

Statistical Report

2016-17

Introduction

The Service-Learning Center's data collection for the 2016-17 school year reveals another successful year of service-learning participation by Calvin students. With an average of 29 hours of service-learning completed by each participating Calvin student, it is clear that the Calvin community sees service-learning as a fruitful mode of pedagogy as well as a meaningful calling to do God's work in God's world.

In this report, the term *unique service-learning opportunity* refers to a position that one or more students have filled at an agency. The number of service-learning placements indicates how many students have filled these positions. Thus, multiple placements may fall under one unique service-learning opportunity.

The Service-Learning Center has been collecting annual statistical data since 2008. Current data

collection processes rely primarily on students to report service-learning activity. Students who participate in student-based service-learning (SBSL) may submit an individual hours report online via our website or turn in hours as a group, using a form available in our office.

Academically-based service-learning (ABSL) students are expected to record their hours on an S-LC form throughout the semester and return it to the S-LC at the conclusion of the course. ABSL Coordinators are required to send out an evaluation survey to students, faculty, and community partners. Upon receiving completed surveys, the Assessment Coordinator assesses the service-learning experiences, looking for ways to improve programs for the next year.

Context for this report

Many students participate in ABSL arranged by their professor and the S-LC. In ABSL partnerships, we strive to connect existing community needs with specific learning goals that faculty have for their students.

Students may also participate in service-learning through a variety of non-academic programs by getting involved in our Residence Hall Community Partnerships Program, serving as chaperones for the annual Special Olympics, spending a spring break on a service-learning trip at one of several sites across the US, or participating in StreetFest, a one-day service experience during orientation.

Additionally, students can independently identify service-learning experiences. Some students are looking for an experience that will assist them in

preparing for a particular vocation. Others are interested in specific issues and causes. Many of these students stop by the S-LC for ideas. Our most comprehensive resource is our website's search engine, which students may use to see what service-learning opportunities currently await them in Grand Rapids.

Several groups and organizations on campus form partnerships with specific organizations and causes. Other groups look to our office to provide information about short-term or one-time projects.

To learn more about us, visit our website:

calvin.edu/slc

Statistics at a glance

Parenthetical references are a 6 year average.

1,882 (2018)

Total number of Calvin students who participated in service-learning

56,771 (55,172)

Total amount of service-learning hours logged by Calvin students

61f : 39m (61f : 40m)

Percentage of those students who are female/male

30.2 (27.5)

Average hours of service-learning completed by each Calvin student participant

2,883 (3,307)

Total number of service-learning placements for Calvin students

96 (125)

Number of course sections that incorporated service-learning (ABSL)

196 (207)

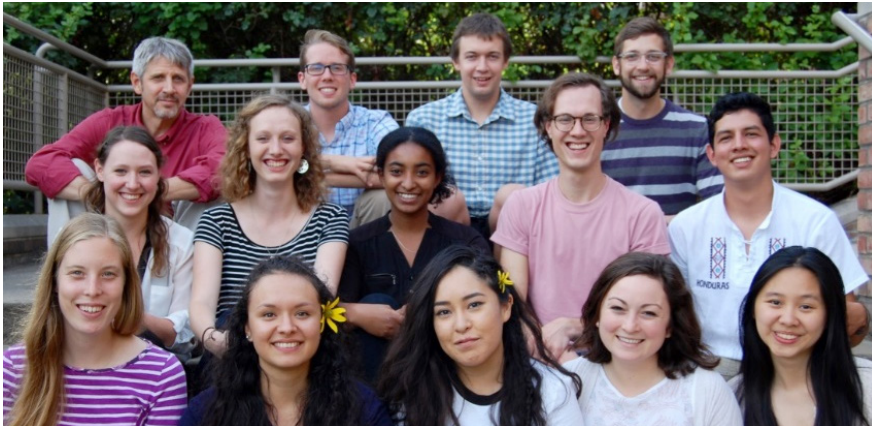
Total active agency partners

54

Total StreetFest agencies

319 (330)

Total number of unique opportunities available to Calvin students



Fall 2016 staff



Spring 2017 staff

Mission Statement

*Our mission is to **engage** and **equip** Calvin College students, faculty, staff, community partners, alumni, and other friends of the college in and for the pursuit of God's shalom in learning together, primarily through community-based service-learning, social justice activity, and civic participation in Grand Rapids and other partner communities.*

I've learned that there is so much more to this city than I realized.

