

Service-Learning at Purdue University

Assessment of Faculty and Student Grant Programs

2001 - 2009

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Study Background

Service-Learning and the Engagement Mission at Purdue

“Our plan promotes excellence in student learning, experiences and outcomes. It focuses on student success, higher graduation and retention rates, and diversity among students faculty and staff. Our plan focuses on moving discoveries out of the laboratories so they can benefit people, society and the economy. Our plan will develop students with the global credentials they need for success and leadership in the 21st century.”

*President France Cordova, Purdue University’s 2008 – 2014 Strategic Plan,
“New Synergies.”*

Study Background

Service-Learning and the Engagement Mission at Purdue

Current strategic plan builds on the achievements of previous strategic plan, **“The Next Level: Preeminence,” 2001-2007** under the leadership of Martin Jischke.

Envisioned Purdue as an “engaged institution”. This required a new lexicon for Research, Teaching, and Service

Discovery, Learning, and Engagement

Study Background

Service-Learning and the Engagement Mission at Purdue

2001 Office of Engagement was created, headed by Vice-Provost Don Gentry

2002 Committee established to study Service Engagement at Purdue
Community Engagement for Purdue Students Grant Program accepted its first round of applications.

2004 Service-Engagement Advisory Board (SEAB) created; co-chaired by Marne Helgesen (Director, CIE) and Mike Piggott (Director of Community Relations)

Two additional grant programs:
S-L Faculty Development Grants
Community of S-L Faculty Fellows

Study Background

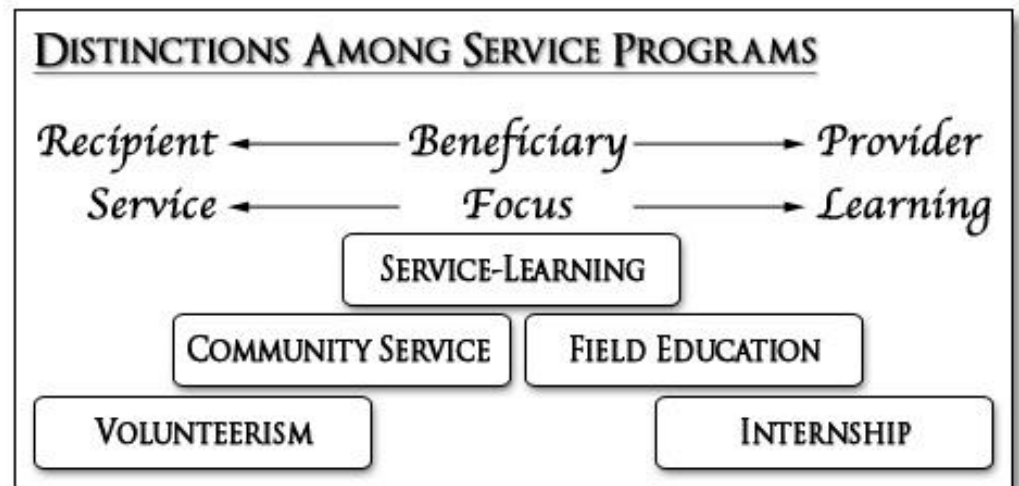
Three grant programs:

1. Community Engagement for Purdue Students Grant Program - \$100,000 per yr.
2. S-L Faculty Development Grants - \$20,000 per yr. (10 per yr, one for each college)
3. Community of S-L Faculty Fellows - \$25,000 per yr. (five total per yr.)

Study Background

Conceptualization of Service-Learning?....Our Assumptions

1. **Published scholarship on S-L pedagogy** is a body of **empirical and theoretical work** that seeks to define best practices and the current state of the field.
2. The **body of scholarship** articulates principles, pedagogical practices, and assessment strategies that are distinctive.
3. Furco continuum recognizes range of course types from service to learning.



Study Background

Conceptualization of Service-Learning?....Our Assumptions.

