Beyond Retention: Community Service for Leadership and Social Change

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Outline

- Assessment @ UMNTC
- Collaboration with Leadership Education & Development
- Instrument: Multi-institutional Survey of Leadership
- Theoretical Framework: Social Change Model (HERI, 1996)
- Research Design
- Results
- Discussion
- Conclusion

Assessment @ UMNTC

Principles of Assessment

Purpose, use, values and assumptions, conceptual framework, methodology, methods, objectives, and goals of the assessment should be clearly developed, stated, and shared

Primary stakeholders with diverse backgrounds and expertise should be involved throughout the process of the assessment

Multiple methods should be used when assessing

Assessment and analysis should run deep, considering many populations, backgrounds, and experiences of people involved

Assessment outcomes should be clearly defined with primary stakeholders

Assessment outcomes should be linked to measurable objectives of the program, institution, and/or student outcomes

Conceptual Framework

Inputs
student background characteristics, motivations, experiences, & expectations

Environment
high-impact practices; campus climate; organizational & structural factors; student affairs opportunities; student engagement, interactions, & experiences

Outcomes
research activity; student learning outcomes; student development outcomes; global citizenship; student success outcomes (retention, graduation, & academic achievement); student satisfaction, & alumni outcomes (e.g. career satisfaction & overall satisfaction with educational experience)

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Alignment: Service & Leadership

- U of M Mission
  - Extraordinary Education
    - Develop lifelong learners, leaders, and global citizens
  - Dynamic Outreach and Service
    - Build community partnerships that enhance the value and impact of the University's research and teaching
- Student learning outcome: Have acquired skills for effective citizenship and life-long learning

Collaboration: Leadership Education & Institutional Research

- Measure student leadership across the campus

- Conduct a deeper analysis of MSL data

- Provide a holistic analysis of student learning (curricular and co-curricular)

- Translate data for practitioners

- Share results with other departments

Benefits of Community Service

- Community service
  - Has a positive effect on the personal development of college students
  - Provides opportunities for students to become active, positive contributors to society
  - Helps students acquire academic skills and knowledge (Kellogg Foundation, 2005)
- Psychological benefits: less stress/depression (Thoits & Hewitt, 2001) & improved mental health (Smith, 1999)
- Social benefits: improved communication skills (Brewster, Gillespie, Burke, Hilt, Megyeri, Jokela, & Whittle, 1991)
- Cognitive benefits: political and civic awareness (Smith, 1999), exposure to diversity (LeSourd, 1997), development of critical thinking and problem solving skills (Hedin, 1989)

Growth in Community Service Participation

- CIRP 2010 National Norms: 32.1% of students believe there is a "very good chance they will participate in volunteer or community service" compared to16.9% in 1990

- NSSE: in 2010, 60% of seniors reported having done community service or volunteer work that year

- Campus Compact: in 2009-2010, students contributed more than 382 million hours of service

Multi-institutional Study of Leadership (MSL)

Purpose:
- Contribute to the understanding of college students' leadership development
- Explore the role of higher education in developing students' capacity for leadership
- Understand environmental conditions that foster leadership development

MSL 2009:
- 101 U.S. colleges and universities participated
- Total N = 92,573 (completes)

MSL Services (www.leadershipstudy.net)

- Institution sample size up to 4000

- National MSL benchmark dataset

- Customized executive summary for each institution

- Access to campus raw data

- Upcoming survey cycles 2012 & 2015

MSL Items

- Participation in community service, student organizations, and leadership before and during college
- Participation in high impact practices (e.g. study abroad, learning communities, culminating senior experiences)
- Students' pre-college and in-college perceptions of leadership skills/abilities and participation in leadership roles and clubs/organizations
- Students' in-college leadership training and education
- Students' leadership development, political views, engagement in diverse ways of rthinking
- Students' confidence in undertaking leadership tasks

Theoretical Framework: Social Change Model

The Social Change Model approaches leadership as a purposeful, collaborative, values-based process that results in positive social change.

The Model was built upon the following assumptions:
- Leadership is socially responsible, it impacts change on behalf of others.
- Leadership is collaborative.
- Leadership is a process, not a position.
- Leadership is inclusive and accessible to all people.
- Leadership is values-based.
- Community involvement/service is a powerful vehicle for leadership.

