

# Fall 2023 First Year Seminar Service Learning Seminar

## Questionnaire Report

Institute for Engaged Learning

### Purpose and Background

This report details the results of two questionnaires designed to examine First Year Seminar (FYS) service-learning courses. The first questionnaire was administered to first-year students who participated in the FYS service-learning courses. The second questionnaire was administered to the instructors who taught these courses. The courses were across multiple sections of FYS's, some were UCOL 110 sections, others were specific to schools. There were 356 students in the 13 sections of the course. All of the courses were held during the Fall 2023 semester. However, they varied in the number of weeks duration. The general course description for the UCOL 110 course is the following:

*This course is designed to be an academic experience to introduce beginning students to the university environment. Emphasis is placed on success strategies including writing, critical thinking, communication skills, use of information technology, understanding of academic community ethics and values, familiarity with campus resources, and establishment of a support network.*

This report provides key highlights and detailed tables of the overall mean and frequencies for each item of the student questionnaire. This is followed by the mean for each item based on the instructor overseeing the experiences. The next section includes all of the students' open-ended responses. The instructor section (begins on page 8) includes a rank order of the most valuable resources for the instructors in implementing their service-learning experience. This is followed by their responses to several open-ended questions.

The response rate for the students' questionnaire was 44% (155 of 356 students). The response rate for the instructors survey was 64% (7 of 11 instructors).

### Key Highlights

#### **Students**

- Respondents were asked to rate their level of agreement on seven different aspects of the service-learning experience of the course. Students rated the highest agreement on the following item: **1) I accomplished something in my service-learning activity** (4.26) and **2) I feel like the instructor appreciated my contribution to the service-learning experience** (4.19)
- The lowest rated item by respondents was *the service-learning experience was an integral part of my First Year Seminar course, not just an "add on" activity* (3.79).
- The overwhelming majority of the thirty-three open-ended comments about their service-learning experience were positive (see page 6).

#### **Instructors**

- All of the respondents (n=7) reported that they *successfully implemented a service-learning project in my First Year Seminar course with few or no challenges*.
- The number of students participating in the service-learning experiences ranged from 12 to 75, with the average class size being 33 students.
- Instructors worked with a wide variety of community partners (see Appendix 1 for complete list), encompassing public, private, and non-profit organizations.
- Instructors rate the *summer pilot group workshops* as the most valuable resource to help them implement their service-learning project. This was followed by *summer pilot group Canvas site/modules*.

## Section 1: Student Questionnaire Results

### Student Perspectives on Their Participation in the Fall 2023 FYS Service-Learning Course

**Response options:** 1=Strongly Disagree, 2=Disagree; 3=Neither Disagree nor Agree, 4=Agree, 5=Strongly Agree

	Total	Mean	Strongly Disagree 1	Disagree 2	Neither Disagree nor Agree 3	Agree 4	Strongly Agree 5
I accomplished something in my service-learning activity.	155	4.26	1.9%	1.9%	8.4%	43.2%	44.5%
My service-learning activity met the real needs of the community.	155	4.12	1.9%	3.2%	12.9%	44.5%	37.4%
The service-learning experience was an integral part of my First Year Seminar course, not just an “add on” activity.	155	3.79	5.8%	7.1%	19.4%	38.1%	29.7%
I feel like I was taken seriously in my service-learning experience.	155	4.14	1.3%	3.2%	13.5%	43.9%	38.1%
The service-learning experience in this course increased my sense of connection to the community.	155	4.01	1.9%	4.5%	15.5%	46.5%	31.6%
I had opportunities to reflect on my service-learning experience through class discussions and/or written reflections for the course.	155	4.13	1.3%	1.9%	13.5%	49.0%	34.2%
I feel like the instructor appreciated my contribution to the service-learning experience.	155	4.19	3.2%	0.6%	11.6%	42.6%	41.9%

