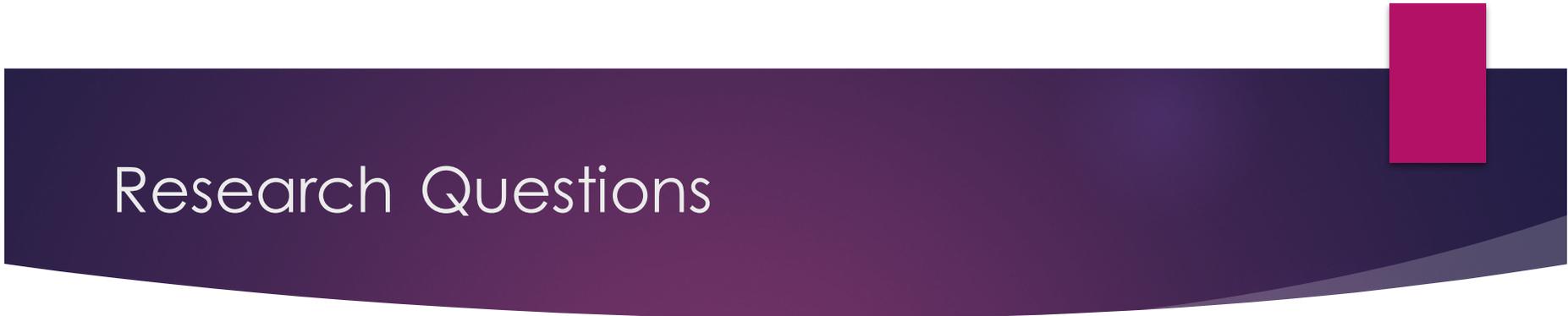


Service-Learning and Success

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FIRST



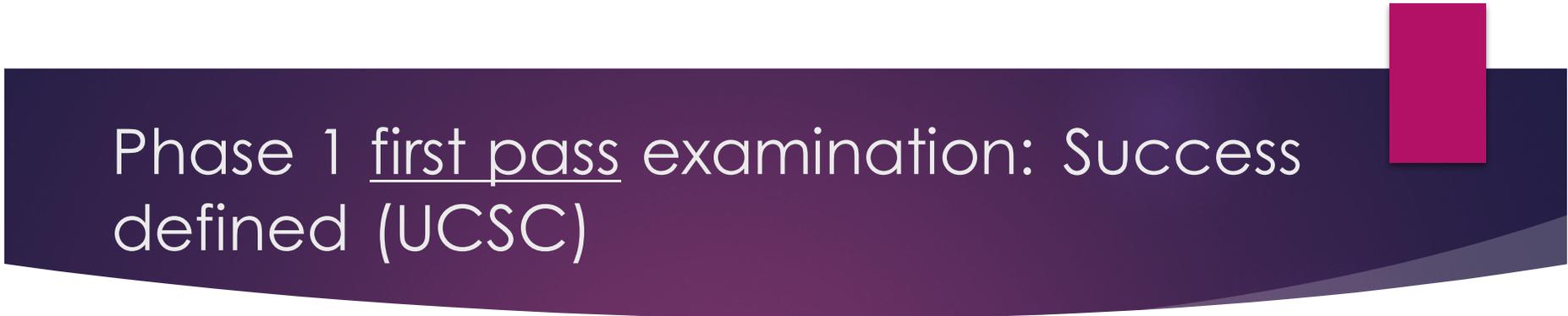
Research Questions

- ▶ How do students of color and/or first generation college students think about student success?
 - ▶ How might service learning classes effect outcomes for these students at UCSC?
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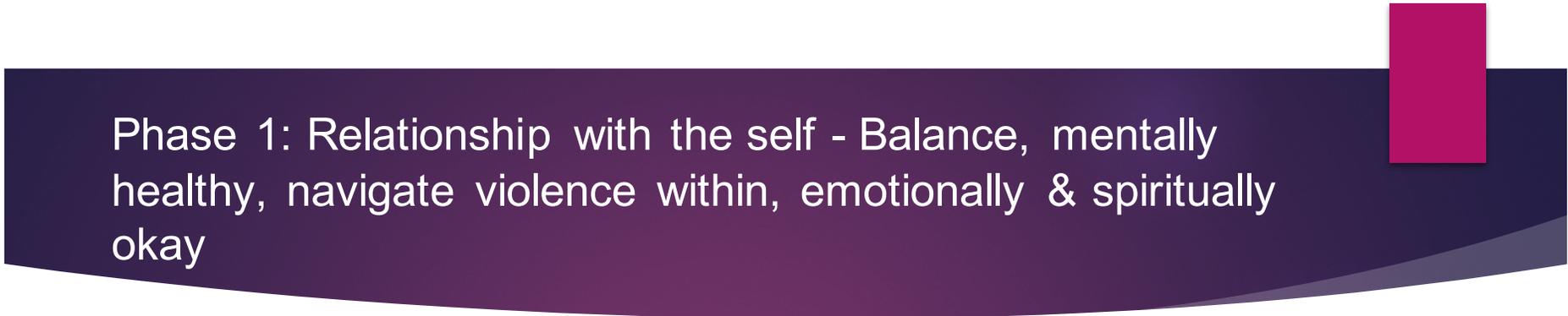
Study Design

- ▶ Phase 1: Focus groups (across 6 universities) to discern how students of color and first gen college students conceptualize success
 - ▶ Phase 2: Survey of students who have and have not taken service learning courses across domains identified in the focus groups
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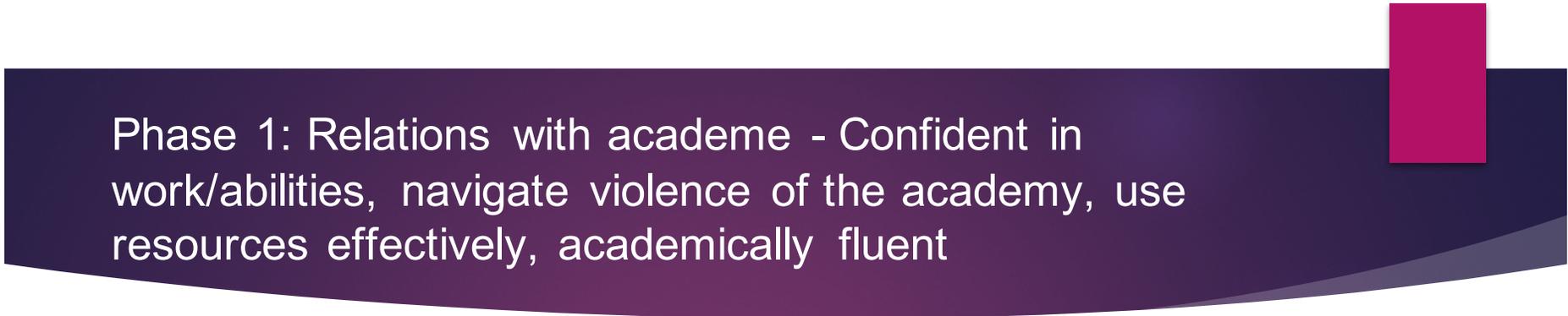
Phase 1 first pass examination: Success defined (UCSC)

- ▶ Relationship with the self
 - ▶ Relations with academe
 - ▶ Relations with others
-



Phase 1: Relationship with the self - Balance, mentally healthy, navigate violence within, emotionally & spiritually okay

- ▶ “I will be a successful college student if I learn how to **be patient with myself, and learn how to love myself, and accept myself**, and I know that sounds really cliché but I think like, (Group member: Mhmm) after being here for four years, and the fact that **the university can be so competitive** and like (ha) really dog-eat-dog you know, um, it gets really intense and I feel like there are a lot of times when I have personally just been really down on myself, (Group member: Mhmm) and **doubtful of myself and my capabilities, and I think that I’ve had to learn how to like, not to become my worst enemy, and to, instead, you know, encourage myself and motivate myself.**”
 - ▶ “College is all about learning but I feel like it’s also been about **unlearning so many things I thought about myself.**”
-



