Beyond Retention: Community Service for Leadership and Social Change

Krista M. Soria, June Nobbe, & Ron Huesman
University of Minnesota
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Outline

- Assessment @ UMNTC
- Collaboration with Leadership Education & Development
- Instrument: Multi-institutional Survey of Leadership
- 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)
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 to 16.9% 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
Examples of 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 thinking
• 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.
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 Question

• 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
- Distributed to 3,423 randomly selected undergraduate students at UMNTC in 2009
- Response rate 37.5% (1,282)

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Freshman</td>
<td>20.5</td>
</tr>
<tr>
<td>Sophomores</td>
<td>18.9</td>
</tr>
<tr>
<td>Juniors</td>
<td>21.5</td>
</tr>
<tr>
<td>Seniors</td>
<td>33.8</td>
</tr>
<tr>
<td>Other</td>
<td>4.4</td>
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</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40.4</td>
</tr>
<tr>
<td>Female</td>
<td>59.5</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>1.1</td>
</tr>
<tr>
<td>African American</td>
<td>3.9</td>
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<tr>
<td>Chicano or Latino</td>
<td>2.4</td>
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<tr>
<td>Asian, Filipino, or Pacific Islander</td>
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<tr>
<td>White</td>
<td>75.8</td>
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<tr>
<td>Unknown</td>
<td>1.5</td>
</tr>
<tr>
<td>International</td>
<td>6.2</td>
</tr>
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</table>
MSL 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.

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

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

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
• Transfer: common purpose, controversy with civility

The following groups were negatively associated with leadership values:
• First-generation: consciousness of self
• Students of color: commitment
• Full-time: change
• Female: change
Results

The following factors were significantly associated with leadership values:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Consciousness of Self</th>
<th>Congruence</th>
<th>Commitment</th>
<th>Collaboration</th>
<th>Common Purpose</th>
<th>Controversy w/ Civility</th>
<th>Citizenship</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>Pre-leadership</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td>+</td>
<td>+</td>
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<tr>
<td>Efficacy</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Diversity Outcomes</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
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<tr>
<td>Off Campus</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Discussions</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>
Limitations

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

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

  o 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 located at:
  www.oir.umn.edu
References

- CIRP National Norms.