

Summer **Service** Collaborative Report of the First Five Years

**Baldwin Wallace University • Baylor University • Dartmouth College •
Drake University • Frontier Nursing University • Loyola University-
Maryland • Manchester University • Middlebury College • Rice University •
Saint Mary's of California • Santa Clara University • Stanford University •
University of Delaware • University of Notre Dame • Washington and Lee
University • Xavier University**

The Summer Service Collaborative promotes the exchange of promising practices among colleges and universities who sponsor domestic and international summer service immersion programs and courses. This is a report of its first five years.



Report

from the **Members**

Inspired by conversations with people in higher education across the country, in 2008 Andrea Smith Shappell (Center for Social Concerns, University of Notre Dame) extended an invitation to faculty and practitioners from 24 colleges and universities to gather in the fall to discuss promising practices and challenges in summer service immersion programs. The invitees were selected based on their sponsorship of summer service opportunities of more than four weeks in length for undergraduate students.

Fifteen institutions responded affirmatively and met October 24–26, 2008 for the Andrews/McMeel Summer Service Learning Forum. Presentation and discussion topics included community relations; student initiative; research and assessment; reflection; integration of faith and service; alumni involvement; courses before, during and after the immersion experience; faculty involvement; and international summer service-learning. The forum concluded with a discussion of further ways for the attendees to continue to network with each other.

Christina Medina from Rice University set up an electronic space, Owl-space, where members of the group could post requests for information and share documents. The group continued to interact in 2009 and 2010 through regularly scheduled conference calls that included

discussions of how to use Owl-space, methods of debriefing students, resources for staff, the language of social justice, assessment, sustainability practices, written agreements with sites, mental health issues, and plans for the 2010 meeting.

An additional collaborative effort was a presentation “From Service to Social Justice” for the *Faith, Justice, and Civic Learning Conference* at DePaul University, June 2009 by Christina Harrison (Loyola University Maryland), Susan Serra (University of Delaware), and Andrea Smith Shappell (University of Notre Dame).

In October, 2010, the group met at Washington and Lee University, hosted by Fran Elrod, Coordinator of Co-curricular Education for the Shepherd Alliance Summer Internship Program. Presentation and discussion topics included risk management, use of Federal Work Study to fund student service, program structures, and the language of social justice. In addition the group formalized its existence with the name Summer Service Collaborative, finalized a statement of purpose, and made plans for the future collaboration. Participants were from Baylor University, Georgetown University, Middlebury College, Rice University, University of Colorado-Boulder, University of Delaware, University of Notre Dame, Washington and Lee University, Xavier University.

The statement of purpose for the newly named Summer Service Collaborative (SSC) is:

The Summer Service Collaborative (SSC) promotes the exchange of promising practices among colleges and universities who sponsor domestic and international summer service programs and courses. Members of the SSC meet at least twice a year through conference calls and every other year in a forum hosted on one of the member's campuses. Resources are also exchanged through a shared web site. Members of the collaborative explore ways to work together on conference presentations and articles for publication.

The group continued to meet in 2011 and 2012 through a series of phone conferences. In October 2012, members of the SSC gathered on the University of Delaware campus hosted by Susan Serra, Assistant Director of the Office of Service Learning. Topics included a faculty panel discussion on the integration of summer service learning and research, the training and assessment of peer advisors, alumni support in summer programs, and the economic impact of service on both students and communities. The majority of time was devoted to the design of a shared assessment tool. Jay Brandenberger, Director of Research and Assessment

at the University of Notre Dame's Center for Social Concerns provided a contextual framework for developing a shared assessment tool. Kathleen Langan Pusecker, Director of Education Assessment at UD, then led a workshop for the group to develop a set of research questions and create a rubric to measure student learning. Jay Brandenberger provided examples from the work that Notre Dame has done with surveys before leading the group in a review of potential survey questions. Participants included representatives from Baylor University, Harvard College, Manchester University, Middlebury College, Stanford University, University of Delaware, University of Notre Dame, and Xavier University.



Following the conference, Cathryn Fabian, Postdoctoral Research Associate at the Center for Social Concerns, University of Notre Dame, led SSC members through a series of conference calls to finalize the rubric and survey questions. Cathryn designed the instrument, worked with individual universities to incorporate institution-specific questions, sought and received IRB approval from Notre Dame, and advised individual members on gaining IRB approval for a multi-institutional study. Nine schools participated in the pilot survey: Baldwin Wallace University, Baylor University, Drake University, Manchester College, Middlebury College, Stanford University, University of Delaware, University of Notre Dame, and Xavier University. The pretest was launched in March 2013, scaffolding in as each summer program started and the post-test was completed in fall 2013, as each program and follow-up requirements were completed.