4. **Purdue has embraced all expressions of S-L** that appear on Furco continuum as a way to encourage faculty and student participation in the engagement mission.
5. The **next level of excellence** should involve **more rigorous efforts to identify and reward** those who apply the **principles of S-L** reflected in the leading research in the field.
6. In order for S-L to be regarded **with respect by colleagues** who do not employ S-L as a pedagogy and have it 'count' toward promotion and tenure, **practitioners would be best served by conceiving of their work in scholarly terms.** This is essential for framing original research questions the answers to which will make important contribution to the field.

Research Methods

Timeline of Research Project:

September 2008	RFP from CIE
October 2008	Responded to RFP
December 2008	Selected
February 2009	Received IRB approval
March – June 2009	Data collection and analysis
July 2009	Analysis
September 2009	Submitted report

Research Methods

Acknowledgments:

1. Vic Lechtenberg, Vice-Provost for Engagement
2. Marne Helgesen, Director of Center for Instructional Excellence
3. Juan Velasquez, Center for Instructional Excellence
4. Lindsey Payne, Center for Instructional Excellence
5. David Nelson, Center for Instructional Excellence
6. J.B. Lu, Center for Instructional Excellence
7. Mark Bousquet, Graduate Research Assistant
8. Cherly Butz, Office of Engagement
9. Maggie Dalrymple, Office of Institutional Research
10. Christian Reiner, Office of Institutional Research
11. Nicole Meneley, Alumni Center
12. Janet McClean, Office of Enrollment Management
13. Shannon Wilder, University of Georgia

Research Methods

Research Questions:

1. To what **extent** have **the three grant programs supported** the vision of Purdue university as an engaged university?
2. In what ways have they **fallen short**?
3. What are the **next steps** to be taken to advance service-learning as a pedagogical “agent of democracy”?

Research Methods

We cast a broad net seeking to shed light on the impact of S-L on four groups of subjects –

A.Students

B.Faculty

C.Community Partners

D.Institution

Research Methods

A. Students

1. Survey of young alumni
2. Data from senior exit surveys
3. Survey of students enrolled in S-L courses, spring 2009
4. De-identified information from records in the Office of Enrollment Management
5. **Student service and engagement activity**
6. Focus groups

Research Methods

A. Students

5. Student service and engagement activity (grant)

1. Goal: number of students, projects, partners and impact
2. Methods:
 - Office of Engagement, student grant proposals: coded number of students; course-based or non-course-based; partner type; list of courses; community partners; faculty/staff
 - Calculated total amount of expenditures per year
 - Calculated value added by student labor
3. Findings: distribution of grants, change in number of applications...
4. Future Research: impact on student learning, factors that account for spikes in applications...

Research Methods

B. Faculty

1. **Who are the S-L faculty**
2. S-L Fellowship application and course syllabi
3. Curriculum vitae, on-line curriculum vitae, and faculty web pages
4. Promotion and tenure data
5. Faculty survey
6. Faculty focus group

Research Methods

B. Faculty

1. **Who are the S-L faculty**

1. Goal: identify all faculty who claim some experience with S-L to find out courses, impact, P&T success, and associated documents.
2. Methods: sources included all grantees and INDURE database (116 names). Invited them to participate by asking for their: vitae, promotion document, survey, access to their class, grant applications, syllabi, participating in focus groups.
3. Response: 34 or 29% offered various levels of participation
4. Findings: No definitive roster of S-L faculty; INDURE database unreliable; S-L invisible
5. Future Research: methods for encouraging participation; roles of negative rewards; why a low participation rates

