One in 16,114: Orienting Students for Service-Learning

Elizabeth Thornton and John Zilvinskis
Center for Service-Learning and Civic Engagement
Michigan State University
ACPA Annual Convention
March 29th, 2011
Presentation Overview

• Background
• Orientation Learning Outcomes
• Orientation Overview
• Assessment
• Future Goals
Welcome

What are other activities to increase student’s interpersonal competencies related to service-learning?
Center for Service-Learning and Civic Engagement (CSLCE)

- 1960 – Governor’s Call for Service
- 1967 – Office of Volunteer Programs
- 1979 – Service Learning Center
- 1989 – Michigan Campus Compact
- 2002 – CSLCE (jointly administered unit)
CSLCE Today

• **Mission:**
  
  “To provide active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students, building and enhancing their commitment to academics, personal and professional development, and civic responsibility.”

  [http://www.servicelearning.msu.edu/about-the-cslce](http://www.servicelearning.msu.edu/about-the-cslce)
Background

- **Categories of Service-Learning**
  - Academic (Course Based)
  - Curricular (Discipline Based)
  - Co-Curricular (Individual Action)

- **Duration**
  - Short Term
  - Long Term

- **Who Attends this Orientation Program?**
  - Long Term, Individual Action students
How Do Students Register?

- CSLCE Database
  - 375+ Community Partners
  - 1,000+ Service-Learning and Civic Engagement Opportunities
  - Filter by Program (e.g., Education)
  - Updated each Semester
  - Once Registered, Student is Prompted to Schedule Interview

- Interview Method
  - 1:1 (Program Advisor to Student)
  - 10 to 15 minutes
Why this type of Orientation?

• Impetus for Change
  – Increased Individual Efficiency for Program Advisors
  – Consistency Across the CSLCE for individual action students

• Foster Student Learning and Develop Core Competencies

• Perception of Interview
Learning Outcomes

• Council for the Advancement of Standards in Higher Education (2009)
• Functional Area:
  – An Understanding of Service-Learning
• Learning Domains:
  – Interpersonal Competencies
Understanding Service-Learning

1. Differentiate between volunteerism and service-learning.
2. Articulate the responsibilities of being a student in service-learning.
3. Articulate the responsibilities of an organization hosting a service-learning experience.
Interpersonal Competencies

1. Introduce oneself, in a business manner, over the phone to an individual one has not spoken with previously (cold calling).

2. Articulate specific behaviors of building a relationship with a hosting organization.
Program Outline

• Referral Letter
• Interpersonal Competency
  – Professional Business Call Scenario
• Expectations/Responsibilities
  – Student
  – Organization/Agency
  – CSLCE
March 20, 2011

Susie Hyatt
Montessori Radmoor School
2745 East Mt. Hope
Okemos, MI 48864
(517) 351-3655
shyatt@okemosmontessori.com

Dear Susie Hyatt:

Jon Walters is being referred to you by the Center for Service-Learning and Civic Engagement (CSLCE) for the following Service-Learning Position with your agency.

Position Title: Montessori School Tutor (Grades 1-5), Position Code: ED-127

Responsibilities: Support child individually in development of math, language arts and computers. Computer support is needed for MAC computers with working with basic programs.

Qualifications and Skills needed: Someone who likes working with children, basic knowledge of language and math. Reliable, neat appearance, are a positive reinforcement. A police background check and personal references will be required of all volunteers.

Agency Forms: TB test required, background check required.

Transportation: Take Hagadorn, Farm Lane or Harrison Road South to Mt. Hope. Turn left and travel 1 mile. Montessori Radmoor is on the right, approximately .5 miles East of Hagadorn road.
Referral Letter

Center for Service-Learning and Civic Engagement

After meeting with the student, please notify the CSLCE whether or not you were able to place this registrant by completing the information below and returning it to our office via student, fax, or email.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Able to Place</td>
<td>Beginning Date:</td>
</tr>
<tr>
<td></td>
<td>Unable to Place</td>
<td>Reason for not placing:</td>
</tr>
</tbody>
</table>

Interviewer Signature: ________________________ Date: __________

Thank you for your continued interest in providing service-learning opportunities for our students.