Phase 1: Relations with academe - Confident in work/abilities, navigate violence of the academy, use resources effectively, academically fluent

- ▶ “It’s one thing to **read about your life on a piece of paper**, (Group member: Yes) in a book, and it’s another thing to live it, and to have to deal with that contradiction of oh, well, you know **supposedly all the answers are right here.**”
 - ▶ “...**milking the crap out of whatever I can get from this place** [...]Not necessarily taking advantage of the university, (Group: Hahaha) but taking advantage of the university. There’s just so much here.”
 - ▶ **[CARA] “brought me home** [...]and then all of a sudden, **all of my classes started to make sense** [...]getting to help a community that [...] I didn’t come from, but was very similar, just helped me (Group member: Yeah) be able to understand myself in a different way.”
 - ▶ [I know it] sounds kinda silly but **being able to email**, (Group members: Mhmm) with like, faculty, or you know like just getting on your email and actually typing something out and sending it, um, even though it sounds very simple. A lot of times like I’m questioning [...] how do I even, start it? Do I address this person as like, ‘Dear’ or ‘Hi’ or ‘Hello,’ and then ending it with like, ‘Best’ or ‘Sincerely,’ you know? Like the formality of it, um, cause I never- and that was always difficult for me, and **that’s why I never really emailed my professors or anything until my third year.**”
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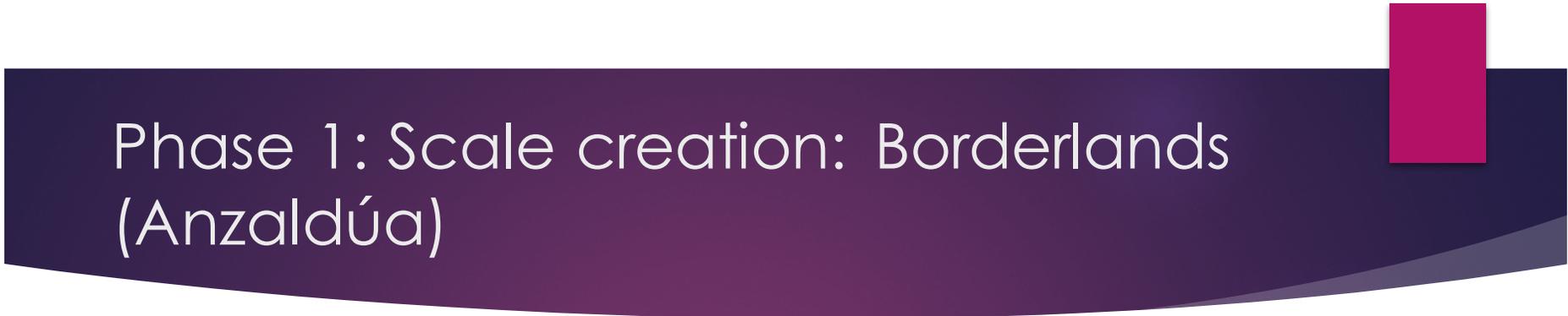
Phase 1: Relations with others - Connected to family despite the divides education creates, spread info in home community, support network