—Spanish ABSL Participant

Listening is a ministry, so just talking to people and listening to their responses is wonderful. The people that I talk to are expanding my thinking in ways that I did not think was possible.

—Project Neighborhood Student

Working at Partageons l'espoir was one of my most memorable experiences during my Interim Study Abroad. Through serving and listening at the organization, I gained a deeper and more nuanced perspective of the city I was in.

—Off-Campus Interim Participant

I was motivated to learn Spanish vocabulary outside of what I was already learning in class.

—Spanish ABSL Participant

Overview of service-learning programs

ABSL refers to *Academically-Based Service-Learning*, or service-learning that is integrated into an academic course. ABSL is typically a course requirement.

SBSL refers to *Student-Based Service-Learning*, or service-learning that is initiated by the student and is not typically for course credit.

RHCP refers to *Residence Hall Community Partnerships*, or service-learning partnerships between residence halls and community organizations that student leaders facilitate.

Special Olympics brings athletes with special needs together with student chaperones for a day of athletic competition at Calvin.

Spring Break Trips take students to communities across the United States to engage in service-learning focused on such themes as disaster relief, urban development, community arts, and environmental stewardship.

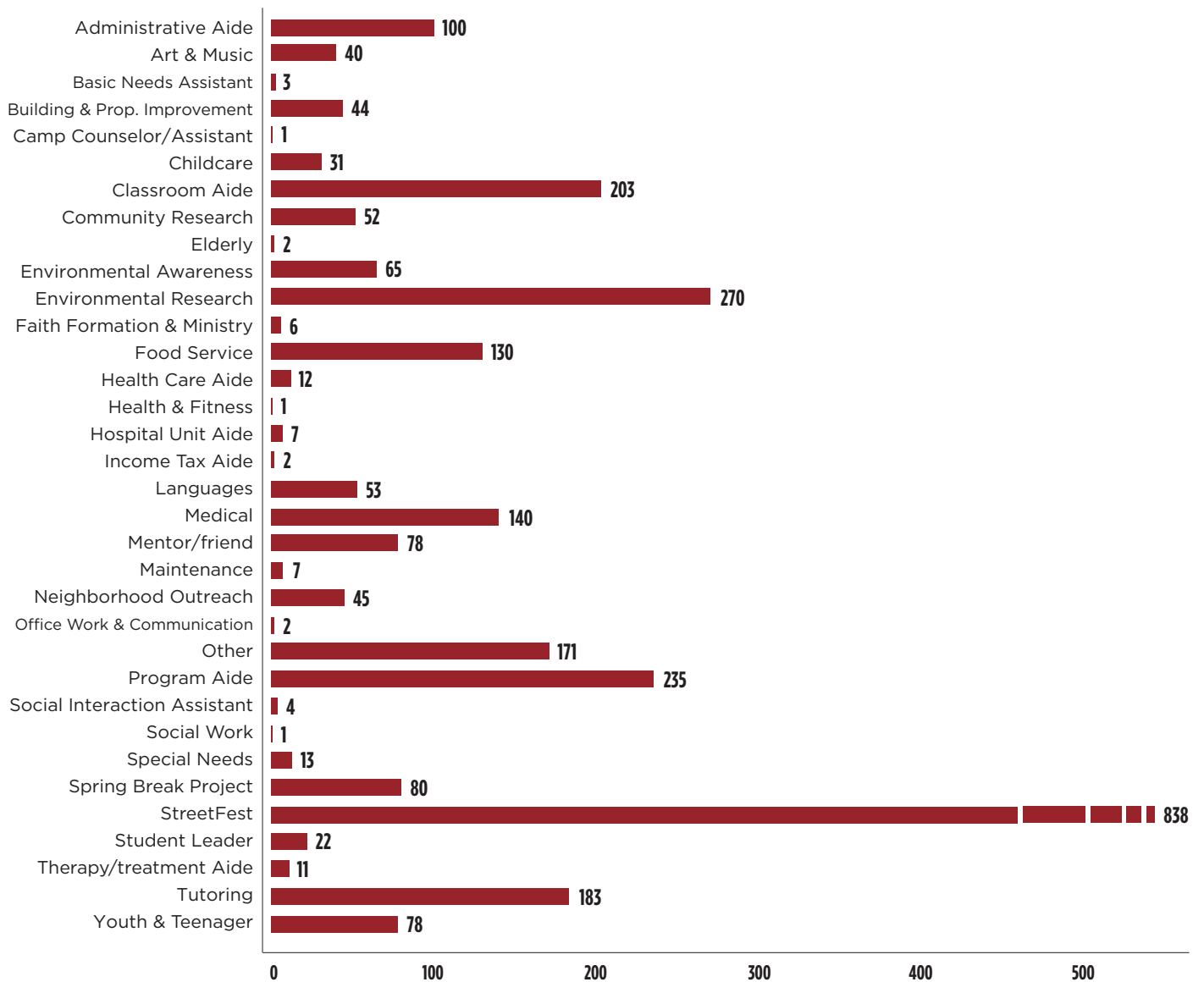
PN refers to *Project Neighborhood*, a program in which students participate in intentional community living and service-learning and take a seminar course.

