Overview of Relevant Research on Service-Learning Impacts – Higher Education

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SHINE STUDY:
Integration into Coursework

Responses to Survey Items	Percent
Professor often/very often linked coursework to Project SHINE	**46%**
Reflection on my Project SHINE experience was important/very important part of the class through classroom discussion.	**45%**
Reflection on my Project SHINE experience was important/very important part of the class through journals/logs.	**61%**
Reflection on my Project SHINE experience was important/very important part of the class through papers/projects.	**44%**
My work in Project SHINE was important/very important in assessing my overall grade.	**51%**
Class that incorporated Project SHINE rated as good/excellent.	**58%**

Impact of Linkage of Coursework to Outcomes

- School engagement
- Civic skills
- Civic dispositions
- Civic intentions
- Comfort with teaching/tutoring
- Attitudes toward the elderly and toward immigrants

Predictors of Civic Knowledge, Skills and Dispositions

- Age = older
- Gender = Female
- Prior Community Service
- # of learners worked with each week
- # of weeks worked with learners
- Overall satisfaction with the SHINE experience

Student Retention

- First-year students participating in 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);*

- Service-learning enhances mediating variables for student retention, including students' interpersonal, community, and academic engagement and peer and faculty relationships *(Gallini & Moely, 2003)*

Student Academic Outcomes

- ## Increased content knowledge and skills
  - Service-learning college students developed a more profound understanding of political science than control group. *(Markus, Howard, & King, 1993)*

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

  - Control-group study in Freshman composition at University of Illinois-Chicago revealed service-learning cohorts scored 25-35% higher on every learning factor. *(Feldman et al 2006)*

Student Academic Outcomes

- ## Improved higher order thinking skills:

  - Demonstrated complexities of understanding *(Eyler & Giles, 1999)*

  - Increased ability to analyze increasingly complex problems *(Eyler & Giles, 1999, Batchelder & Root, 1994)*

  - Increased critical thinking. *(Eyler & Giles, 1999; Osborne et al., 1998)*

Civic Outcomes

- ## Civic Responsibility

  Service-learning has a positive effect on students' sense of social responsibility and citizenship skills. (Moely, 2002; Astin & Sax, 1998; Eyler and Giles, 1999; Gray et. al, 1998)

- ## Commitment to Service

  Service-learning enhances students' commitment to community service (Vogelgesang & Astin, 2000; Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Marcus, Howard, & King, 1993)

Career Outcomes

- ## Career Awareness

  Service-learning enhances students' sense of career options and possibilities. (Fenzel & Leary, 1997; Tartter, 1996)

- ## Career Skills

  Service-learning enhances students' sense of technical competence. (Vogelgesang & Astin, 2000; Astin, Sax, & Avalos, 1999; Sledge et al., 1993)

Personal and Social Outcomes

- ## Self-esteem

  Service-learning increases students' self-esteem (McMahon, 1998; Shaffer, 1993; Switzer et. al. 1995)

- ## Empowerment and self-efficacy

  Service-learning enhances students' sense of self-efficacy and empowerment (Shaffer, 1993; McMahon, 1998; Morgan and Streb, 1999; Furco 2003)

- ## Prosocial behaviors

  Service-learning increases students' likelihood to engage in prosocial behaviors and decreases students' likelihood to engage in at-risk behavior (Batchelder & Root, 1994; Stephens, 1995; Yates and Youniss, 1996; Berkas, 1997; Astin & Sax, 1998; Eyler & Giles, 1999; Melchior, 1999; O'Donnell et al., 1999)

Research on Faculty

- UCLA Faculty Study 04-05 (sample=40K)
  - 85% say college should involve students in service
  - 61% say citizenship preparation is important; only 38% support commitment to service
  - 46% say community partnerships are high priority for institution; 31% say there is sufficient support
  - See Holland (1999) for taxonomy of faculty motivations and incentives

Recent Research on Partnerships

- Community Voices Across California
  - 15 focus groups = 100 community partners across 8 different communities and campus types
  - Uninfluenced community voices describing their experience as a SL partner
  - Role as co-teacher, commitment to learning goals, clear motivations/benefits
  - Similar traits of ideal partnership as Higher ed, but different language; focus on relationship over product
  - See next issue of Michigan Journal!
    - Marie Sandy et al