Group Values

Collaboration
Common Purpose
Controversy with Civility

Change

Consciousness of Self
Congruence
Commitment

Citizenship

Individual Values

Society / Community Values

Leadership Values

Change: ability to adapt to evolving environment while maintaining core functions of the group

Citizenship: work for positive change on behalf of the community

Collaboration: work with others in a common effort

Commitment: passion, intensity, and duration to drive the collective effort

Common purpose: work with shared aims and values

Congruence: thinking, feeling, and behaving with consistency

Consciousness of self: awareness of the beliefs, values, attitudes, and emotions that motivate one to take action

Controversy with civility: respect for others and a willingness to hear others' views

Research Questions

- Does community service participation in college predict core leadership values when controlling for college students' demographic characteristics?

- Does community service participation in college predict core leadership values when controlling for students' demographic characteristics, pre-college leadership efficacy, involvement in school and community service activities, and experiences with diversity?

Research Design

- The MSL is administered online
- Randomly distributed to 3,423 undergraduate students at UMN in 2009
- Response rate 37.5% (1,282)

Group	%
Freshman	20.5
Sophomores	18.9
Juniors	21.5
Seniors	33.8
Other	4.4

Group	%
Male	40.4
Female	59.5
American Indian or Alaska Native	1.1
African American	3.9
Chicano or Latino	2.4
Asian, Filipino, or Pacific Islander	9.2
White	75.8
Unknown	1.5
International	6.2

Measures

Community service: in an average academic term, do you engage in any community service?

Demographics: gender, race/ethnicity, transfer status, first-generation, full-time

Pre-college experiences:
- diversity outcomes and discussions
- leadership efficacy
- involvement on campus (sports, clubs, leadership) and off campus (service)
- antecedents for leadership

Results

Of the respondents, 585 (45.7%) indicated engaging in any community service in an average academic term.

Hours	As part of a class	With a student organization	As part of work study	On your own
0	406 (71%)	231 (40%)	498 (87%)	131 (23%)
1.5	93 (16%	161 (28%)	37 (6%)	209 (36%)
6-10	19 (3%)	74 (13%)	13 (2%)	88 (15%)
11-15	7 (1%)	38 (7%)	3 (.5%)	33 (6%)
16-20	12 (2%)	17 (3%)	4 (.7%)	34 (6%)
21-25	8 (1%)	16 (3%)	5 (.9%)	15 (3%)
26-30	28 (5%)	40 (7%)	14 (2%)	70 (12%)

Results

Does community service predict the social change core values when controlling for <u>demographic variables</u>?

Community service is a positive predictor of the following core values:
- consciousness of self
- congruence
- commitment
- collaboration
- common purpose
- controversy with civility
- citizenship
- change

Results

Does community service participation in college predict core leadership values when controlling for <u>demographic characteristics and pre-college leadership, service, and diversity experiences</u>?

Community service positively predicts the following leadership values:
- consciousness of self
- congruence
- commitment
- collaboration
- common purpose
- controversy with civility
- citizenship

Results

The following groups were associated with positive increases in the leadership values:

- Female: congruence, commitment, controversy with civility, change
- Students of color: commitment
- Transfer: common purpose, controversy with civility
- Full-time: change
- First-generation: consciousness of self

Results

The following factors were significantly associated with leadership values:

Factor	Consciousness of Self	Congruence	Commitment	Collaboration	Common Purpose	Controversy w/ Civility	Citizenship	Change
Pre-leadership	+	+	+		+		+	+
Efficacy	+	+		+	+		+	+
Diversity Outcomes								+
On Campus	-	-						
Off Campus								
Diversity Discussions	+	+	+	+	+		+	+

Limitations

- Data not matched with institutional records
  - Not linked to institutional success indicators or outcomes
  - Not linked to other surveys

- We relied upon factors created by the National Clearinghouse for Leadership programs; factor analysis was not used to compute factors but instead mean factor scores were generated

- Only three customizable questions were permitted

Discussion

- Dependent variables connect to mission of U.S. colleges and universities

- UMNTC results highlight value of community service

- Data could be used to promote service learning with faculty

- MSL provides data beyond leadership programs and activities

- Access to national benchmark dataset

Discussion

- UMNTC results highlight value of community service. So what can institutions do to promote involvement among students?
  - Highlight value at orientation and first-year programs
  - Provide training for faculty on integrating service learning into courses
  - Develop incentive programs for community service and service learning (certificates, transcript notation)

Future Directions: Research

- What types of community service activities have greater impact on leadership development?

- Qualitative research to examine the means through which students gain leadership skills in community service participation

- Need to capitalize on increased interest in community service and associated positive outcomes

- Connect to institutional outcomes

Conclusion

- Community service provides benefits beyond those traditionally known in higher education

- It is important to share this information with decision-makers and program directors
    - Community service/service learning offices
    - Orientation and first-year programs
    - Leadership programs
    - Faculty training/Centers for Teaching & Learning

Thank you!

- Presentation also located at:

www.oir.umn.edu

References

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