StreetFest is a first-year student orientation program that sends each and every first-year student into the city of Grand Rapids to acquaint themselves with their new home and embark on their first service-learning experience at Calvin.

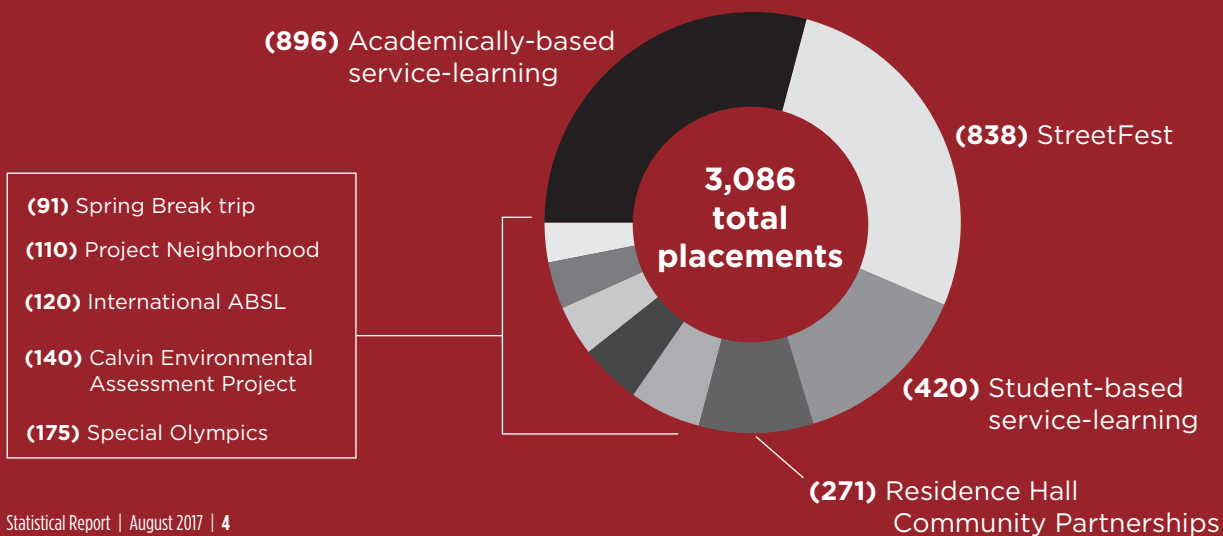
International ABSL (ISL) is service-learning formally integrated into a study abroad course experience.



