

ANNUAL REPORT 2019-2020

IRWIN W. STEANS CENTER

FOR COMMUNITY-BASED SERVICE LEARNING & COMMUNITY SERVICES STUDIES





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THE STEANS CENTER

A BRIEF HISTORY

In 1898, DePaul University was founded on the primary ethos of teaching, research, and serving those least served by society. The University's dedication to public service and the generous endowment of the Steans Family led to the creation of the Irwin W. Steans Center for Community-Based Service Learning and Community Service Studies in 2001. Since its creation, the Steans Center has developed high quality academic service learning and other community engagement programming that serve student learning, personal and professional growth, faculty scholarship and partner organizations in building assets to serve their communities.

Over the years, the Steans Center has become a dynamic and multifaceted community engagement center that has supported thousands of students and hundreds of faculty members and community partners. The Center also houses the Monsignor John J. Egan Office for Urban Education and Community Partnerships (UECP) and the non-profit Asset-Based Community Development (ABCD) Institute. The Egan Office plays a central role in advancing DePaul faculty and student engagement with school partnerships, public agencies, nonprofits and community-based organizations all over Chicago. The ABCD Institute is committed to supporting community engagement and development that draws upon the skills and strengths of communities, neighborhoods and local residents.

OUR MISSION STATEMENT

The Steans Center develops *mutually beneficial relationships* with community organizations to engage DePaul students in educational opportunities grounded in *Vincentian values* of respect for human dignity and the quest for *social justice*.



AIMS OF ANNUAL EVALUATION

We cherish our community-university partnerships and seek to ensure that they are built on reciprocity, an exchange of knowledge, with community partners defining the parameters of service. This report is an evaluation of our academic service learning, internships, scholarships and other community engagement programs during the academic year of 2019–2020. Data collected for this report is a combination of online survey data*, individual reflections, and in-person interviews. Based on the feedback from students, faculty, and community partners, we continuously strive for improvements in our collaborations and programming.

The Steans Center Annual Report is a “work in progress.” We seek to expand the report each year as part of a long-term process to build a fully comprehensive and in-depth understanding of the impact of the Steans Center on learning, faculty teaching and scholarship, and community partners. As our evaluation capacity continues to grow, we want to ensure all students participating in Steans Center programming are meeting center-wide objectives. To this end, every student is assessed in three core areas highlighted throughout the report:

- Knowledge of Structural Inequality
- Commitment to Social Justice
- Asset-Based Community Development (ABCD)



*Prior to the 2019–2020 academic year, DePaul utilized an in-house online platform, Online Teaching Evaluation, developed by Information Services to collect data on courses each quarter. In an attempt to add additional features, increase flexibility, and improve ease of use, the university transitioned to a new external platform, OTE-Blue, by eXplorance. As with many new system implementations there were glitches during implementation. As a result, some CbSL courses in Autumn quarter did not receive the online course evaluation. More specifically, only 42 out of 58 courses received the online course evaluation. That translates into 119 eligible students who were unable to complete the online course evaluation.

THE IMPACT OF COVID-19

In March, DePaul enacted social distancing measures, which directly impacted our community partnerships and programs. Direct service was no longer an option and project based service could only continue virtually. Winter Quarter service hours were affected and Spring quarter activities were modified. Communications were sent out to our community partners and faculty in an effort to assess needs and determine the level of need we would be able to support moving forward. As learning moved completely online we attempted to find and connect with project, research, and/or advocacy based service learning opportunities. We offered additional support (one-on-one) to faculty members. We also modified our Experiential Learning requirement.

The biggest change enacted was developing the Online Community Engagement (OCE) resource guide and action tool. The OCE was developed as a response to the shift to online instruction and was used in several ways:

- As a complete alternative to fulfill the Experiential Learning (EL) requirement in CbSL courses.
- To complement efforts already in motion by faculty to fulfill the EL requirement.
- As a resource for students to learn about our community partners and virtually engage with their work.

