📏 Center for Student Involvement Community Service student involvement in one-time, quarterly, and year-long initiatives

👥 Public

Name of Assessment Project:	Center for Student Involvement Community Service student involvement in one-time, quarterly, and year-long initiatives
Name(s) of Person(s) Responsible for Assessment Project:	Community Service Program Coordinator / Student Org Advisor (Catherine Condliffe)
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Providing Department:	Center for Student Involvement
Other Units/Departments Involved in Assessment Project:	
Program, Service, or Event Related to Assessment Project:	This project was designed to assess UC San Diego student involvement in the Center for Student Involvement Community Service one-time, quarterly, and year-long initiatives, as well as the student leaders of student organizations self-designated as service related.
Assessment Project Description:	The main purpose of the assessment project was to assess UC San Diego student involvement in the Center for Student Involvement Community Service one-time, quarterly, and year-long initiatives, as as well as the student leaders of student organizations self-designated as service related. Involvement was assessed by looking at students' responses to a mid-term check-in. The majority of questions were extracted from existing or past surveys of the UC San Diego student body, therefore we compared participants to the general student population. The results of this project will be used to improve community service programming and to demonstrate the value of initiatives engaging in community service.
Unit/Program Specific Goals and Learning Outcomes:	As a result of participating in the Center for Student Involvement Community Service one-time, quarterly, and year-long initiatives, and/or being involved in a community service student organization, students will: • Gain knowledge, skills and attitudes needed to work effectively in a diverse society to create more just and equitable workplaces, communities and social institution • Gain a heightened sense of responsibility to one's communities that encompasses the notions of global citizenship and interdependence, participation in building civil society, and empowering individuals as agents of positive social change to promote social justice locally and globally 📄 CSI Community Service 5 Year Plan
Relationship to Student Affairs Learning Outcomes:	Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle
Assessment Project Start:	7/1/2014
Assessment Project End:	6/30/2015
Population/Sample:	We invited 605 students to participate in the mid-term check-in. We had 93 respondents for the survey administered in winter quarter. Results represent a small percentage (about 15%) of the students CSI Community Service engages per year. Even with numerous reminders it was difficult to obtain participant responses. Participants in CSI Community Service one-time, quarterly, and year-long initiatives, and student leaders of service-based student organizations were assessed. It should be noted that Alternative Breaks, Education Corps, and Health Corps are included both as Community Service sponsored student organizations, and therefore the entire membership was polled. The addition of student leaders of service-based student organizations as survey participants is new this year, and the majority of those surveyed do not necessarily have direct involvement with CSI Community Service staff outside of student organization event advising.
Type of Assessment:	Student learning outcomes and/or behavioral outcomes
Other Assessment Type(s):	
Assessment Methods:	Surveys
Other Assessment Method(s):	
Data Collection Tools:	This assessment was an online survey through Campus Labs, including questions from the University of California Undergraduate Experience Survey (UCUES) and Your First College Year (YFYC) Survey. The questions from UCUES and YFYC allowed CSI staff to compare the participants' responses to the general student population at UCSD.
Data Analysis Methods:	Data was analyzed using Campus Labs and was compared to the results of UCUES and YFCY. Results from questions not specific to UCUES or YFCY were used as descriptive statistics to inform future decision making.
How Your Results Will Be Presented:	Results of this assessment were shared with CSI staff to improve all Community Service initiatives and interactions with community service affiliated student organizations.
Progress:	100%
Link Assessment	See attachment in file library at the end of this document.

Name	Source

No items to display.

Summary of Findings: Overall, students who participated in initiatives in the Center for Student Involvement – Community Service (CSI CS) area showed two primary learning outcomes based on the questions included in the mid-year survey. Not surprisingly, students who are attracted to service tended to be higher in measures of how many hours of service they perform in a typical week than the general UC San Diego student who answered identical questions in the UCUES and YFYC surveys. CSI CS students reported performing more than 5 hours of community service at a rate of 18.4% higher than the general student body (n=33), and 35.9% more performed at least some community service on a typical week (n=85). Perhaps on a related note, CSI CS students are 28.7% more likely to answer that they participated in community service as part of a class than the general student body (n=40), and 73.6% noting that Community service performed as part of a CSI-Community Service program gave relevance to their learning in the classroom (n=64, 87 respondents). Interestingly 8.6% of CSI CS students report not performing community service on a typical week (n=8). This may indicate that that they have participated in a one-time service event, or student organization that does not actively perform ongoing service.