### I accomplished something in my service-learning activity.

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.58	.51
Gina Londino-Smolar	8	4.25	.71
Rachel Swinford	53	4.40	.74
Derrick Williams	5	3.80	1.6
Rodney Smith & Elecia Hadley	21	4.38	.80
Hannah Brown & Tonya Hall	11	4.36	.50
Ryan Anderson & Danielle Wolfe	11	3.55	.82
Carlos Zapata	5	4.80	.45
Betsy Parker	6	3.83	1.2
Carrie Hansel	16	3.81	1.0
Charity Bishop	7	4.71	.49
Total	155	4.26	.85

**My service-learning activity met the real needs of the community.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.50	.52
Gina Londino-Smolar	8	3.00	1.3
Rachel Swinford	53	4.25	.76
Derrick Williams	5	4.00	1.7
Rodney Smith & Elecia Hadley	21	4.29	.64
Hannah Brown & Tonya Hall	11	4.27	.65
Ryan Anderson & Danielle Wolfe	11	3.55	.69
Carlos Zapata	5	4.80	.45
Betsy Parker	6	4.00	1.3
Carrie Hansel	16	3.81	1.0
Charity Bishop	7	4.43	.54
Total	155	4.12	.889

**The service-learning experience was an integral part of my First Year Seminar course, not just an “add on” activity.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.17	.72
Gina Londino-Smolar	8	3.00	1.3
Rachel Swinford	53	4.09	.90
Derrick Williams	5	3.80	1.6
Rodney Smith & Elecia Hadley	21	3.48	1.2
Hannah Brown & Tonya Hall	11	3.45	1.2
Ryan Anderson & Danielle Wolfe	11	3.00	1.2
Carlos Zapata	5	4.60	.55
Betsy Parker	6	3.17	1.6
Carrie Hansel	16	3.75	1.1
Charity Bishop	7	4.43	.79
Total	155	3.79	1.1

**I feel like I was taken seriously in my service-learning experience.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.50	.53
Gina Londino-Smolar	8	3.50	1.1
Rachel Swinford	53	4.32	.78
Derrick Williams	5	3.80	1.6
Rodney Smith & Elecia Hadley	21	4.24	.77
Hannah Brown & Tonya Hall	11	3.82	1.1
Ryan Anderson & Danielle Wolfe	11	3.82	.75
Carlos Zapata	5	4.60	.55
Betsy Parker	6	3.83	1.2
Carrie Hansel	16	4.00	.82
Charity Bishop	7	4.14	.69
Total	155	4.14	.86

**The service-learning experience in this course increased my sense of connection to the community.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.17	.94
Gina Londino-Smolar	8	3.50	1.4
Rachel Swinford	53	4.21	.84
Derrick Williams	5	3.60	1.5
Rodney Smith & Elecia Hadley	21	4.10	.77
Hannah Brown & Tonya Hall	11	3.73	1.0
Ryan Anderson & Danielle Wolfe	11	3.45	.69
Carlos Zapata	5	4.60	.55
Betsy Parker	6	3.67	1.0
Carrie Hansel	16	4.06	.68
Charity Bishop	7	4.00	1.0
Total	155	4.01	.91

**I had opportunities to reflect on my service-learning experience through class discussions and/or written reflections for the course.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.42	.52
Gina Londino-Smolar	8	3.75	1.2
Rachel Swinford	53	4.25	.73
Derrick Williams	5	3.80	1.6
Rodney Smith & Elecia Hadley	21	4.00	.89
Hannah Brown & Tonya Hall	11	3.91	.70
Ryan Anderson & Danielle Wolfe	11	3.82	.87
Carlos Zapata	5	4.40	.55
Betsy Parker	6	3.83	.98
Carrie Hansel	16	4.19	.66
Charity Bishop	7	4.57	.54
Total	155	4.13	.81

**I feel like the instructor appreciated my contribution to the service-learning experience.**

Instructor's Name	Total	Mean	Standard Deviation
Michael Yard	12	4.67	.49
Gina Londino-Smolar	8	2.75	1.8
Rachel Swinford	53	4.47	.64
Derrick Williams	5	3.40	1.3
Rodney Smith & Elecia Hadley	21	4.00	1.0
Hannah Brown & Tonya Hall	11	4.00	.63
Ryan Anderson & Danielle Wolfe	11	3.91	.83
Carlos Zapata	5	4.80	.45
Betsy Parker	6	4.00	.63
Carrie Hansel	16	4.31	.60
Charity Bishop	7	4.29	.76
Total	155	4.19	.91