The OCE is made up of a number of self-directed modules and live events. Each module contains reading materials, videos, and other resources focused on a range of issues. Each module culminates with a live event bringing community partners, students, and faculty together to engage in discussions, presentations, and workshops. Students, faculty, and community partners who participated in the OCE still received the same evaluations at the end of the quarter. Some modifications were made to the faculty and community partner surveys to address the impact of COVID-19. However, the student OTE was not modified.



COMMUNITY-BASED SERVICE LEARNING (CbSL)

Through building community-campus partnerships for teaching and learning, the Steans Center works to ensure diverse value systems developed by community-based experts are promoted within DePaul’s curriculum and scholarship. We use Academic Service Learning (ASL) as a pedagogical tool intentionally integrating relevant and meaningful service with the community, academic learning, and civic learning. Beyond community service, ASL is fully integrated with course content (theories, methods, concepts, and assignments) as a source of knowledge drawn from experiences developed through partnership between the community and the university.



Any course at DePaul that includes ASL can be categorized as Community-based Service Learning (CbSL). We focus on evaluating three main content areas: Student Competency, Integrative Learning and Future Planning, and Student Satisfaction. In addition, the following types of diversified service learning experience provided by CbSL courses are also evaluated:

- **DIRECT SERVICE** > *Students engage in service that directly benefits a community organization’s existing programming (e.g. tutoring and providing health screenings).*
- **PROJECT-BASED SERVICE** > *Students with a community organization to produce a tangible product by the end of the term (e.g. create a website, PR plan, assessing organizational recruitment strategies).*
- **COMMUNITY-BASED RESEARCH** > *Students contribute to a research effort defined and driven by a community partner.*
- **ADVOCACY** > *Students support an ongoing campaign to address a critical social, economic, and/or environmental issues in Chicago or internationally.*
- **SOLIDARITY** > *Students are engaged in programs or service that involves valuing the dignity of all people, respecting them as individuals, in the pursuit of justice, community-building and peace.*

IN 2019–2020, THROUGH COMMUNITY-BASED SERVICE LEARNING,
THE STEANS CENTER WORKED WITH...

	AUTUMN 2019	WINTER 2020	SPRING 2020	SUMMER 2020	TOTAL
#UGRAD IN SERVICE	690	729	595	68	2,082
#GRAD IN SERVICE	255	475	506	356	1,592
#STUDENTS IN SERVICE	945	1,204	1,101	424	3,674
#COURSES	58	68	57	25	208
#CROSS-LISTED COURSES	16	16	15	6	53
#FACULTY	45	58	42	15	97
#DEPARTMENTS/PROGRAMS	26	30	21	4	45
#COMMUNITY PARTNERS	44	58	39	4	107
#HOURS OF SERVICE (estimated)	18,900	24,080	22,020	8,480	73,480

students

Student development is critical to the mission of the Steans Center and the curriculum of Community Service Studies. All of the programs at the Steans Center are positioned to equip students with the knowledge and experience necessary to help them develop into future leaders and socially conscious citizens. This comes in part from the hands-on, real world approach of community-based service learning that students experience through coursework, training, workshops, and social justice reflection assignments.

At DePaul, we conceptualize Academic Service Learning (ASL) as a pedagogical tool intentionally integrating relevant and meaningful service with the community, academic learning, and civic learning. While it involves students in community service as a learning strategy, ASL is an established teaching/learning method and is not viewed as an “additional requirement,” but one that is critical for reaching the learning goals of community-based service learning. Students enrolled in courses with a service learning component complete an online teaching evaluation (OTE) at the end of the quarter. Completion of the OTE is highly encouraged, but not mandatory.