Research Methods

D. Community Partners

1. Interviews with Community Partners

1. Hanna Community Center
2. Lafayette Adult Resource Academy
3. Mental Health Association in Tippe. Co.
4. Mid-land Meals Inc.
5. Minority Health Coalition
6. Salvation Army
7. Tippecanoe Arts Federation
8. Tippecanoe Co. Child Care Inc
9. United Way of Greater Lafayette
10. Wabash River Enhancement Corp
11. City of Lafayette Redeve. Depart.
12. Purdue University Facilities
13. West Lafayette Public Library
14. Tobacco Free Partnership of Tippe. Co.
15. Clinton County Humane Society
16. Tippecanoe County Parks
17. Boys and Girls Club
18. YMCA
19. Glen Acres Elementary School
20. Indiana Veterans Home
21. Tippe. Co. Historical Association
22. Bruno's Family Restaurant
23. Remington Community Deve. Corp.
24. Ivy Tech
25. Food Finders
26. City of West Lafayette
27. Happy Hollow Elementary School
28. Imagination Station
29. Tippe. Co. Probation
30. Audiology and Speech Sciences
31. University Place Retirement Center
32. K-12 STEM Program
33. Columbian Zoon

Research Methods

C. Institution

1. Interviews with Vice-Provost for Engagement (Current and Past)
2. Interview with Vice-Provost for Academic Affairs
3. Interview with Director of Boiler Volunteer Network
4. Department Head Survey
5. College Strategic Plans
6. **Learning Outcomes**

D. Peer Institutions

1. Comparison of support for S-L

Research Methods

C. Institution

6. Learning Outcomes

1. Goal: Determine how many university learning outcomes could be satisfied by a S-L courses?
2. Method: Coded 1235 university outcomes based on S-L outcomes developed by two national research projects
 - a. **Academic Development** – retention, achievement, understanding, transferability of knowledge and skills, critical thinking, technical skills
 - b. **Life Skills** – tolerance, cultural understanding, perspective transformation, communication, collaboration, ethics
 - c. **Civic Responsibility, Citizenship** – community awareness, commitment to community, volunteerism
3. Findings: 901 of the 1235 (73%) outcomes across the university could be met by S-L pedagogy
4. Future Research: Learning outcomes that are included on S-L course syllabi; impact on teaching and learning

Report: Two Parts

- I. Research Findings for the Past Five Years
- II. Recommendations for the Next Five Years

I. Research Findings for the Past Five Years

A. Students Engaged in Transformational Learning

B. Engaged Faculty Scholars

C. Community Partners and the Engaged University

D. Purdue University, Service-Learning and the Engaged Institution

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

1. Since 2002, more than **11,000 students** have taken part in **524 community-based service-engagement projects**. From 2005 to 2006 participation in the program increased from 92 to 164.
2. Responding to increased demand from students, funding increased steadily from **2004 (\$69,000) to 2007 (\$128,000)**.
3. Student grant winners have worked with public schools, non-profit organizations, local governments, and social service agencies.
4. Senior exit surveys indicate **66% of 2008 graduates** and **71% of 2007 graduates** participated in extra-curricular service activities. **27% of 2008 graduates** had experienced Service-Learning (S-L) in a course, as had **25% of 2007 graduates**.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Grant programs to support students' civic engagement have proven extremely successful in fostering the engagement ideal among students.

- Students work with partners to develop skills and expertise required of the chosen profession.
- Students become increasingly aware of how professionals in their fields play a vital role in community life and address important needs that lead to a higher quality of life in democratic society.
- Students learn from community partners how the knowledge generated on campus can best serve the common good.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Service-Learning contributes to the university's commitment to encouraging student success.

1. Students enrolled in S-L courses performed at a higher level, on average, than the general student population. **60% earning a grade of "A"** compared to 38% of the overall student population.

2. Students interviewed in focus groups indicated that they would **seek out other S-L experiences** if there were a ready way to identify those courses that include S-L component.

3. In **2007, 52% and 2008, 28%** of the graduates identified extra-curricular service activities and S-L in a course as experiences that **"had the most impact"** on their **"academic success at Purdue"**.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Scholarship of teaching and learning literature indicates and our study supports the conclusion that S-L provides students with “**transformational learning**” experience.