- ▶ “How am I going to explain that to my mom, be like **Mom, I’m learning about how the power structures are, all f*****d** (Participants: Hahahahaha) over, you know? Like how [do] I explain [it] to her? She’ll be like, ‘That’s not going to pay for your stuff, like **‘I crossed the border just for that? You didn’t cross the border just for that.’** You know, cause she always reminds me, she’s like, ‘You crossed walking through the desert, you were only, six, seven years old, like why::, why are you putting, **why are you putting, your brain into that?’**”
 - ▶ “There’s always there’s **push for like, ‘Oh we gotta make great social change,’** but I feel like-like it just starts off with handing someone a book and being like **hey like, ‘Check this out, check out some Franz Fanon.’**”
 - ▶ “Success [is] being able to **share [your] story with other people.**”
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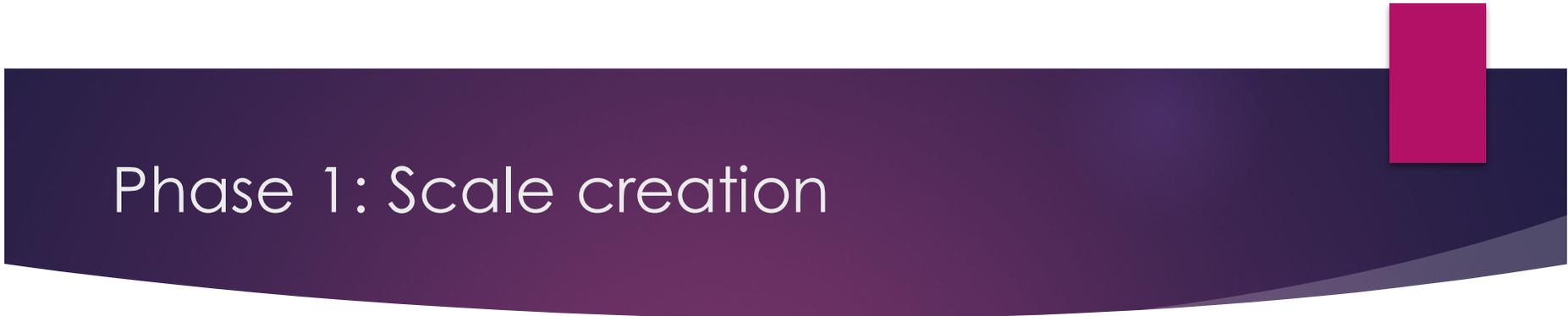
Phase 1: Scale selection (all campuses)

- ▶ Thriving: Engaged Learning, Academic Determination, Social Connectedness, Diverse Citizenship, Positive Perspective
 - ▶ Sense of Community
 - ▶ Mattering
 - ▶ Engaged Learning
 - ▶ School Continuance
 - ▶ Self Efficacy
-



Phase 1: Scale creation: Borderlands (Anzaldúa)

- ▶ Borderlands – Navigating multiple contexts (including institutions) while embracing contradictions, challenging & resisting oppression, & claiming identity (Anzaldúa)
 - ▶ Self-reclamation - Claiming identity as a social process rooted in power
 - ▶ Moving toward (r)evolution – Navigating multiple contexts (including institutions) while at the crossroads; moving toward socially just transformation
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Phase 1: Scale creation

▶ Self-reclamation

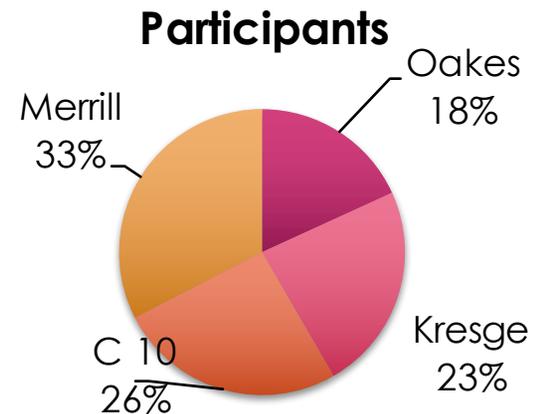
- ▶ How often do you: Feel you have the power to create your life's story?
- ▶ ...Feel you have enough power to reflect what has happened in the past so that you could avoid future mistakes?