STUDENT OTE QUANTITATIVE DATA

All CbSL courses / All quarters
n = No. of student responses

		AGREE	NEUTRAL	DISAGREE
STUDENT COMPETENCY	I learned to better understand what it means to be socially and ethically responsible. / n = 1045	85%	10%	5%
	I learned to recognize a community's strengths, resources, and ability to contribute to its own development. / n = 1044	90%	7%	3%
	I learned to better understand social and systemic inequalities. / n = 1044	85%	9%	6%
	This course challenged me to learn from the perspectives of others. / n = 1048	86%	9%	5%
	I developed a stronger commitment to social justice, as a result of this course. / n = 1039	76%	16%	8%
INTEGRATIVE LEARNING AND FUTURE PLANNING	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / n = 1037	82%	12%	7%
	The community-based learning component contributed to my understanding of the course topic and content. / n = 1036	80%	11%	9%
	My community-based learning experience contributed to helping me better understand my future goals. / n = 1035	76%	14%	9%
STUDENT SATISFACTION	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / n = 985	81%	11%	8%
	I was knowledgeable about my community partner(s) and understood the work I am undertook with them. / n = 989	86%	8%	6%



STUDENT OTE DIVERSIFIED QUANTITATIVE DATA

All CbSL courses / All quarters
n = No. of student responses in courses with specific type of service

		AGREE	NEUTRAL	DISAGREE
DIRECT SERVICE	I understand better the importance of how individuals can support community organizations and the communities they work with. / n = 510	90%	6%	4%
	Through my time in the community, I learned more about how nonprofit organizations (or schools) operate. / n = 505	82%	11%	7%
PROJECT-BASED SERVICE	This course taught me ways to apply skills in collaboration with others to support issues of concern to communities. / n = 304	87%	8%	6%
	I learned how to plan and implement a project that can be useful to organizations in pursuing their goals. / n = 306	86%	8%	6%
COMMUNITY-BASED RESEARCH	This course taught me ways to conduct research defined and driven by communities. / n = 23	65%	9%	26%
	I learned how knowledge in the community can be used to solve problems. / n = 23	91%	9%	–
ADVOCACY	I learned how activism can be used to address social issues and challenge power structures/systems that produce inequality. / n = 11	100%	–	–
	This course gave me a better understanding of the steps necessary to engage in advocacy to address a social issue. / n = 11	100%	–	–
SOLIDARITY	I learned more about how to value the knowledge, assets and talents of others regardless of their level of education or life situation. / n = 11	91%	–	9%
	I learned to modify my behaviors, interrupt harmful/oppressive/ privileged behaviors, and challenge/educate on issues of oppression and privilege. / n = 11	91%	–	9%

BENEFITS

STUDENTS REPORTED THE FOLLOWING BENEFITS OF CBSL:

Students were able to translate knowledge and skills learned in class and apply it to real world situations. Additionally, skills learned during service learning experiences solidified information learned in class.

“When it came time to discuss in class and to do our journals is when things clicked. Talking in class hearing the speakers during their presentations was powerful.”

“Working with a real-world client was key to my learning in this course. Receiving feedback and understanding the needs of our client gave me an understanding of what this research would be like in a professional context.”

“It was really helpful to apply classroom learning to outside real-world examples to help retain information better.”

Participating in service learning exposed students to people and communities they would not have otherwise engaged with. This exposure encouraged students to learn about themselves and consider the lives of others.

“Talking to the individuals at my community-based learning center was great. I worked at [service site], which specializes in shelter and food help for the homeless. While working, I could often talk to the homeless individuals and learn about their stories. It was incredibly beneficial, interesting, and insightful to learn other backgrounds that I otherwise would not have thought about.”

“I benefited the most from learning about immigrants in Chicago on a personal level and gathering a better understanding of the different experiences of people from different parts of the world.”

“I benefited from forming connections with others that are from different backgrounds than mine.”

Having hands-on interactions with people in a service learning setting provided students with an enriching experience.

“The hands-on approach with grant-writing, it felt like the work we are doing will actually help them and that we were in it together.”

“Actually going out into the field and seeing the community gave me deeper insight into social issues.”

“Just talking to the community members in the soup kitchen and laughing with them was wonderful. Asking someone to sign a release form opened the door for many other honest conversations.”

Based on their service sites, student learned a wide variety of new skills and a deeper understanding of previous knowledge. Content specific skills were common as well as broader more universal skills (e.g., communication and teamwork).