Spring 2009 survey conducted among student enrolled in S-L courses found that:

- **75.8% agreed** that the course “*helped me better understand people of different ages, abilities, cultures, or economic backgrounds;*”
- **87.8% agreed** that it “*helped me define my personal strengths and weaknesses;*” and
- **68.1% agreed** that it “*helped be better understand the subject matter of this course.*”

Findings suggest that student attitudes toward themselves and others were transformed by the S-L experience and better understood course content.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Spring 2009 survey conducted among student enrolled in S-L courses found that:

- S-L project enhanced the students' ability to:
 - “manage my time efficiently” **(85%)**;
 - “plan a project” **(91%)**;
 - “review my work and evaluate my success at attaining my goals” **(89%)**; and
 - “work as a member of a team” **(94%)**.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Spring 2009 survey conducted among student enrolled in S-L courses found that:

- Students reported how they were **transformed by community partners**. “ *You’re making it because it’s going to impact somebody else. So in your design you’re constantly thinking of somebody else.*”
- Students reported **getting a feel for professional work** in the “real world” and the **need for interdisciplinary collaboration and teamwork**.
- Some students reported “forgetting” that they were working for a letter grade. **S-L transformed their view of coursework** from a means to the end of a “good grade” to solving a problem for the community, doing quality work, and representing the University.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

De-identified grade reports from the Office of Enrollment Management shows:

- Students from every college appearing on the grade rosters of S-L courses for 2003-2004 to 2006-2007.
- Engineering students represent the largest number of students from any single college because of the EPICS program.

Service-Learning has become embedded in the fabric of the entire University.

I. Research Findings for the Past Five Years

A. *Students Engaged in Transformational Learning*

Successful performance, experiential learning and civic engagement in S-L courses over the past five years warrant continued support for faculty who employ S-L pedagogy and for students who have become inspired to link their learning with service.

Areas of improvement:

1. Students have difficulty finding S-L courses without a special designation.
2. S-L courses vary widely in practice.
3. Significant research on the impact of S-L on student success, retention, graduation, and professional preparedness is virtually impossible without some way of distinguishing S-L courses from others.

I. Research Findings for the Past Five Years

B. Engaged Faculty Scholars

Over the last five years, the grant programs have provided much needed support for faculty across the University actively engaged in difficult work of redefining the work of teaching and learning in an engaged University.

Indicators of the impact of the grants program on faculty:

1.24 faculty fellowships awarded;

2.50 development grants;

3. Over 100 Purdue faculty members and administrators appear on the INDURE database with some experience or expertise in S-L plus others who sponsor S-L grants brings the **total to 116 instructors** involved in S-L on campus;

I. Research Findings for the Past Five Years

B. Engaged Faculty Scholars

Indicators of the impact of the grants program on faculty (continued):

4. Faculty awarded either S-L Development Grants or S-L Faculty Fellowship are responsible for a great deal of **scholarly activities**:

- More than 50 professional presentations on S-L endeavors and research nationally and internationally
- More than 35 articles on S-L theory and practice
- At least 3 textbooks published on S-L
- At least 4 chapters on S-L published in scholarly vol.
- 2 members of this cohort serve on editorial board of newly created engagement journal.
- 80 grant proposals funded with external support for S-L courses

I. Research Findings for the Past Five Years

B. Engaged Faculty Scholars

Indicators of the impact of the grants program on faculty (continued).

Support for S-L rewards professional scholarly endeavors that are essential for faculty to succeed in the **tenure/promotion process** at Purdue.

5. Over the past five years,

- 28% of the cases considered and/or promotion have been based on Teaching and Learning, within which one is likely to find faculty members whose focus has been on S-L.
- Of all of the awardees from both programs, so far only one has not succeeded in earning promotion to associate professor with tenure.
- Those that received the S-L grant or fellowship before the probationary period, have not suffered in the promotion process.