Sincerely,

[Signature]
Lizzy Thornton
Thorn128@vps.msu.edu

Please return this form to the CSLCE Office immediately following your first onsite visit.
Program Outline

• Referral Letter
• Interpersonal Competency
  – Professional Business Call Scenario
• Expectations/Responsibilities
  – Student
  – Organization/Agency
  – CSLCE
Program Outline

• Service-learning Logistics
  – Timeline for Semester
  – Secure Transportation
  – Referral Letter Completion

• Supplemental Materials

• Additional Service Opportunities
  – Short Term
  – Student Led Initiatives
Testimonials/Feedback

• Building a Relationship with Partnering Organizations

“Everything is going well!! I go to the office every Thursday from 1:30 - 5:00. I have been able to see lots of cool things and I like everyone that works there! thanks so much I will keep you updated and let you know if I have any concerns or questions! thanks :D”
Testimonials/Feedback

• Good Communication, Reward thru Recommendation

“The last person you sent me was excellent. Her name is **** and she did an excellent job, completing the entire project herself including planning, keeping in touch with the entire board to keep them apprised of the status of the event, advertising to the appropriate demographic, acquiring raffle prizes, being there for the event, creating several alternatives for collecting money for the fund raising sections and following up efficiently. She should be recognized or praised for her outstanding work. I will be writing her a letter of recommendation for her future job searches.”
Assessment

- Input: Student’s Previous Knowledge and Attitudes
- Environment: Service-Learning Orientation
- Outcome: Students Knowledge After Orientation
- Pared Samples T-test
Assessment Tool

• Assess the student learning from orientation
• 35 Item Survey, Side A & Side B
• Pre-test/Post-test Students Along Learning Outcomes
• Collected Demographic Information
• Solicited Student’s Attitudes
Demographics

- **Total Sample Size** ($n = 261$)
- **Gender:**
  - Male (21%)  Female (79%)  Asexual (0%)  Transgender (0%)
- **Class Standing:**
  - First-year (18%)
  - Sophomore (26%)
  - Junior (30%)
  - Senior (16%)
  - + Senior (10%)
Demographics

- Residence Before College:
  - In-State (74%) Out of State (6%) International (12%)

- Race/Ethnicity:
  - African-American/Black (10%)
  - Hispanic/Latino(a) (2%)
  - Asian/Asian-American/Pacific Islander (20%)
  - Native American/American Indian/Alaskan native (1%)
  - White Caucasian (64%)
  - Middle Eastern (1%)
  - Biracial (2%)
Results

• **Five Point Likert-type Scale:**
  - 5-Strongly Agree
  - 4-Agree
  - 3-Neutral
  - 2-Disagree
  - 1-Strongly Disagree

<table>
<thead>
<tr>
<th>Please answer the following statements using the scale to the right.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can differentiate between volunteerism and service-learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I can now explain the difference between</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The experience fulfilled my goals of</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Results

• Pared Samples T-test
• Statistically Significant ($p < .001$) (Two Tailed)
• Interpreting the results
• Moving a student’s understanding one point: (e.g., from Neutral to Agree)
Differentiate between volunteerism and service-learning.

Pre=3.5 Post=4.8
Articulate the responsibilities of being a student in service-learning.

Pre=3.8 Post=4.8
Articulate the responsibilities of a hosting organization.

Pre=3.5 Post=4.6
Introduce oneself over the phone (cold calling).

Pre=4.3 Post=4.7
Articulate specific behaviors of building a relationship.

Pre=4.1 Post=4.6
Future Goals

• Screening “Monkey Scores”
• Expanding on these Data:
  – Learning Assessment
  – Focus Groups
• Orientation Instructor Evaluation
• Assessing the Needs of Specific Student Populations (e.g., International Students)
Questions/Suggestions

What are other activities to increase student’s interpersonal competencies?

Sign Up for Our Email Package and Receive:
- This Slideshow
- The Assessment Tool
- The Service-Learning Orientation Slideshow
- Referral Letter and Program Expectations
References


Center for Service-Learning and Civic Engagement, [http://www.servicelearning.msu.edu/about-the-cslce/history](http://www.servicelearning.msu.edu/about-the-cslce/history)