed in the full report available at: <https://scholarworks.iupui.edu/handle/1805/9606>. The interview topic that focused on student civic learning was *community partners as co-educators*, and the themes that emerged are listed in Table 3. The community partners displayed a deep level of understanding and commitment to their Scholars’ learning. They articulated a willingness to “be there” for the Scholars. Indeed, the community partners embraced their role of co-educators and recounted a variety of instances where they added to their Scholars’ civic learning. This commitment to prepare the Scholars to address the issues facing the community seemed to be embedded in their practice. In addition to integrating the experience with course content, other learning experiences detailed by the community partners included: deepened understanding of social issue(s), diversity in the learning experience, and conflict management. These themes are supported by actual examples of CSS community partners’ interview conversations. The names of the community partners have been omitted to promote confidentiality. However, these responses have not been edited in any other way, allowing for a trustworthy representation of the community partners’ experiences with the Scholars’ civic learning.

**Table 3: Community Partners as Co-educators**

Theme: Integration with academic course content	<ul style="list-style-type: none"> <li>• “Instead of having a syllabus where I sit and go through different topics, I address the situation at the time of the issue. For example, he might ask me a question, why do we do this with the payroll or what is the value of that? I can embellish upon that in the real world.”</li> </ul>
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	<ul style="list-style-type: none"> <li>• “I wanted him to redesign it to channel that water to a rain garden on the west side of the green house. We got the plans. We went to Lowes. We looked at materials. We now have no flooding issues. So, that was using his engineering background.”</li> <li>• “I asked them to enhance their reporting and skills. I asked them to design the newsletter; that allows them to expand on their own creativity. I asked them to update the website.”</li> <li>• “It is also really great that they are in a class the first semester because I think it ties in what they are doing here with the even bigger picture.”</li> </ul>
Theme: Deepened understanding of social issue	<ul style="list-style-type: none"> <li>• “We have conversations around issues involving incarceration a lot of times. It helps take that stigma away and starts to open up conversations about poverty and mental health and drug abuse and trauma. And so yeah I think primarily having those conversations, but I think they learn more from the ladies directly because when you are in a computer lab and someone doesn’t have an email address, it gives you a different view of the barriers it takes to get a job.”</li> <li>• “He really just got a good understanding of all of the challenges that come with poverty.”</li> <li>• “She has really gotten to see a whole other side.”</li> <li>• “They understand how people live and what people are going through, and it’s amazing.”</li> </ul>
Theme: Diversity in the learning experience	<ul style="list-style-type: none"> <li>• “Our clients are incredibly diverse with different ethnic backgrounds, religions, and languages. Our staff is incredibly diverse. We have a staff of close to 40 and over half of them are from the cultures where our clients are from and it is incredibly diverse. So I think just being exposed to that work atmosphere is a positive one.”</li> <li>• “I think giving them that firsthand opportunity to actually engage with our clients and to actually get to know them and being exposed to a lot of diversity here.”</li> <li>• “We talk a lot about civil rights.”</li> </ul>
Theme: conflict management	<ul style="list-style-type: none"> <li>• “We took time to share what was your experience in school. So she shared how she did not have positive relations with her nursing supervisor. So we talked and we brainstormed some strategies and that made me happy because one week later she used the same strategies and it worked out. So it was a good experience.”</li> <li>• “I think one of the challenges Scholars have had the most is when clients are in the computer lab they can’t be on Facebook or social media, so one of the hardest things that they have had to do is tell people who are often a lot older than them that they need to quit doing what they are doing. But it’s a good lesson in boundaries and in doing something scary.”</li> </ul>

## SHJ Service Learning Assistant Scholars - Faculty/Staff Interviews

**Method.** SLA faculty/staff who received an SLA award for the 2015-16 academic year were contacted by CSL and invited to participate in an interview to learn more about their perspective of their Scholar's civic learning, as well as other aspects of the SLA program. The interviews were approximately 45 minutes long and were audio recorded. A total of 8 faculty/staff participated in individual interviews over the course of one month's time in the spring of 2016. The data was analyzed using the grounded theory method. Qualitative analysis procedures were adopted to facilitate an exploratory content analysis of the 8 interviews of SLA faculty/staff. This assessment considers an overall view of all SLA faculty/staff interviews. Transcripts were constructed by using audio files created during the interview. Due to the constructivist nature of this evaluation, the analysis progressed from more concrete codes to abstract themes that reflect the meaning that the faculty/staff attached to their experiences with the Scholars. A coding process was employed as the primary means of examination.