I. Research Findings for the Past Five Years

B. Engaged Faculty Scholars

Areas in need of attention include:

1. Institution-wide understanding of and respect for S-L must be improved.

- Faculty members who participated in focus group discussions intimated that many senior colleagues and department heads regarding S-L and engagement activity as “wasting” their time.
- Department heads, who took the on-line survey, identified various activities related to S-L that they believed would “count” toward tenure and promotion.
- The disconnect between S-L faculty perceptions and the responses to the survey from department heads.

I. Research Findings for the Past Five Years

B. Engaged Faculty Scholars

Areas in need of attention include:

2.S-L faculty fellows do not highlight their involvement in S-L endeavors on curriculum vitae or on their faculty web pages.

3.Visibility of S-L at Purdue - website for Development Grant Awardees and S-L Faculty Fellows is difficult to find and not updated.

4.Goal of extending and elevating S-L - development grants have been awarded to some multiple times and to instructors who are not on a tenure track.

5.The examination of syllabi shows a wide range of pedagogies 'march' under the banner of "S-L". Not all meet the rigorous demands particular to S-L pedagogy.

I. Research Findings for the Past Five Years

C. Community Partners and the Engaged University

Interviewed 33 individual partners about their experience with S-L students.

1. 100% said they see Purdue University as a long-term partner.

2. 94% agreed/strongly agreed that student projects **addressed important needs** of their organizations and 100% agreed that the **projects were tied directly to the organizations mission.**

3. Student work represented thousands of dollars, had organizations hired a professional in the field.

4. Purdue Student Service-Engagement Grants totaling \$485,334 facilitated projects to benefit the community.

I. Research Findings for the Past Five Years

C. *Community Partners and the Engaged University*

5. 2006 and 2007 10,231 students took part in funded S-L projects.
(10,231 students, each contributing at least 20 hours of unpaid service at a min. wage rate of \$ 5.85/hr)

Represents at least \$1,141,000 of human capital and organizational capacity in just two years.

The actual value in many instances is far greater because students bring professional expertise – not merely physical labor – to community partners.

I. Research Findings for the Past Five Years

C. Community Partners and the Engaged University

Community partners offered telling insight into issues that should be addressed in the next five years.

1. Community partnerships working with faculty members who were actively involved in the project drew far more enthusiastic praise.

2. Partners expressed frustration with students who did not seem to know much about the purpose and mission of the their organization.

3. Uncertain how they should approach the university – 100% of the community partners believed that a Center for S-L would go a long way toward solving this problem.

I. Research Findings for the Past Five Years

D. Purdue University, S-L, and the Engaged Institution

Students and faculty in S-L and community engagement projects impact on Purdue University as an institution:

1. Spring 2008 the University Senate approved a formal definition of S-L that will offer uniform guidance in the development of new courses in the coming years.

2. In the most recent round of strategic plans, eight of the ten colleges/schools include a goal of expanding S-L as an innovative way to improve student learning in the next five years.

3. Many of learning outcomes identified by units all across campus can be linked directly to S-L.

4. Office of the Vice-Provost for Engagement include S-L as one of five principal strategies supported by Purdue to meet its engagement mission.

I. Research Findings for the Past Five Years

D. Purdue University, S-L, and the Engaged Institution

Students and faculty in S-L and community engagement projects impact on Purdue University as an institution (continued):

5. Vice-Provost has increased funding for student S-L projects each of the last two years.

6. At least one new college program – PLACE: Purdue Liberal Arts Community Engagement- emerged to further enhance S-L on Campus.

7. Purdue has been involved with the Outreach Scholarship Conference and is a member of the Imagining America consortium, both of which advance S-L and the scholarship of engagement.

8. Compared to its peers, Purdue is in the middle. With relatively modest investment into S-L Purdue could rank near the top of this group.