## Student Open-end Responses

**Please share any additional thoughts you have regarding your service-learning experience in this course.**

- I was happy I did it. **[Yard]**
- I enjoyed doing it. It didn't just feel like another class project. **[Londino-Smolar]**
- I thought that it was something that was very important, and I really enjoyed having this be a part of my first-year seminar. **[Yard]**
- Great experience **[Swinford]**
- I volunteered for the SITE program here at IUPUI. I only went for two days (4 hours total) but it was very fun. The students in the program still say hello to me when I see them around campus. I am glad that I chose to be in class with them for a couple of days. **[Swinford]**
- It was very fun to do but it was not organized. **[Londino-Smolar]**
- I thought that it was useful for my degree but not for the community around, to support the community we should work on the real problems such as food distribution to the needy or helping at a shelter. **[Swinford]**
- I wish there were more in class activities besides guest speakers. **[Williams]**
- It was great to learn about the community and become a more generous and well-rounded person. **[Williams]**
- Please continue having students complete service learning. **[Swinford]**
- I had a good time and I think it was a necessary part of becoming a student here. **[Smith and Hadley]**
- This experience seems like a great idea and a good way to give back to the community. However, it wasn't amazing for me personally as an adult learner who already has very little time between schoolwork and working to pay my rent and bills. I feel like making it a required assignment isn't a bad idea, but it does risk making it feel like an obligation rather than the real help that it is. **[Smith and Hadley]**
- It was an enjoyable experience! **[Smith and Hadley]**
- I did socialize a bit more than I usually do, so that's one thing that improved a bit. **[Brown and Hall]**
- I enjoyed feeling like I did something with a real purpose in the community. **[Brown and Hall]**
- I thought the issue we did with the service-learning project was a great topic to do it over. I also felt like we had lots of good resources to help with the project as well. **[Brown and Hall]**
- It was a good experience. **[Brown and Hall]**
- I loved that we can make friends in this course, and friends that we will likely see in the same courses in the MAS. I appreciate this course. **[Smith and Hadley]**
- I actually enjoyed my mentors and instructors. I think they worked hard to be fun and enjoyable but also didn't try at all. They were themselves and relatable for us kids who are growing into young adults, I think they made the experience very fun and I'm lucky they were mine. **[Anderson and Wolfe]**
- It felt great to volunteer somewhere and help others. **[Swinford]**
- Had fun. **[Swinford]**
- I love volunteering and this was a great way for me to get out and help my new community at college! **[Swinford]**
- I felt it was a great way to get people in my class to come together and get closer. **[Swinford]**
- I thought it was a great experience to get out in my community and help anyway I could! **[Swinford]**

- Great class to have for the first semester. Our instructor did a wonderful job making students feel more connected to the university. [Swinford]
- It is very significant to have this kind of thing for the class because it can very helpful and eye opening for some people. [Swinford]
- Would definitely want to participate in more activities [Swinford]
- I really enjoyed volunteering it really opened my eyes on how I can help out the community. It was so much fun, and it was very fun seeing how there were so many people giving their time to volunteer and help everyone have food when they can't afford it. [Yard]
- I think the idea behind our service-learning experience was good and it would have been really beneficial for the community. I feel like we just didn't do as much with the project as we could have. Moving forward with this project, or even a similar one, I believe it would be better if more time was spent doing things that would truly benefit the organization. [Hansel]
- I would really have like to visit the nonprofit organization with whom we were working with in order to have more information on what they do on a daily basis. [Hansel]
- Met some cool people and also created funny moments. Good experience. [Smith & Hadley]
- I loved this class and thought that it was very useful. [Hansel]
- It was a great experience! [Hansel]

