

# *Types and Conditions of Service Learning: Associations with Civic Responsibility, Self- Efficacy, and Wellbeing*

EUCEN Conference Workshop  
Graz, Austria  
May 10, 2012

Jenifer K. McGuire, Associate Professor  
Melanie Brown, Director, Center for Civic Engagement  
Washington State University

Center *for*  
Civic Engagement

*learning...to make a difference*

Compton Union L48 • 335-7708

# Overview

1. Civic Engagement & Psychosocial Wellbeing
2. Center for Civic Engagement
3. The current study
4. Putting it all together
5. Moving forward

# Civic Engagement and Well-Being

- ❖ Service participation is linked to self-efficacy (Allesandri, et al., 2009) and moral reasoning (Bernackiand & Jaeger, 2008)
- ❖ Engaged learning is linked to well-being (Keyes, 2007), tolerance of diversity (Flanagan, 2003) and social capital (Swaner, 2005)

# Elements of Service Improve Outcomes

- ❖ Service matched to preference  
(Moely, et al. 2008)
- ❖ Structured reflection provided  
(Youniss and Yates, 1996)
- ❖ Required service is particularly beneficial for those who are less inclined (Metz & Youniss, 2005)

# WSU Center for Civic Engagement

- ❖ Comprehensive civic engagement program (community service, service learning, advocacy, debate & dialogues)
- ❖ Curricular and co-curricular
- ❖ Involves 8000 students per year
- ❖ Extensive network of community partnerships

# Bringing Theory to Practice – AAC&U

## Civic Engagement & Psychosocial Wellbeing

### RFP:

Institutional efforts to examine, learn from and to make sustainable initiatives that foster the gains from the relationship between college students' civic development and their psychosocial well-being

- Research suggests positive relationship between civic engagement and wellbeing

### Proposal/Funded Project:

Types & Conditions of Service Learning: Associations with Civic Responsibility, Self-Efficacy, and Wellbeing

- Analysis of student outcome data collected by CCE to determine the conditions that promote positive civic development outcomes

# Bringing Theory to Practice – AAC&U

## Civic Engagement & Psychosocial Wellbeing

- Survey data collected across four semesters-over 1000 students
- Focus on outcomes related to Civic Knowledge/Responsibility (CKR) and Self Awareness/Efficacy (SAE)
- Types included: Human services, children's service, environmental stewardship, community development & other; also curricular/co-curricular
- Forms and conditions (from curricular-based SL) included: individual/group project, local/distant, percent of grade, hours, quality of reflection