▶ Moving toward (r)evolution

- ▶ ...Draw on your knowledge of your history or cultural strengths in order to create your future?
 - ▶ ...Feel like it is impossible to navigate the college environment?
-

Phase 2: Survey at UCSC – Study Design

- ▶ Baseline of mostly first year Oakes students (N = 118 [47.2%])
- ▶ Assessment in last week of S-L classes at 4 colleges
 - ▶ Oakes N = 24
 - ▶ Kresge N = 31
 - ▶ College 10 N = 34
 - ▶ Merrill N = 43



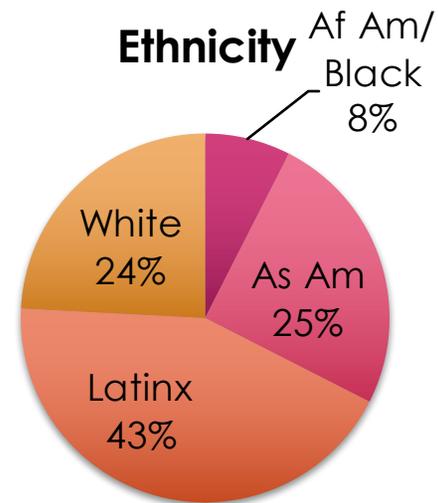
Service- Learning Classes by College

College	Units & S-L Hours total	Placements	Assignments
Oakes (Social Geo & Justice)	5 units – 60 hrs	Community, children and youth centers	Weekly readings, mapping, participant obs, reflection papers, n'hood walk, fieldnotes, interview, autoethno
Kresge (S-L, Intn'l svc, & grants)	3 units - 57 hrs	soup kitchen, shelter, school	3 papers
College 10 (esprit de corps)	2 units – 32 hrs 5 units – 80 hrs	a SC org or school	weekly journals, readings, & final project
Merrill (Field study prac)	2 units – 45 hrs	NGOs & other orgs	Journal/field notes & final paper

Classes open to all students, with pref for college-affiliated students. All must take a “practice” course.

Entire Sample Demographics

- ▶ N = 250 (includes baseline & 4 colleges)
- ▶ Year in school: first year = 98; soph = 64; junior = 36; senior = 48
- ▶ Gender: women = 178; men = 66; another identification = 2
- ▶ Ethnicity: Latinx = 104; Asian Am = 60; white = 58; Af Am/Black = 18; Pacific Islander = 4; Am Indian = 1
- ▶ First gen: 148 (59.2%)
- ▶ EOP = 140 (56%)
- ▶ Pell grant recipients = 136 (55.7%)
- ▶ CA Res = 230 (92%)



Demographics by group

Baseline (target = first yr Oakes, N = 118) Service Learning Classes (N = 132)

- ▶ Year in school: first year = 92; soph = 24; junior = 2
 - ▶ Gender: women = 77; men = 39; another choice = 2
 - ▶ Ethnicity: Latinx = 48; Asian Am = 25; white = 27; Af Am/Black = 13; Pacific Islander = 3; Am Indian = 1
 - ▶ First gen: 70 (59.3%)
 - ▶ EOP = 68 (57.6%)
 - ▶ CA Res = 109 (92.4%)
- ▶ Year in school: first year = 6; soph = 40; junior = 34; senior = 48
 - ▶ Gender: women = 101; men = 27
 - ▶ Ethnicity: Latinx = 56; Asian Am = 35; white = 31; Af Am/Black = 5; Pacific Islander = 1
 - ▶ First gen: 78 (59.1%)
 - ▶ EOP = 72 (54.5%)
 - ▶ CA Res = 121 (91.7%)
 - ▶ Underrep = 113 (85.6%; student of color, first gen, or EOP); 109 (excludes Asian STEM students)

No diff by ethnicity, EOP status, first gen status; Diff by gender, but all std res < 1.96