In January, 2013, Jeff Hawthorne, Undergraduate Fellowships Program Director at the Haas Center for Public Service hosted the SSC at Stanford University. Cathryn Fabian and Jay Brandenberger of Notre Dame lead a review of preliminary results from the Summer Service Collaborative National Survey. Topics also included a discussion of faith and meaning in service immersion programs, a justice-based student development model, service immersion programs as a high impact practice, a community partner's roundtable and a discussion of community-based research programs at Stanford. The meeting closed with a session which considered how to disseminate results of the survey. Participants included representatives from Baylor University, Manchester University, Santa Clara University, Stanford University, University of Delaware, University of Notre Dame, and Xavier University. A summary of outcomes from the first year of the survey follows.



A multi-institutional study of student learning outcomes in summer service immersion programs: Preliminary results from the Summer Service Collaborative.

ABSTRACT

The Summer Service Collaborative (SSC) is comprised of 16 colleges and universities who sponsor domestic and international summer service immersion programs and courses. This report highlights the development of a shared assessment rubric and preliminary findings from a corresponding survey which evaluates student learning across their programs.

As noted above, the 2012 meeting at the University of Delaware focused on the develop a shared assessment tool to assess student learning across institutions and programs. A rubric was developed by the group to articulate and define the following five desired learning goals for students:

1. Learn and apply a method of reflection as a means of understanding and interpreting one's service experience and the readings of the course.
2. Integrate experiential and academic knowledge.
3. Understand and commit to community engagement and civic responsibility.
4. Gain an understanding of systemic causes of social issues. Learn about and engage the method of social analysis to interpret and expand knowledge of social issues that arise from the summer service experience.
5. Respect diversity of communities and cultures.

From this rubric, a survey was developed for use in a pilot study in the summer of 2013. This study was guided by the following overarching research questions:

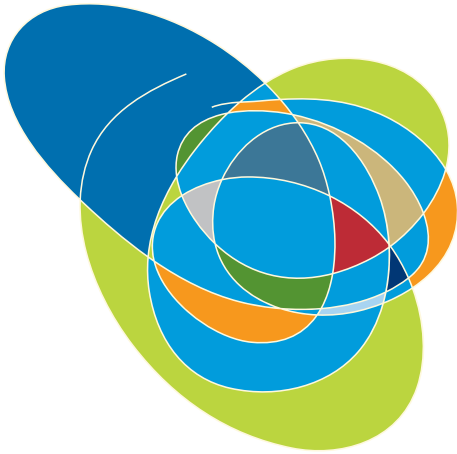
- Who participates in summer service learning? What types of students engage in summer fellowships, internships, and service learning opportunities? What types of characteristics do they exemplify?
- What do students learn, and how do they change? As a result of their participation, how are students different according to the criteria specified in the rubric?
- What facilitates learning or change? What practices foster growth on the criteria listed in the rubric?

Nine schools participated in this initial round of data collection: Baldwin-Wallace College, Baylor University, Drake University, Manchester College, Middlebury College, Stanford University, University of Delaware, University of Notre Dame, and Xavier University. Participants completed online surveys via the Qualtrics survey platform, with the pre-test administered between April and June of 2013, and the post-test between August and October of that year. The surveys included questions about demographic information, as well as measures of responsibility for and commitment to social justice, empowerment versus self-generating views of helping (i.e., the view that one should help others in need versus the view that people in need should help themselves), attributions of poverty, openness to diversity, global awareness, and belief in a just world. Of the 313 students who participated in the study, 206 had completed both the pre and post surveys (for a 66% retention rate). The sample was 71% female and 84% White/Caucasian. The majority of students were underclassmen (39% Freshmen, 29% Sophomores, 26% Juniors, and 6% Seniors).

Compared to monoracial Caucasian students, students of color leaned more toward the liberal side of the political spectrum, had parents who were less formally educated, had higher levels of social justice commitment at pre-test, and tended to more strongly attribute poverty to structural inequality. With respect to gender, women tended to be higher than men in openness to diversity at both pre- and post-test, and experienced significantly greater decreases in endorsement of the self-generating view of helping. Men were higher than women in belief in a just world at pre-test, and showed greater support for the self-generating view of helping at post-test. In addition, men were more likely to increase in attributing poverty to psychological causes between pre- and post-, while women tended to decrease on this same variable over the summer.

