Securing Student Success through Service-Learning

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May 26, 2011
PREDICTORS OF STUDENT PERSISTENCE AND RETENTION

- Social & academic integration (Spady, 1970; Tinto, 1975, Pascarella & Terenzini, 1979)
- Active learning (Braxton, Milem, & Sullivan, 2000, Tinto, 2002)
- Positive peer relationships (Serpe & Stryker, 1987; Astin, 1993)
- Positive person-environment fit (Tinto, 1975)
- Successful anticipatory socialization (Pascarella, Terenzini, & Wolfe, 1986).
- Successful separation from previous socializing agent (Tinto, 1987)
- Successful negotiation of transitional periods (Tinto, 1993)
- Capacity to incorporate new values and norms (Bean & Eaton, 2002)
- Positive relationship with faculty (Thomas, 1990; Kuh, Schuh, & Whitt, 1991)
- Sense of belonging (Tinto, 1993)
- Strong sense of self-efficacy (Bean & Eaton, 2002)
- High expectations, with accountability (Tinto, 2002)
Student Persistence and Retention

Increased Retention (Re-enrollment):

- First-year students engaged civically through service-learning were more likely than non-service-learning peers to indicate they planned to re-enroll and eventually graduate from their current institution (Muthiah, Bringle, and Hatcher, 2002);

- Participation in service-learning experiences during college enhances mediating variables for student retention, including students’ interpersonal, community, and academic engagement and peer and faculty relationships (Gallini & Moely, 2003; Bringle, Hatcher, & Muthiah, 2010)
Other Student Academic Outcomes

• Increased content knowledge and skills
  
  • College students enrolled in service-learning developed a more profound understanding of political science than control group. (Markus, Howard, & King, 1993)

  • Freshman composition students participating in course-based service-learning experiences showed higher gains than comparison group in writing abilities, based on Biber’s computer-mediated writing assessment. (Wurr, 2002)

  • Rehabilitation services seniors (n=65) enrolled in the section of a medical aspects of disabilities services course containing service-learning scored statistically significantly higher on course examinations than the rehabilitation services seniors (n=65) enrolled in the non-service-learning section of the same course. (Mpofu, 2007)

  • Community college students in service-learning (n=1,687) reported statistically higher outcomes in application of coursework to everyday life than non-service-learning students (n=630). (Prentice & Robinson, 2010)
Other Student Academic Outcomes

- **Improved higher order thinking skills:**
  
  - Students engaged in service-learning demonstrated greater complexities of understanding than non-service-learning comparison group (Feldman et al., 2006; Eyler & Giles, 1999)

  - Students engaged in service-learning with reflection showed statistically significant increases in ability to analyze increasingly complex problems (Eyler & Giles, 1999, Batchelder & Root, 1994)

  - Engagement in course-based, service-learning revealed significant increases in students’ critical thinking abilities (Prentice & Robinson, 2010; Bringle, 2006; Eyler & Giles, 1999; Osborne et al., 1998)
Civic Outcomes

► Civic Responsibility

A variety of well-organized service-learning experiences have a positive effect on students’ sense of social responsibility and citizenship skills.

(Kahne and Westheimer, 2003; Moely, 2002; Astin & Sax, 1998; Eyler and Giles, 1999; Gray et. al, 1998)

► Commitment to Service

Substantial, meaningful engagement in the community through service-learning enhances students’ commitment to community service

(Vogelgesang, 2005; Fenzel & Peyrot, 2005; Vogelgesang & Astin, 2000; Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Marcus, Howard, & King, 1993)
Career Outcomes

► Career Awareness

*Engagement in service-learning, community service, and community-based research experiences enhances students’ sense of career options and expands career possibilities.* (Minkler and Wallerstein, 2003; Eyler and Giles, 1999; Gray et. al, 1998; Fenzel & Leary, 1997; Tartter, 1996)

► Career Skills

*Civic engagement activities enhance students’ sense of technical competence in a variety of fields* (Prentice & Robinson, 2010; Langley, 2006; Vogelgesang, 2003; Vogelgesang & Astin, 2000; Astin, Sax, & Avalos, 1999; Sledge et al., 1993)
Personal and Social Outcomes

▶ Self-esteem

*Participation in service-learning increases students’ self-esteem*
(Shaffer, 1993; Switzer et. al. 1995; McMahon, 1998; Furco, 2003; Ehrlich, 2003)

▶ Empowerment and self-efficacy

*Participation in service-learning enhances students’ sense of self-efficacy and empowerment*
(Shaffer, 1993; McMahon, 1998; Morgan and Streb, 1999; Furco 2003; Tapia, 2005; Sherraden, 2007)