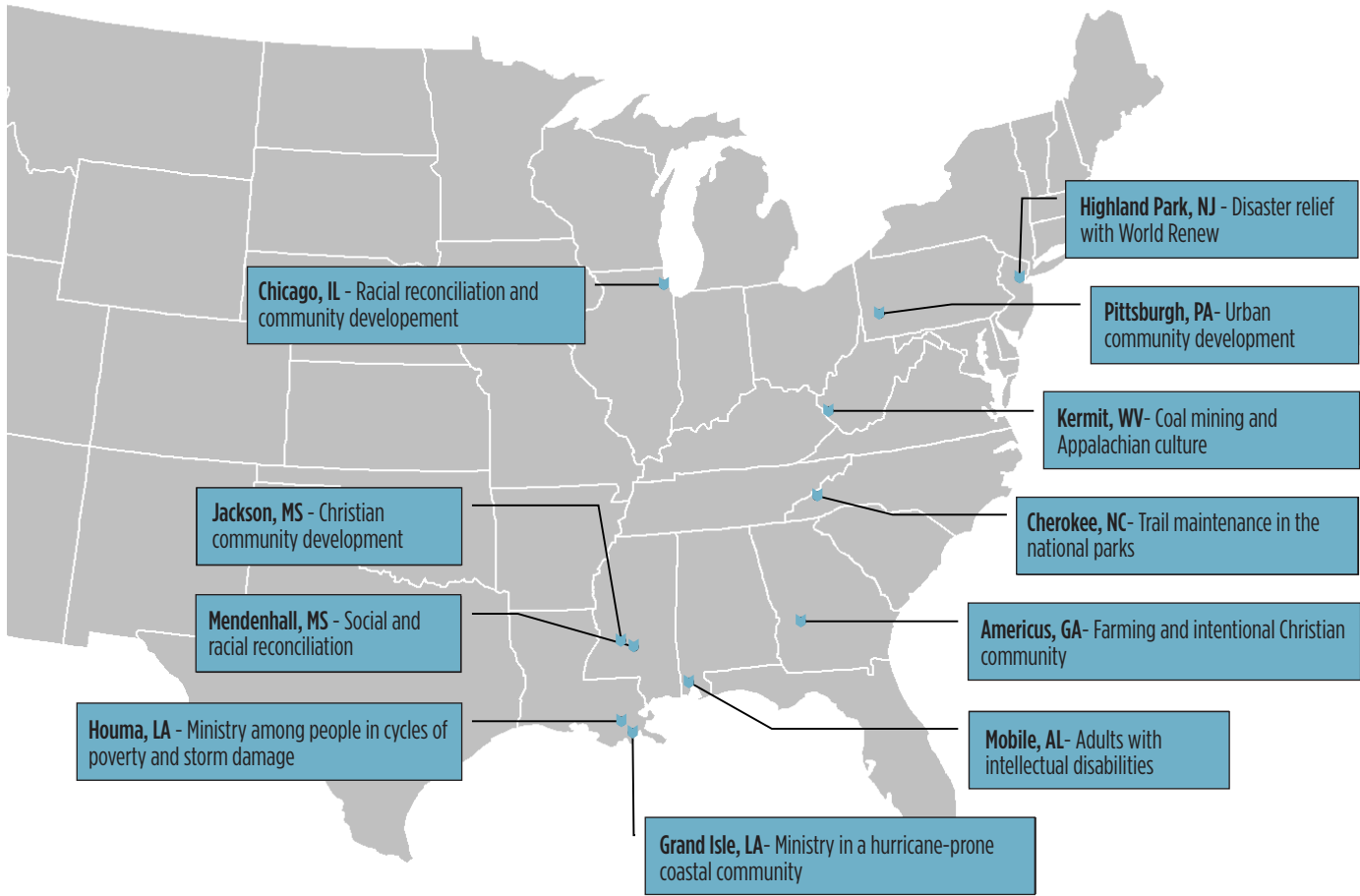
Service-learning placements by project type



Service-learning placements by program



Service-learning spring break trips



A special thanks to our partners who have hosted and engaged with students for many years. Counterclockwise from Chicago: Sunshine Gospel Ministries (2009), John and Vera Mae Perkins Foundation (2013), The Mendenhall Ministries (2012), Bayou Baptist Association (2006), First Baptist Church of Grand Isle (2012), L'Arche Mobile (2011), Koinonia Partners (2011), Great Smoky Mountain National Park Trails Forever Program (2011), Big Laurel Learning Center (2010), The Pittsburgh Project (2013), and World Renew (2009).

Total students by gender	
Female	1,146
Male	736
Total students	1,882

Total placements by gender	
Female	1,830
Male	1,053
Total students	2,781

Blood drives	
Total pints donated	478
First-time donors	129

ABSL and SBSL total placements		ABSL and SBSL individual students	
SBSL	1,730	SBSL	1,516
ABSL	1,154	ABSL	1,043

Student placements may appear in more than one category

Transportation: S-LC rides	
Total S-LC rides	298

If students have no transportation to their service-learning placements, the S-LC offers free rides with hired Calvin certified drivers.