“Immersion in the communities that are affected by systematic inequality and legacies of segregation in Chicago is potent in its ability to help me understand the seriousness and prominence of the issue and to think that something as simple as what we do at [service site] can enable kids to live happy, healthy, and fulfilling lives where they find financial security makes it all the more worth it to help with projects like this.”

“I would say that interviewing people from a different faith was a unique and beneficial experience. Since I’m from the south, I don’t meet many Catholics—most people are Protestant and typically conservative. It was refreshing to get another glimpse into Christianity from a midwest/ Catholic perspective, and it was especially great to learn that most of the interviewees were interested in the Catholic church’s acceptance and understanding.”

“Engaging with the students in the classroom because I was able to learn more about myself. I learned more about patience, being understanding, and knowing how to explain things in a clear way.”

“Getting to see new experiences and learn about things that I knew about (insurance being a barrier to access to care; issues related to DCFS; issues in the Foster Care System in Illinois; and topics related to interracial adoption) but didn’t really understand the breadth of beyond being able to identify that they were problematic areas.”

Students benefited from the overall experience of engaging in service learning and better understanding of community-based organizations and nonprofit organizations.

“Learning what it means to run a nonprofit and the concept of meaningful vs valuable work.”

“Going to the organization’s site allowed me to see the work they do and how they are structured.”

“I learned how nonprofits make an impact on the community. Through their resources, their staff, volunteers and general kindness. This benefited my knowledge and made me realize that others have a lot less than I do and they deserve respect.”

“I overall feel that the exposure of being part of a site was more beneficial because this makes me want to join other organizations and contribute my part.”

“I really learned a lot from my community service site and how to serve in a community that you are not from.”

RECOMMENDATIONS

STUDENTS REPORTED THE FOLLOWING RECOMMENDATIONS FOR CBSL COURSES:

The majority of students recommendations centered around logistics. Students were most affected by communication problems with their service sites and unclear expectations around project goals. Additionally, there were site specific concerns around administrative processes and locations that impacted the students locations.

“I would like the sites to improve communication because I didn’t know what I was doing when getting there or where to meet or when I had my first day etc.”

“We needed a Spanish speaking service coordinator and more structure in the activities and schedule. I would almost rather there be two opportunities, one that provided the communication and another that provided a way to review and modify the structure if necessary.”

“I feel that a more well-defined project would have benefit myself and the school. Clear goals would have made for a better experience.”

“Aside from our initial meeting/tour with them, the community partner seemed like a disconnected entity. It wasn’t always entirely clear how we were working to support them or engage with the community.”

“I think careful consideration is needed regarding the scope of the projects that are being completed. This is something that has to be determined with the community partners as well. At times during the course I felt that it may be difficult to provide a robust and applicable program that the community partner could actually implement with the time constraints we had and expectations of the community partner.”

Students reported concerns around the nature of assignments connected to service learning activities and the integration of service learning activities into class activities.

“I think that the reflections could have been more beneficial if they related more to the course and what we were learning in the classroom and less about us and “how we’ve changed.” I also think that if the course could include some information early on for us about how to even go into our service learning site and interact with the kids, the best way to teach them/talk to them/handle difficult situations I think we all could have benefited with that. Some of us have had less experience working with children than others and I think a crash course on how to be a teacher and friend could have been really helpful.”

“It [CbSL] felt disconnected with the rest of the course. It kind of didn’t make much sense.”

Consider establishing a process for introducing service learning to students. Students felt unprepared in a variety of ways and would like additional information and clarification around the community partners they are working with, logistics, and expectations.

“I think it would be beneficial to be provided with more information about the particular schools we are visiting and what resources they provide.”

“More class time dedicated to explaining the logistics of travel and training for each service site, before site selection.”

“More time could have been devoted to understanding the background concerns of the client. They were concerned with attendance issues, but in the Catholic context there are just so many layers to this problem to unpack—I felt like we didn’t have enough time to really dig in and understand them.”

“I feel that we should have been briefed about the nature of the volunteering before beginning the course, and that we could have been provided more information about the sites and our exact responsibilities before having to choose one.”

Note about the Impact of COVID-19.