## Section 2: Instructor Questionnaire Results

### **Instructor Perspectives on Their Participation in the Fall 2023 FYS Service Learning Course**

#### **Most Valuable Resources**

Instructors were asked to rank resources from most to least helpful for them to implement their service-learning project in their First Year Seminar. [1=highest; 5-lowest]

Ranking based on average of responses	Resources
1	Summer pilot group workshops
2	Summer pilot group Canvas site/modules
3	CSL staff assistance
4	Zoom Check-in meetings with staff and pilot members
5	Center for Service and Learning (CSL) website

## Instructor Open-end Responses

**Instructors were asked to describe/list the types of class activities/assignments they implemented for their service learning project as well as how often they implemented them. (discussions, assignments, papers, etc.)**

- We had an introductory discussion post and a post-service discussion post. Students prepared a graphic outlining their service and then presented it and information about what they did and their reflections on the experience to the class in their final presentations.
- I used the pre-, in-, and pos-service reflections as assignments throughout the experience. As a final project, I had each group present the work and effort they did toward the final project.
- Service Learning Project Proposal, Description of Service Learning Project, Group Presentation, Member Contribution, Individual Reflection
- The class did several in class service learning assignments, most of which was filled with time for them to work on their teams project. We gave them tasks list that broke down all the components they needed to work on. We also had several open discussions on the topic. There final project was to present in front of the class and answer the two below questions.
  1. Talk about the ways you've grown as a person, learned to adapt, or found out things about yourself you didn't know before. What evidence or observations inform your thinking in this area
  2. Talk also about how your understanding/knowledge of hunger and homelessness has altered since starting this course. What have you discovered? How can you help to destigmatize this social issue?
- I introduced SL & civic mindedness one week. Then the next week, a rep from the 3 partners visited class to present and speak about their organizations and volunteer opportunities. Students reflected on their experience in an ePortfolio.
- I'm going to copy from my previous answer. :) We did a pre-service reflection as a discussion in class. As assignments throughout the class, the students were required to submit where/when they were doing their hours, an in-service reflection, a post-service reflection, final confirmation of their hours, and then a final presentation. For the final presentation they could present on their own or with other students who participated with the same organization. They presented on all the reflections (pre, in, and post), the organization's mission, how it was relevant to our community (Indiana, Indianapolis, IUPUI, etc.), and on their specific experience. I tried to have these sprinkled throughout the class. The reflections should help them with the final project where they presented on their reflections. They had to submit what/where they were doing for their hours by a certain point so I could make sure they weren't procrastinating. Then they had to turn in their hours and reflections prior to the final presentation too.

**Instructors were asked to describe their interaction with the community partner(s) prior to the start of classes.**

- We split up the community partners between the instructors teaching first-year seminars in the school. We held an information session for the students during bridge week and invited the community partners to come and present on their organizations.
- Great. Students were able to serve a lead contact with the organization, attend planning meetings, and events.
- Reached out initially via email. Then once they responded, I spoke with them over the phone to find out about the opportunities. Discuss expectations for students to see if this could be a good mutual fit. Checked back to (1) verify the students actually participated in the Service



Learning Project experience, and (2) Find out if this has been a positive experience for the Service-Learning Provider.

- We started off having very strong relationships with our partners and even had them visit the class for a presentation. CHIP did an AMAZING presentation and the class loved it. After our national hunger and homelessness week, we did not hear from them.
- Wonderful!
- Good! Not super intense. It was really great to have them come, be on zoom, or send videos for bridge.
- Positive, as always. Students, mentors, and instructors were able to make contact w/most selected partners. Regarding Riley Hospital Ward volunteering, due to background checks and required training, and class schedules, some were unable to lock in dates until Spring. These students found the Paws Pantry and Paws closets sites easily accessible.