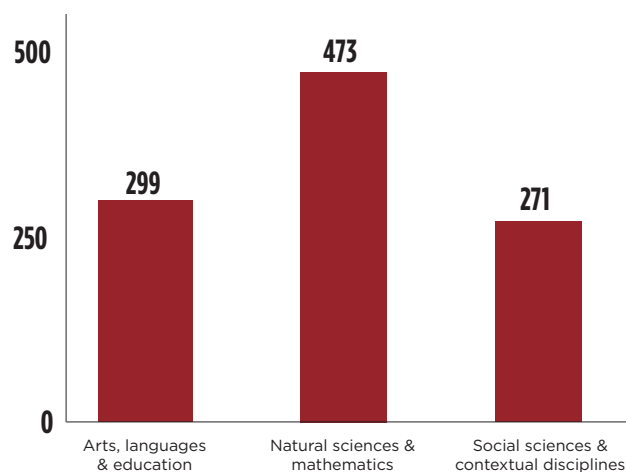
Service-learning placements by department

Academic department	S-L placements	Total hours	Avg. hours/placement
Art and Art History	16	1,440	90.0
Biology	82	3,428	41.8
Chemistry & Biochemistry	26	864	33.2
Economics	2	19	9.5
Education	113	1,788	15.8
Engineering	233	14,095	60.5
French	10	30	3.0
Geology, Geography & Env. Studies	74	1739	23.5
Interdisciplinary	3	42	14.0
Kinesiology	3	26	8.7
Nursing	130	8,580	66.0
Off-Campus Semesters*	81	4,203	51.9
Physics	2	52	26.0
Psychology	92	1,724	18.7
Science Education	58	580	10.0
Sociology	15	160	10.7
Social Work	82	1,537	18.7
Spanish	102	1,184	18.5
Totals	1,124	41,741	37.1

*Service-learning done as part of an off-campus *interim* is counted in the respective department for that interim.

Academically-based service-learning at a glance	
Total number of students participating	1882/3,918
Total number of class sections offering ABSL	96/1822
Total number of faculty offering ABSL	61/252
Total number of departments offering ABSL	17/28
Percent of total student body	48.0%
Percent of total classes	5.3%
Percent of total faculty	22.2%
Percent of total departments	60.7%

ABSL placement by academic division



Notes for all tables:

Total hours are all of the hours recorded from students participating in all service-learning for the year.

Total number of students participating is the number of individual students who participated in service-learning during the year. Many of those students complete more than one placement over the course of the year.

ABSL Highlights

Since 2002, the nursing department has included service-learning as a part of its community focused practicum by forming partnerships with Grand Rapids neighborhoods.

These partnerships are built on community based participatory research (CBPR), a collaborative approach to inquiry where neighborhood residents identify both their top health concerns and their solutions. These health concerns and solutions are then matched with nursing student learning experiences across the nursing curriculum.

—Nursing Professor

Nursing students take community health surveys, do home visits with community health workers, and take blood pressure and do glucose screenings for people who have little access to good healthcare. This year, all 64 seniors in the nursing program collaborated with four neighborhoods. The primary partnerships were with Catherine's Health Center in Creston, Exalta Health in Burton Heights, Baxter Community Center in Baxter, and Degagé in Heartside.

Students on the semester in Ghana participated in numerous service-learning opportunities, from working at a school for special needs students to organizing environmental education projects at an environmental organization. The students worked with Ghanaian non-governmental organizations, and the experience helped them to better appreciate the complexity of addressing poverty, gender inequalities, and income disparities in urban Ghana. They worked at the organization approximately one day per week for the duration of the semester, a period that was long enough to enable them to see changes in the organization and in their own mindsets. By the end, they often had more questions about complicated societal issues than answers. As a professor, I valued how service-learning taught them about the complexities and nuances of working across cultures.

—Study Abroad Professor

Calvin's Health Psychology class partners with interdisciplinary health care providers so that students have the opportunity to learn and serve in a wide variety of settings. Every student must use their knowledge from class and apply it at a Grand Rapids agency. Students often collaborate with Adams Park Apartments, Association for the Blind and Visually Impaired, Beacon Hill at Eastgate, Bethany Christian Services, Children's Healing Center, Emmanuel Hospice, Oakdale Neighbors Boston Square Community Bikes, Revive and Thrive, and many more. The goal is to promote and protect the well-being of the diverse populations these agencies serve, and in order to do this, students come alongside and assist the programs already in place.

The first day of class, students are asked to take a couple minutes to read over the syllabus and then report out to the class what they are most interested about for Health Psych. At least a third of the students say they are interested and excited about the service-learning opportunity.

—Psychology Professor





Calvin
COLLEGE

Service-Learning Center

Calvin College
3201 Burton St. SE
Grand Rapids, MI 49546
(616) 526-6120
(800) 688-0122