Only students with complete pre-and post-data were retained for further analyses. Statistically significant differences between pre- and post-test were found for three variables: Social Justice Commitment, Self-Generating View of Helping, and Structural Attributions of Poverty. Compared to the start of their summer service learning program, students expressed greater commitment to engaging in social justice activities in the future; were less likely to believe that individuals can only help themselves overcome their problems; and felt more strongly that poverty was the result of structural inequalities, rather than individual deficiency. At post-test, students who had Increased in their commitment to social justice also tended to express greater attributional complexity, greater openness to diversity, lower support for the self-generating view of helping, greater responsibility for working toward social justice, and more positive perceived impact in interacting with diverse groups. Students who decreased in support for the self-generating view of helping also exhibited higher levels of global awareness, lower belief in a just world, greater openness to diversity, and lower levels of attribution of poverty to psychological or individualistic causes. Students who increased in their understanding of structural attributions of poverty were also decreased in their belief in a just world, and increased in their support for the empowerment view of helping.

Findings from the current study provide greater insight into the multiple ways in which summer service learning impacts students. Our findings suggest that summer service learning helps to promote students' civic engagement, define student's perceived roles in become agents of social change, and give students greater complexity in their understanding of social issues. Furthermore, the results suggest that diverse groups of students may have different motivations or values going into summer service, and may take different lessons away from it. Implications for practice and future directions for research will be discussed.



Next steps

We have updated the survey for use in the summer of 2014. While most of the original survey was retained, some measures were dropped, and other questions were revised. After this initial 2013 wave of data collection, new qualitative open-response prompts were developed which ask students to describe which specific aspects of their immersion programs were most meaningful or impactful to them. The sample size has increased significantly with the addition of the Shepherd Higher Education Consortium on Poverty which is based at Washington and Lee University and which includes 100 students from a variety of institutions who participate in summer immersions.

Summer Service Collaborative members are submitting proposals to conferences to report the initial results, including a paper proposal at the 2014 meeting the International Association for Research on Service Learning and Civic Engagement (IARSLCE) to be presented by Cathryn Fabian (University of Notre Dame), Angela Gray-Girton (Xavier University), and Amanda McReynolds (Drake University).

Participant Profiles



Colleges and Universities	SSL Students	Sites	Staff	Faculty	Credits	Faith Integration	Funding Sources
Baldwin Wallace University	6	7 (7 individual and 1 group)	2		Co-curricular		University and Donor
Baylor University Interdisciplinary Poverty Initiative	6–15	6–15	2	3	Credit and co-curricular	Yes	University and Donors
Dartmouth College Tucker Fellowship Program, Dartmouth Partners in Community Service	29	27	1		Co-curricular		Endowment and Alumni Gifts
Drake University Summer of Service Learning and Social Justice Program (SSSJP)	7	7	2		Co-curricular		Slay Fund for Social Justice
Frontier Nursing University Courier Program	8–10	8–10	1				Donors, Program Alumni
Manchester University Pathways Summer Service Program	12	50+	2	12	0–2		Donors and Alumni
Middlebury College (Privilege and Poverty at Middlebury as part of the national Shepherd Higher Education Consortium on Poverty (SHECP); Middlebury Food Works: Louisville & Vermont; MiddCORE Plus; Community Engagement/Academic Outreach Endowment (service-learning grants))	240	50+	6	3	Co-curricular		Endowed funds, Alumni/Parent Gifts

Colleges and Universities	SSL Students	Sites	Staff	Faculty	Credits	Faith Integration	Funding Sources
Rice University Poverty, Justice, and Human Capabilities (PJHC) Summer Service Internship, Susan McAshan Summer Service Internship, Baker Institute PJHC Service Learning Internship	19	19	1	9	Credit and co-curricular		Donors, University, Alumni, Parents
Saint Mary's of California CILSA Summer Fellowship Program	8	7	1		Credit	Yes	Sites, Donors, Students
Santa Clara University Jean Donovan Summer Fellowship	15	Varies			Co-curricular, partially fulfills Experiential Learning for Social Justice (ELSJ) Requirement of the Core Curriculum		
Stanford University Haas Center for Public Service Undergraduate Fellowships Program	110	100	10	90		Yes	Jesuit Community Endowment, Donors, Alumni Donation, University
University of Delaware Service Learning Scholars	26	14	1	11	3		University, State
University of Notre Dame Summer Service Learning Program (SSLP)	225	175	2.5	10	3	Yes	Individual Donors and Alumni Clubs
University of Notre Dame International Summer Service Learning Program	55	26	2	10	3	Yes	Individual Donors and Alumni Clubs
Washington and Lee University Shepherd Program on Interdisciplinary Studies of Poverty and Human Capabilities	41	75 (both programs)	1	20	Credit		Donor Endowments and Foundation Support
Washington and Lee University Shepherd Internship Program for the Shepherd Higher Education Consortium on Poverty (21 schools)	99	75 (both programs)	21	25	Credit		Donor Endowments and Foundation Support
Xavier University Summer Service Internship Program	20	20	5	1	Co-curricular		Donors, University, Agencies



Middlebury



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