# Measures

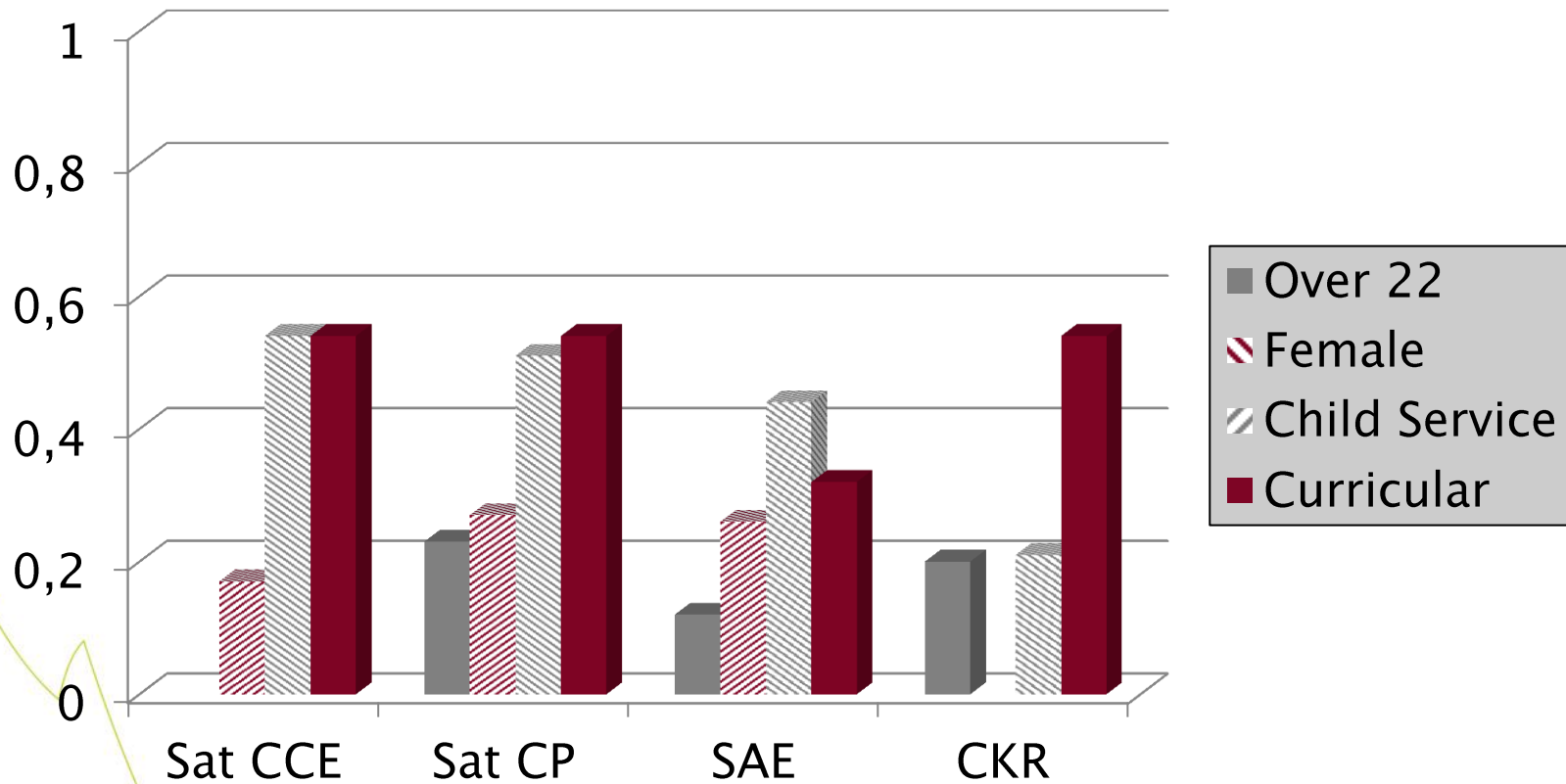
- *Civic Knowledge and responsibility*
- *Self Awareness and efficacy*
- *Satisfaction with CCE*
- *Satisfaction with CP*