**Instructors were asked to describe any challenges that they encountered with their service learning project.**

- A lot of the students wanted to choose outside partners. We asked that they get those approved ahead of time, but several just chose a separate one anyway.
- Time - there was not enough in-class time to work on the project. I don't think this works well in a 12-week 1 credit hour FYS course.
- There were providers who never responded to students attempt to volunteer for a project for their organization. Sometimes, despite repeated attempts by my students and even in two cases when I personally reached out to the organizations.
- I think just finding the balance of doing service learning while also making sure we complete the other learning outcomes.
- Not too many challenges...mainly just students needing to switch their volunteer day, which was easy.
- I was really worried about students not doing the hours and then missing a lot of points and having trouble passing the class. But they all did the hours. Some did not do a total of 5 (were around 3.5-4) but they were still able to do the reflections and final projects. They just lost points.
- Due to the many possible sites, as well as the fact the we began in August with students responsible for selecting their own service sites and selecting team leaders, we had minimal issues.

**Instructors were asked to share any insights, comments, and feedback that might be of interest .**

- It was a positive experience. If you do this again, I would be interested because of the additional guidance you provide us.
- I loved being a part of this pilot and would do it again in a heart beat. Our class continued to speak on how much they loved this aspect of our class.
- This was great!
- I think doing the summer workshops and being able to share so much on canvas was extremely helpful. I think if you do this again, it would also be beneficial to have some of the previous participants share what they did.
- Thanks again for the opportunity!

## **Appendix1 Community Partners**

### **Instructor 1**

- American Heart Association
- Horizon House
- Camp Cheeney Creek
- Indiana Parkinson Foundation
- Carmel International Arts Festival
- Grace Church
- Carmel Clay Parks and Recreation
- Boys and Girls Club

### **Instructor 2**

- Celebrate Science Indiana

### **Instructor 3**

- Carmel Clay Parks
- CICOA
- Midwest Food Bank
- Firefly Children & Family Alliance

### **Instructor 4**

- CHIP
- SAPB
- Paws Pantry

### **Instructor 5**

- Down Syndrome Indiana
- IUPUI SITE
- Special Olympics Indiana

### **Instructor 6**

- Horizon House
- American Heart Association
- Gleaner's
- Paw's Pantry
- Gigi's Playhouse
- Little Red Door

### **Instructor 7**

- Riley Hospital
- Second Helpings
- Gleaners Food Bank
- Paws Pantry
- Paws Closet
- Little Red Door
- Private churches, synagogues
- Private and public schools

## **Appendix 2**

### **Description of Service Learning Projects**

**Instructors were asked to tell us about the service learning project(s) their students did.**

#### **Instructor 1**

The majority of students volunteered at the Heart Walk for the American Heart Association or at Horizon House, which included sorting clothing, cleaning, and general assistance.

#### **Instructor 2**

As a class, we will participate in the Celebrate Science Event, held on October 14, 2023, at the Indiana State Fairgrounds. This will include creating an activity for up to 1000 participants, finding funds and purchasing supplies for the event, developing a participant survey and analyzing the data, and attending the event. There will be 4 groups that will contribute to the service learning experience:

- 1) Group 1 - Creating an Activity (5 students): This group will create a simple forensic science related activity to do during the Celebrate Science Indiana event. You will also need to practice the activity and make sure it is understandable with teachable moments. You will design any and all materials needed for the event. You should identify learning outcomes that participants will "take away" from the activity.
- 2) Group 2 - Funding and Purchasing of Supplies (5 students): This group will need to work closely with Group 1 to determine all the needed supplies for the activity for up to 1000 participants to engage with the activity. IUPUI has Grant opportunities for students to participate in service learning experiences. You will also need to purchase all the supplies for the activity. Research suppliers and have the products at least 2 weeks before the event.
- 3) Group 3 - Developing a Survey and Analysis of Data (5 students): This group will develop a survey to ask the general public about a forensic science related topic. This could be over the activity or other issue related to forensic science. You will develop a way to administer the survey easy to all event participants as well as collect the data and analyze the findings.
- 4) Group 4 - Attending Event (10 students): This group will attend the event in shifts. You will develop a schedule, plan on how to get to and from the Indiana State Fair Grounds, and know how to do the activity, teachable moments, administer the surveys and collect data, and clean up.

#### **Instructor 3**

Shopping for items for clients. Loading trucks and packing pallets. Distributing food to clients. Called clients each month to check in on them and see how they are doing.