**Results.** While several notable themes emerged during analysis of the interview data, this report focuses on the assessment of civic learning and engagement. These themes are presented below and supported by actual examples of SLA faculty/staff interview conversations. The names have been omitted to promote confidentiality. However, these responses have not been edited in any other way, allowing for a trustworthy representation of the community partners' experiences with the Scholars.

**Table 4: SLA Scholars' civic learning and commitment**

Theme: Civic Learning	<ul style="list-style-type: none"><li>• “We talk beyond just the tasks they are working on but also the bigger impact. I kind of ask them a series of questions that helps them think about the connection between the larger community and the work they are doing.”</li><li>• “Seeing their change and how they may be transformed their way of thinking.”</li></ul>
Theme: Continuing Commitment	<ul style="list-style-type: none"><li>• “Every one of the students I have worked with has walked away with a much greater sense for the importance of community engagement and the type of work that we do here.”</li><li>• “Sometimes they have more commitment than I do.”</li><li>• “It’s almost like they take ownership of the projects. It has been fabulous.”</li></ul>

## Alumni Survey

This assessment used a quasi-experimental design to examine the relationship of participation in service learning courses with alumni's civic-mindedness and their effectiveness working with people of different races, ethnicities and religions. The IUPUI Office of Institutional Research and Decision Support (IRDS) administers the Alumni Survey every three years to graduates who have graduated within the past three years. The survey is focused on alumni satisfaction with their time on campus, their current employment, etc. CSL had the opportunity to add a limited number of questions to this survey to assess civic learning and, thus, decided to administer a short form version of the CMP scale to assess the alumni civic learning outcomes described previously. Administering shortened versions of original scales is a common strategy in survey research. While the use of a short form (SF) is likely to lessen the psychometric properties of the long form it is derived from (Widaman, Little, Preacher, & Sawalani, 2011), its use was appropriate for the purposes of this alumni survey. The 5-item CMP-SF scale was included to assess civic-mindedness among alumni. Using a 7-point response format (1 = Strongly Disagree; 7 = Strongly Agree), respondents were asked the following:

*To what extent do you agree or disagree with the following statements?*

- 1) I am aware of many opportunities to use my skills and abilities in community, voluntary, or pro bono service.
- 2) I often feel a deep sense of purpose in the work that I do.
- 3) I would describe myself as a politically active and engaged citizen.
- 4) The education and knowledge that I have gained should be used to serve others.
- 5) I have a strong ability to come to consensus with others through dialogue and compromise.

The following question was added to measure the frequency of participation in service learning courses using a 4-point response format (1 = none; 2 = 1 - 2 courses; 3 = 3 - 4 courses; 4 = 5 or more courses): *How many service learning courses did you take during your college years at IUPUI?*

CSL was also interested in assessing alumni's levels of "working effectively with people of different races, ethnicities, and religions". To assess this question, the independent variable (*How many service learning courses did you take during your college years at IUPUI?*) was

recoded to a dichotomous variable (have or have not participated in service learning courses). The dependent variable was measured using a 4-point response format (1 = Not at all Effective; 2 = Somewhat Effective; 3 = Effective; 4 = Very Effective). Respondents were asked to indicate their effectiveness in: *Working effectively with people of different races, ethnicities, and religions*.