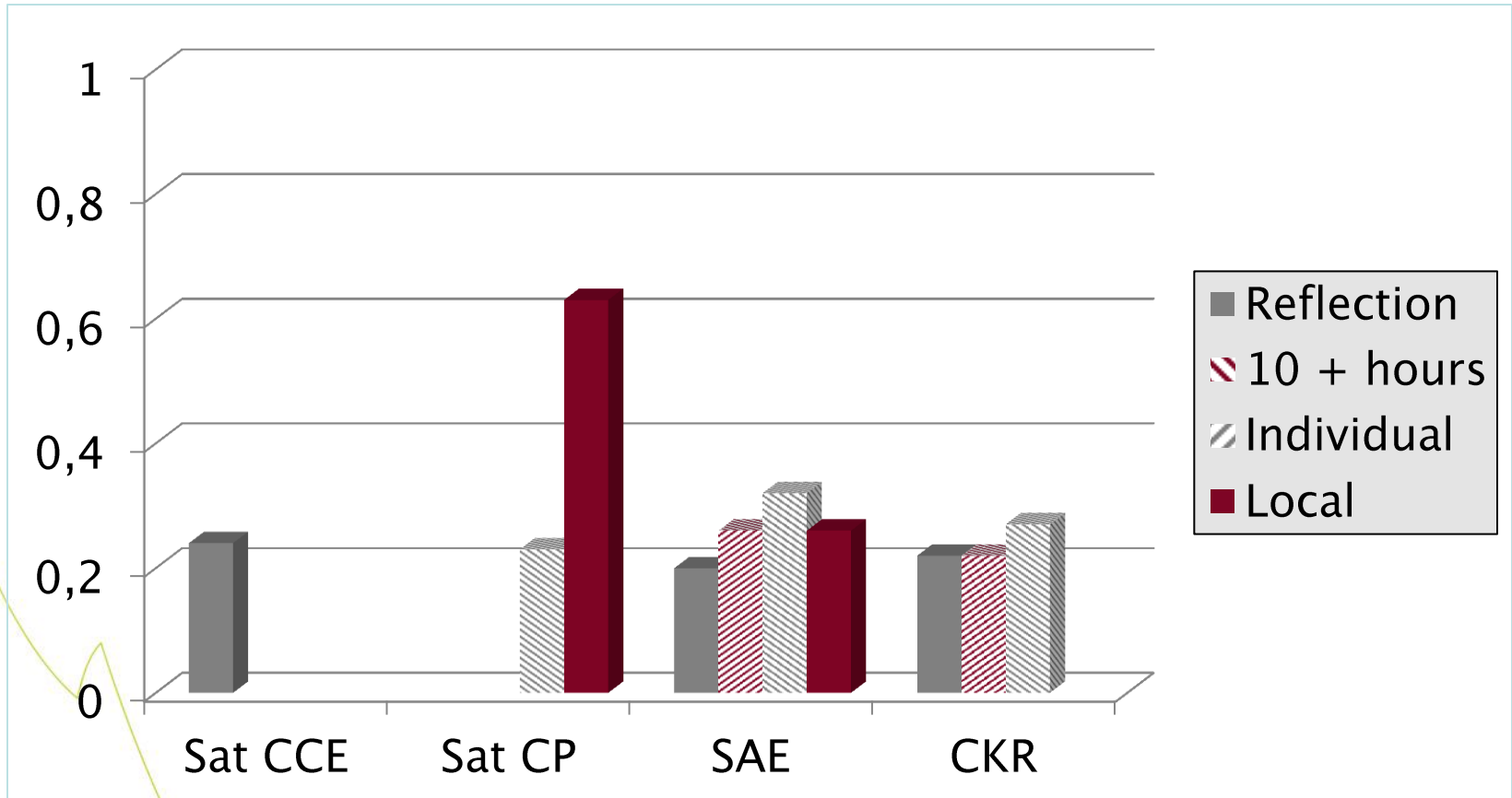
# Correlations among measures

	<b>Sat CCE</b>	<b>Sat CP</b>	<b>SAE</b>	<b>CKR</b>
<b>Sat CCE</b>	1.00	.623***	.524***	.500***
<b>Sat CP</b>		1.00	.581***	.527***
<b>SAE</b>			1.00	.821***
<b>CKR</b>				1.00

# Findings- Group Types



# Findings: Forms & Conditions



# Consolidated Findings – whole sample

- What predicts Self Awareness/Efficacy
  - Over age 22 (+), Sat CCE, CP (+)
  - Environmental project (-)
  - Curricular (-) important until satisfaction included
- What predicts Civic Knowledge/ Resp.
  - Over age 22 (+), Sat CCE, CP (+)
  - Child services project (-)
  - Curricular (+) only important when satisfaction included

# Consolidated Findings- Curricular sub-sample

- What predicts Self Awareness/Efficacy
  - Sat CCE, CP (+)
  - Quality of reflection (+)
  - Individual placements (+)
- What predicts Civic Knowledge/Resp.
  - Sat CCE, CP (+)
  - Quality of reflection (+)
  - Individual placements (+)

# Putting it all together- a model of engagement

● Satisfaction with CCE and Community Partner

● Types of service  
+ Children's and human services  
Environmental projects



Reasons for service  
+ Curricular  
Co-curricular, personal



Civic Knowledge and Responsibility  
Self Awareness and efficacy



Curricular Conditions  
+ Individual placement  
+ Quality of Reflection  
Percent of grade  
Number of hours  
Local or distant

# Bringing Theory to Practice – AAC&U

## Civic Engagement & Psychosocial Wellbeing

### Summary of Findings:

- CKR and SAE are highly correlated with each other and with the forms and conditions of the service experience
- Students who engaged in Human or Children's service were higher in SAE than those engaging in other types of service
- Students who participated in academic SL had a higher CKR and SAE than those who participated for other reasons
- Percent of grade, number of hours, and quality of reflection were all positively correlated with each other and with CKR and SAE
- Individual projects and quality reflections predicted better CKR and SAE, while other factors were controlled

# Future Directions

- Programmatic efforts in both curricular and co-curricular SL
- Vary reflective experiences and group processes
- Enhance group processes in co-curricular settings
- Continue to focus on instructor supports in curricular



# A Model for Student Development

- Transferring the value of curricular programs to co-curricular service
- Improving the reflective process
- Improving student satisfaction
- Maximizing benefits for student well-being

# Social Change Model of Leadership Development\*

- Individual
  - Consciousness of self
  - Congruence
  - Commitment
- Group
  - Collaboration
  - Common Purpose
  - Controversy with civility
- Community
  - Citizenship

\*Higher Education Research Institute, UCLA, 1996

# Pathway to Improved Well-Being

- Incorporate the social change model into the reflective process
- Goal to strengthen the links between service participation and well-being
- Focus on co-curricular – where initial outcomes are not as strong