#### **Instructor 4**

Our class focused on the topic hunger and homelessness during the semester. The class was tasked with hosting 3 events during National Hunger and Homelessness week on our campus. Below are what the three groups did:

- 1) Food drive for Paws Pantry. This group also volunteered here
- 2) We had a group who tabled in the Campus Center twice during the week to promote the topic and their events. This group also had a social media page they were in charge of.

- 3) Partnership with SAPB Movie Night. Part of our class did a presentation over the topic during the event and did a Hot Coco and Conversations table.

### **Instructor 5**

For this service learning project, you will choose one of the following volunteer experiences:

- Down Syndrome Indiana
- Buddy Walk Oct. 6 or 7
- Fall Hayride Oct. 28
- Special Olympics Indiana
- EKS Fall Games Oct. 1: State soccer, flag football, distance run/walk and cornhole state championships
- State Bowling Tournament Dec. 2 or 3
- IUPUI SITE
- City excursion (scheduled based on your availability)
- Assist SITE students in physical activity elective classes (scheduled based on your availability)

Reflecting on your experience: At the end of the semester, you will summarize and reflect on your service learning experience in your Kinesiology program-based ePortfolio.

What are the goals for this project and how will I be graded?

- IUPUI Profiles of Learning:
- Community Contributor
- Learn to recognize your own cultural rules and biases
- Communicate effectively with others in a variety of settings
- Cultivate health and meaningful relationships
- Engage others civilly and with respect
- Exhibit respect for and preserve the dignity of others
- Civic-Minded Graduate Rubric 2.0
- Working with others
- Empathy
- Perspective-taking
- Value collaboration
- Openness
- Curiosity & questioning

Grading Criteria: Arrive on time, fully participate/interact, and stay the entire time (100 points)

### **Instructor 6**

Our students were introduced to the 5 community partners during our bridge week during our Service Learning panels. 2 sent representatives in person, 1 through zoom, and 2 sent videos. I partnered with the other 3 INFO-I 100 classes although we all did our own requirements.

For my INFO-I 100, students were required to complete between 5-10 hours at one of the partners. We had some set events they could sign up for (two Friday group sessions at Horizon House, set events at Gigi's Playhouse and Little Red Door, and the Heart Walk at Victory Field

for the AHA) and then some they could schedule on their own (Gleaner's, Paw's Pantry, and Horizon House.) We did a pre-service reflection as a discussion in class. As assignments throughout the class, the students were required to submit where/when they were doing their hours, an in-service reflection, a post-service reflection, final confirmation of their hours, and then a final presentation.

For the final presentation they could present on their own or with other students who participated with the same organization. They presented on all the reflections (pre, in, and post), the organization's mission, how it was relevant to our community (Indiana, Indianapolis, IUPUI, etc.), and on their specific experience.

### **Instructor 7**

The two sections of Exploring Health Professions FYS students were given a presentation during Bridge by the Instructor and mentors, focusing on the Global Community and service opportunities, then chose their desired focus.

The groups were also encouraged to complete an electronic portfolio and a PPT presentation, which they presented at the end of the semester (early December), including Career Goals as well as Service Learning. Public Health and other presentations during the semester provided insights into the needs of many communities in Indiana and across the globe, dealing with prenatal issues, food deserts, smoking issues, and many others.

We showed the CSL Service videos and slides throughout the semester. In addition to the anonymous Service Learning survey at the end of the semester, students also completed a graded Service/Global Community Learning reflection as their final assignment.

Despite some initial difficulties with making contact with various community partners, the students found value in the service work they completed, including Paws Pantry and Paws Closet on campus., which was eye-opening for many, who did not know how many food and medical deserts existed this close to home.

The group that worked on campus cleanup was shocked at the thousands of cigarette butts they found near the No Smoking signs. This led to an in-depth discussion about pre-natal care, and many students will be volunteering at Riley in the NICU and PICU units as they prepare to become nurses.

The service project was an overall success, hands down, and will stay with many for the rest of their lives, professionally and personally.

My sections will continue this in the future.