Analysis of data from the IUPUI Alumni survey found that undergraduate alumni who participated in service learning courses reported higher levels of civic-mindedness than alumni who did not participate or participated less often in service learning courses. These results were significant after adjusting for gender, ethnicity, volunteer service in high school, and four high impact practices - participation in study abroad, research with faculty, practicum, and co-curricular service (see Table 1). High school volunteer service, practicum, and co-curricular service were also independent predictors of civic-mindedness.

**Table 1: Regression Results Predicting Civic-Mindedness of Alumni**

Variables		<i>B</i>	<i>SE b</i>	$\beta$	R <sup>2</sup>
Model 1	Gender	.103	.074	.049	.039
	Ethnicity	.134	.083	.057	
	Volunteer in High School	.259	.051	.180***	
Model 2	Gender	.112	.073	.054	.065
	Ethnicity	.108	.082	.046	
	Volunteer in High School	.201	.052	.139***	
	<b>Study Abroad</b>	.044	.115	.014	
	<b>Research with Faculty</b>	.036	.085	.015	
	<b>Practicum</b>	.220	.075	.104***	
<b>Co-Curricular Service</b>	.229	.077	.110***		
Model 3	Gender	.096	.073	.046	.083
	Ethnicity	.106	.082	.045	
	Volunteer in High School	.196	.052	.136***	
	Study Abroad	.021	.114	.006	
	Research with Faculty	.016	.085	.007	
	Practicum	.185	.075	.088**	
	Co-curricular service	.187	.077	.090**	
	<b>Service Learning Courses</b>	.174	.046	.137***	

Note: Statistical significance of variables contributing to these predictions is indicated in the table as follows: \*\*p<.01 \*\*\*p<.001

Additionally, an independent samples t-test was run to compare alumni’s reported levels of “working effectively with people of different races, ethnicities and religions” for those who had taken one or more service learning courses and those had never taken a service learning course. There was a significant difference in the scores for “working effectively with people of different races, ethnicities and religions” between alumni who had participated in service

learning courses ( $M = 3.58, SD = .61$ ) and alumni who had never taken a service learning course ( $M = 3.43, SD = .71$ );  $t(833) = -3.36, p = .001$ ;  $d = .23$ .

See <https://scholarworks.iupui.edu/handle/1805/10900> for the full research brief of the alumni civic learning assessment.

### **Changes Made and Planned Based on Assessment Results**

#### **SHJ Freshman Service Scholars**

While this assessment provided evidence of student civic learning, the next focus group of these Scholars will allow more time for discussion and be designed with strategic follow-up questions to further unpack which aspects of the Scholars' experiences contributed more substantially to their civic learning (e.g., trainings, reflection, community activities). Likewise, these follow-up questions will be designed to identify where improvements can be made to enhance civic learning.

#### **SHJ Service Learning Assistant Scholars**

Across all interviews, faculty/staff conveyed that their Scholars were exemplars and described the SLA program as beneficial to their Scholars' civic learning. This evidence provides a rationale for CSL to further support faculty who engage with community partners to develop service learning courses and conduct community-engaged public scholarship. To that end, CSL is collaborating with Amy Powell, program director for themed learning communities (TLC), to design a service learning institute during the spring of 2017. This Institute will be for TLC faculty familiar with service learning or who have incorporated service in their TLCs in the past but are looking to strengthen their pedagogy. The institute will be open to 5 TLC faculty teams and involve a day and a half workshop/conference that includes a session on the DEAL model of reflection. Faculty will have an opportunity to design their service learning project and get feedback on how to integrate it across all the classes in the TLC. They will also receive a 5 hour per week SLA for Fall (2017) semester to assist with implementation of their service learning.

#### **Alumni Survey**

While these results revealed positive civic learning outcomes associated with participation in service learning courses, it does not reveal what aspect of the SL Course (e.g., critical reflection) matters most in promoting student civic learning outcomes. In future alumni surveys, CSL will apply the IUPUI Service Learning Taxonomy to further develop the

instrument to assess the extent to which various aspects (i.e., variables) of the service learning course experience influence student civic outcomes. For example, measures to assess the quality and frequency of reflection activities will be added to the next survey.

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