I. Research Findings for the Past Five Years

D. Purdue University, S-L, and the Engaged Institution

Areas in need of attention include:

1. Greater visibility for S-L on campus and on the university website.
2. Increased rigor in the selection of Development Grant awardees and S-L Faculty Fellows – rigor that reflects well-established principles and practices in the field of S-L.
3. Continued education of faculty and administrators on the significance of S-L pedagogy.
4. Special designation of S-L courses, which have undergone an approval process.

II. Recommendations for the Next Five Years

Looking Forward

Our research indicates that **S-L stands to contribute substantially** to the goals of the “New Synergies” strategic plan by helping students succeed in their programs of study and in their professions.

Separate, support and conduct research on S-L courses that reflect engagement with the scholarship and best practices in the field.

For Purdue **to remain competitive with other institutions** of higher learning in this area, we recommend three areas for action:

1. Administrative oversight
2. S-L course designation and curricular review
3. Awards and funding

II. Recommendations for the Next Five Years

1. Administrative Oversight

- Appoint a Permanent Director for S-L
 - Chosen based on **strong academic credentials** and **proven expertise in S-L**;
 - Serve as Purdue's **campus representative** for S-L;
 - Be responsible for **grant writing**;
 - Be the **first contact** for the community;
- Create a Center for S-L within CIE
 - Pedagogical training, expertise, and mentoring;
 - Develop workshops, seminars and symposia;
 - Point of contact for community partners and university faculty and students;
 - A venue for faculty to share knowledge and build scholarly capacity;
 - Resources
 - Hold educational forums for administration

II. Recommendations for the Next Five Years

2. *S-L Course Designation and Linkages to Core Curriculum*

- **Course designation to more accurately measure their impact** on student success, community partners, the university's engagement mission, and faculty development.
- Course designation would facilitate data gathering
- Course designation will **require academic oversight** and ensure greater uniformity in principles and practice
- Charge the Director of S-L with the following responsibilities
 - Oversee the revision of Form 40, so S-L is listed as one of the possible course attributes;
 - Assemble a **S-L curriculum committee** made up of S-L Faculty Fellows;
 - Establish a **S-L Faculty Teaching Certificate Program**;
 - Establish a **S-L Certificate Program for Students**; and
 - Identify two to three learning outcomes to be incorporated into every service-learning course.

II. Recommendations for the Next Five Years

3. Awards and Funding (Grants)

- Service-Engagement Grant Program
 - **Increase funding** from \$100,000 to \$150,000
 - To assist in data collection, augmentation of final reporting instrument to include **total number of service hours** and **student learning outcomes**.
- Faculty Development Grant Program
 - Shift grant funding from 1 per college to awarding less on a **competitive basis**;
 - Allocate a portion of funding **for direct support of the community partner**; and
 - Reduce the number of grants but increase the amount of each award.
- Community of S-L Faculty Fellows
 - Number of awards be reduced and the **selection criteria be more rigorous** and inline with the criteria used to guide the evaluation of courses by S-L curriculum committee.

II. Recommendations for the Next Five Years

3. *Awards and Funding*

- Create New Awards Program to Support Research and Achievement
 - Establish **S-L research grants**;
 - Establish a **faculty award program** given annually to recognize exemplary S-L practices. The awardees will be Purdue's submission to the Brian Douglas Hiltunen Award give by Indiana Campus Compact to recognize exemplars of the scholarship of engagement.;
 - Establish a **student award program**; and
 - Establish a **community partner award program**
- Secure New Sources of Funding
 - Pursue and secure local, state and national **grants** in support of S-L and civic engagement;
 - Work with University Development; and
 - Seek grant funding from local and national foundations.

Next Five Years

- A. Students Engaged in Transformational Learning**
- B. Engaged Faculty Scholars**
- C. Community Partners and the Engaged University**
- D. Purdue University, Service-Learning and the Engaged Institution**

*Service-Learning embedded in the fabric of
Purdue University.*