1. Gain knowledge, skills and attitudes needed to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions

Students in CSI CS initiatives are exposed to diverse settings, both in the peers with whom they volunteer and the communities in which they serve.

The survey results show:

84.9% of CSI CS students reported that their ability to understand the importance of personal social responsibility was "Good", "Very good", or "Excellent" (n=79), with 57.0% of the total reporting that their ability was "Very good", or "Excellent" (n=53)

87.1% of students rate themselves as above average in their ability to see the world from someone else's perspective (n=81).

95.4% of students agree or strongly agree with the statement that as a result of participation in a CSI-Community Service program(s), they have reflected on their own attitudes and beliefs and how they relate to those of other cultures and communities (n=83, 87 respondents).

2. Gain a heightened sense of responsibility to one's communities that encompasses the notions of global citizenship and interdependence, participation in building civil society, and empowering individuals as agents of positive social change to promote social justice locally and globally.

Students in CSI CS initiatives are advised by staff members that encourage the practice of issue- specific and forward-thinking reflections after service, allowing students to synthesize their service with learning and apply it to one's communities. Students are also exposed to workshops developed by staff and community partners that relate community service work to future career and leadership paths.

The survey results show:

CSI CS students are 53.4% more likely to report that they have publicly communicated their opinion about a cause since entering college than the general student body (n=61); 26.8% of them have reported doing so frequently (n=32).

78.5% of those surveyed reported that being in a position to give something back to their community after finishing their education was "Very important", the highest rating possible (n=73). 73.6% of students stated that having a positive impact on social justice issues personally is "Very important" as well (n=64).

85.1% of students agreed or strongly agreed that as a result of participation in a CSI-Community Service program(s), their leadership skills have improved (n=74).

Other results:

In addition to questions asked regarding learning outcomes, the 2014-2015 CSI CS survey asked questions about how supported students feel in their community service endeavors. 74.7% of respondents stated that they feel supported by CSI-Community Service staff in the development of leadership skills (n=65, 87 respondents), while 83.9% feel supported by CSI-Community Service staff in the implementation of service work through a student organization or program (n=73, 87 respondents).

Impact of Assessment: The results of this project demonstrated the value of CSI CS initiatives in that participating students are much more likely to report high levels of what might be read as a personal commitment to service and social justice, in line with both Student Affairs learning outcomes and CSI CS learning outcomes.

CSI CS students were encouraged to engage in educational trainings and workshops before service along with reflection after to learn about the demographic makeup of the community being served and social justice issues being addressed. This

practice seems to be positively received, as is evidenced by students pro-social responses to survey questions related to social responsibility, communicating their opinions, and desiring to have a positive impact on social justice issues.

Lessons Learned: CSI CS will re-examine the learning objectives to gain results which have better relevance to the broader goals of the program and have results which are both qualitative and quantitative.There has been discussion to streamline the types and number of questions in the CSI-Community Service student survey to yield a higher number of results, as well as to incorporate interviews, focus groups, and rubrics into future assessment plans. Additionally, if the use of large scale surveys is to continue, we need to offer incentives for those students that complete the survey to increase our sample size.

CSI CS is looking into how to differentiate the results of student leaders participating in student organizations not directly supervised or sponsored by CSI CS from those who receive direct services from CSI CS staff in order to better evaluate the needs of these students now that their student organization advising responsibilities have been moved into Community Service programming. Given the relative rate of interaction with CSI CS staff and the level of support students report feeling, it may also be useful to consider community service student leader experiences as they relate to specified learning outcomes.

Supplemental Information: We utilized UCUES and YFYC surveys to compare the participants' responses to the general student population at UCSD.

Below is a link to the most recent Your First Year College survey available online (from 2014) showing all results for UC San Diego.

http://studentresearch.ucsd.edu/_files/surveys/yfcy/2014/YFCY2014All.pdf (pages 30, 36, 38)

Below is a link to the most recent UCUES survey available online (from 2014) showing all results for UC San Diego.
http://studentresearch.ucsd.edu/_files/surveys/ucues/2014/2014UCUEStime.pdf

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http://studentresearch.ucsd.edu/_files/surveys/ucues/2014/2014UCUESsatisfaction.pdf

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