▶ Prosocial behaviors

*Students’ participation in course-based service-learning experiences increases their likelihood to engage in prosocial behaviors and decreases students’ likelihood to engage in at-risk behaviors* (Batchelder & Root, 1994; Stephens, 1995; Yates and Youniss, 1996; Berkas, 1997; Astin & Sax, 1998; Eyler & Giles, 1999; O’Donnell et al., 1999; Eccles and Gootman, 2002; Boyle-Baise, 2004)
Personal and Social Outcomes

- **Motivation**
  
  *Course-based service-learning experiences have positive effects on students’ motivation for learning.*
  
  (Loesch-Griffin, Petrides, and Pratt 1995; Stephens, 1995; Furco, 2003; Covitt, 2003)

- **Engagement**
  
  *Service-learning increases student engagement in three areas:*


**Personal and Social Outcomes**


**Social Engagement:** Service-learning enhances students’ engagement with faculty, peers and community members (Conrad and Hedin, 1989; Rutter and Newmann, 1989; Loesch-Griffin, Petrides, and Pratt 1995; Eyler, & Giles, 1999; Morgan and Streb, 1999; Gallini and Moely, 2002; Furco 2003)

**Academic Engagement:** Service-learning enhances students’ engagement in school and in learning (Silcox, 1993; Bringle, 1998; Eyler and Giles, 1999; Wurr, 2002; Gallini and Moely, 2002; Tapia, 2005; Feldman et al., 2006; Mpofu, 2007)
Service-Learning & Academic Achievement

Mediating Factors

Self-esteem
Empowerment
Prosocial behaviors
Motivation
Engagement
Relationships
Sense of Belonging

Educational Success

Service-Learning

Clearly defined programmatic features

Andrew Furco, Securing Student Success through Service-Learning, 2011
Research on Effective Teaching

- Expands Boundaries
- Personalized
- Empowering
- Constructivist
- Collaborative
- Authentic
- Active

Andrew Furco, *Securing Student Success through Service-Learning*, 2011
Successful Global Workforce

Success in the global workforce will be marked by one’s:

- ability to make connections across the disciplines;
- ability to apply knowledge to address complex situations;
- people skills that allow him/her to work effectively in diverse group settings;
- capacity for higher order thinking in ways that enhance problem solving and analysis;
- knowledge about and facility with the global society (e.g. conversing in different languages, having intercultural competencies, etc.); and
- facility in organizing and utilizing increasing sources of knowledge and information effectively.

(New Commission on the Skills of the American Workforce, 2006)

Andrew Furco, Securing Student Success through Service-Learning, 2011
HIGH IMPACT PRACTICES – AAC&U

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses Collaborative Assignments and Projects Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning Internships
- Capstone Courses and Projects

Andrew Furco, Securing Student Success through Service-Learning, 2011
Educational Priorities

• Interdisciplinary teaching and learning
• Building cross-culture competency through multicultural and diverse experiences
• Strengthening faculty/student advising and mentoring
• Improving town/gown relationship
• Others?
Making the Case

1) Point to the evidence on SL impacts on
   • Retention and persistence
   • Factors that promote student success
   • Factors that prepare students for today’s workforce

2) Promote SL as a pedagogy not a program
   • Advances quality teaching

3) Promote SL as a strategy not a program

Andrew Furco, Securing Student Success through Service-Learning, 2011
## Preferences

<table>
<thead>
<tr>
<th>TYPE</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
<td>Charity</td>
<td>Serve food to the homeless on Saturdays</td>
</tr>
<tr>
<td>Empowerment Service</td>
<td>Educate the homeless about social services available to them</td>
</tr>
<tr>
<td>Public Work</td>
<td>Facilitate the opening of a homeless shelter</td>
</tr>
<tr>
<td>Participatory Democracy</td>
<td>Work to secure legislation and citizen support that will secure rights</td>
</tr>
<tr>
<td></td>
<td>for persons.</td>
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<tr>
<td>Social Action</td>
<td>Students organize a camp out on campus to raise awareness about homeless</td>
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<td>Social Change</td>
<td>Work to reduce the number of homeless persons; develop job skills of</td>
</tr>
<tr>
<td></td>
<td>homeless individuals</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Secure legal assistance for homeless persons who were denied health</td>
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<td></td>
<td>services</td>
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Andrew Furco, *Securing Student Success through Service-Learning*, 2011
“Little research exists that explores the role of the college or university environment—especially the classroom itself—on student persistence. And while college and university educators have employed a variety of programs to improve retention—for example, first-year seminars, learning communities, and Supplemental Institution—retention rates remain disappointingly static. A final frontier yet to be explored in retention research is the basic structure of higher education, especially the way instruction is designed and delivered.”

Betsey Barefoot, 2004: Higher education's revolving door: confronting the problem of student drop out in US colleges and universities

Andrew Furco, Securing Student Success through Service-Learning, 2011