Results: Creation of self-reclamation and & (r)evolution scales

- ▶ Original model fit okay once neg valenced items removed, but factors highly correlated
 - ▶ Fit stats: Chi-sq = 126.71, df = 53; Chi-sq/df = 2.39; CFI = .82; RMSEA = .13; SRMR = .09; all loadings > .43
 - ▶ Correlation = .94
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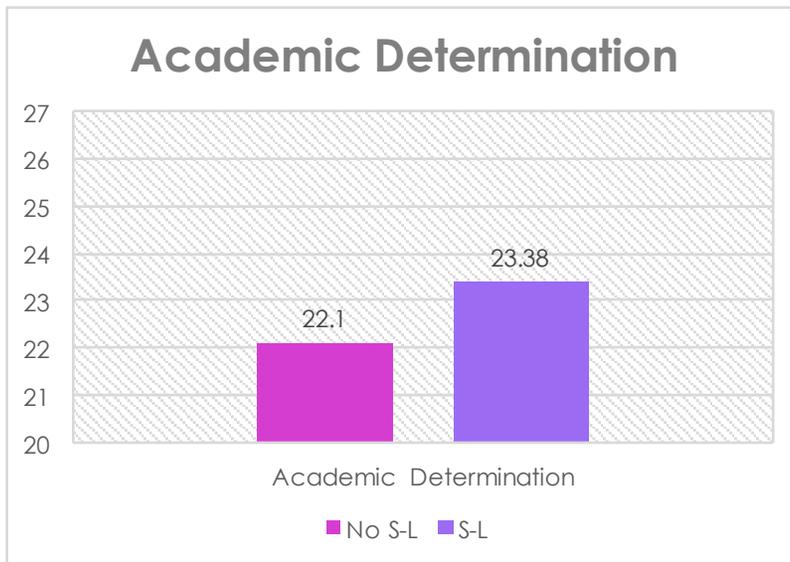
Results: Modifying self-reclamation and & (r)evolution scales

- ▶ PCA with UCSC data (3 factors), validated via CFA with MN data (2 factor model – no neg valenced items)
 - ▶ Fit stats UofMN: Chi-sq = 115.38, df = 53; Chi-sq/df = 2.18; CFI = .93; RMSEA = .08; SRMR = .05; all loadings > .53
 - ▶ Corr = .93 (argh!); .80 for UCSC data
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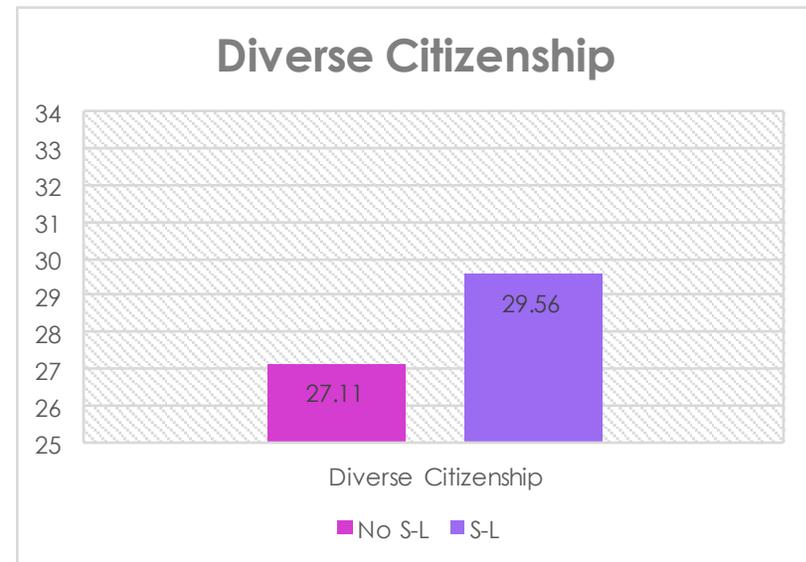
Phase 1: Scale creation

- ▶ Borderlands (draft names!)
 - ▶ Self-reclamation: How often do you...Feel you have the power to create your life's story? (Std factor loadings = .40-.78)
 - ▶ (R)evolution: ...balance the needs of your family or community with your own needs or aspirations? (Std factor loadings = .50-.78)
-

Results: Outcomes for baseline vs. S-L

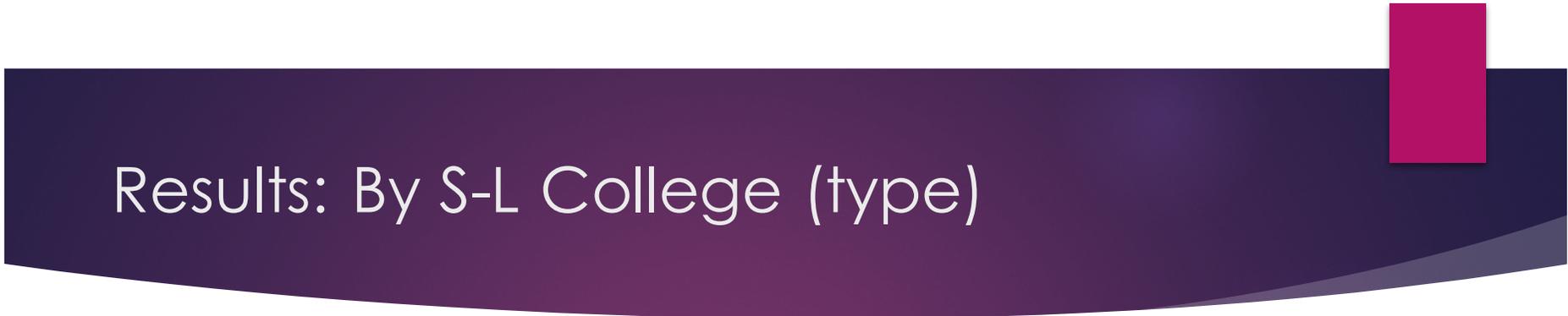


$t_{231} = -2.53, p = .012, \text{Cohen's } d = .33$



$t_{227} = -4.05, p < .001, \text{Cohen's } d = .54$

Also, trend for engaged learning if looking at underrep students only, defined by ucsc ($t_{154} = -1.96, p = .05$)



Results: By S-L College (type)

- ▶ No differences by S-L type/college where the course is offered (p range by scale = .11 to .65); might be sample is too small
 - ▶ Results don't change if looking only at underrep students as defined by UCSC.
-

Results: S-L class may begin important processes for students



Significant mediation, Sobel test=2.24(SE=.25), $p < .03$

Results: S-L may begin important processes for students

- ▶ Diverse citizenship: Important for democracy (engage the world & open to differing views)



Significant mediation, Sobel test=3.70(SE=.27), $p < .001$

Results: S-L may begin important processes for students

- ▶ Diverse citizenship: Important for democracy (engage the world & open to differing views)



Significant mediation, Sobel test=3.78(SE=.36), $p < .001$



Implications: The university needs to...

- ▶ create structures that enable students to be successful as they define it (more than GPA, 4 year grad)
 - ▶ be welcoming to and supportive of students of Color, first gen students, and all targeted groups
 - ▶ foster diverse citizenship to foment democracy
 - ▶ create spaces that help us all navigate the crossroads
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- ▶ Community engagement opportunities are necessary!
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Next steps

- ▶ Design – Working with UMN on PSM now
 - ▶ Need to decide on more complex models to test
 - ▶ Need to collect borderlands data on other campuses with higher Latinx population (in progress)
 - ▶ Will connect results with student GPA and retention in spring quarter
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Thank you!

- ▶ Oakes College: Asako Kinase-Leggett
- ▶ Kresge College: Ben Carson, Franklin Williams, David Shaw
- ▶ College 10: Flora Lu, Abbey Asher
- ▶ Merrill College: Elizabeth Abrams, Mike Rotkin, Michael Berman
- ▶ Univ of Minnesota: Geoff Maruyama, Andy Furco, Deb Ingram, Krista Soria, & Jason Johnson
- ▶ CUNY: Michelle Fine
- ▶ York Univ: Michaela Hynie
- ▶ Univ of Illinois: David Perry
- ▶ Univ of Georgia: Shannon Wilder
- ▶ Univ of Memphis: David Cox



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