Specific questions about the OCE tool were not included in the student OTE. However, some students did give feedback about their experiences with service learning during a pandemic. In general, students reported frustration around not being able to experience in-person service learning during spring and summer quarter. However, they acknowledged that it was out of anyone’s control. There was some feedback about activities completed in courses in lieu of in-person service learning, but considering the unique characteristics of activities they were not included in the analysis.

EXPERIENTIAL LEARNING

In some CbSL courses, there is an Experiential Learning requirement that engages students in the first-hand discovery of knowledge through observation and participation in activities, most often in field-based settings outside the classroom. As part of the Liberal Studies program, experiential learning is an inductive process of “learning by doing and reflecting” and is supported by theory-based information. In these courses, students compare and analyze issues, problems, and ideas through the lenses of their own personal experiences and evolving intellectual worldview.



EXPERIENTIAL LEARNING QUANTITATIVE DATA

Experiential Learning Courses only / All quarters
n = No. of student responses

		AGREE	NEUTRAL	DISAGREE
STUDENT COMPETENCY	I learned to better understand what it means to be socially and ethically responsible. / n = 290	86%	9%	5%
	I learned to recognize a community's strengths, resources, and ability to contribute to its own development. / n = 290	91%	5%	4%
	I learned to better understand social and systemic inequalities. / n = 290	89%	5%	6%
	This course challenged me to learn from the perspectives of others. / n = 291	87%	8%	5%
	I developed a stronger commitment to social justice, as a result of this course. / n = 289	82%	12%	6%
INTEGRATIVE LEARNING AND FUTURE PLANNING	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / n = 289	85%	11%	4%
	The community-based learning component contributed to my understanding of the course topic and content. / n = 288	82%	10%	8%
	My community-based learning experience contributed to helping me better understand my future goals. / n = 289	76%	14%	10%
STUDENT SATISFACTION	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / n = 284	82%	11%	7%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / n = 285	85%	9%	6%

NURSING

The Master's Entry Nursing Program (MENP) at DePaul is a two-year program designed for college graduates who want to become a registered nurse. The program supports students from both DePaul's Lincoln Park campus and the School of Nursing's program at Rosalind Franklin University and Medical School in North Chicago, IL. As part of the program, students take a range of courses that integrate service learning pedagogy and engage in service learning projects at the same organization throughout the two year training. The Steans Center works collaboratively with the MENP program in identifying community partners, providing support to students and faculty and evaluating students' service learning experiences.



NURSING QUANTITATIVE DATA

Nursing courses only / All quarters (All nursing courses that receive OTE are Direct Service)
n = No. of student responses

		AGREE	NEUTRAL	DISAGREE
STUDENT COMPETENCY	I learned to better understand what it means to be socially and ethically responsible. / n = 297	84%	9%	7%
	I learned to recognize a community's strengths, resources, and ability to contribute to its own development. / n = 306	90%	6%	4%
	I learned to better understand social and systemic inequalities. / n = 302	88%	7%	4%
	This course challenged me to learn from the perspectives of others. / n = 305	85%	9%	6%
	I developed a stronger commitment to social justice, as a result of this course. / n = 306	80%	10%	9%
INTEGRATIVE LEARNING AND FUTURE PLANNING	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / n = 303	78%	12%	10%
	The community-based learning component contributed to my understanding of the course topic and content. / n = 301	73%	12%	15%
	My community-based learning experience contributed to helping me better understand my future goals. / n = 290	74%	14%	11%
STUDENT SATISFACTION	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / n = 288	82%	10%	8%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / n = 286	88%	8%	4%

BENEFITS

NURSING STUDENTS REPORTED THE FOLLOWING BENEFITS OF CBSL:

Participating in CbSL exposed nursing students to communities and cultures they were previously unfamiliar with. The experiences they had increased their cultural competency and broadened their perspective of health and education in different communities.

“Since participants at [service site] are mostly Spanish speaking, I learned how to adapt and find creative ways to interact with participants. Additionally, working with [service site] provided me with the opportunity to become more culturally competent and gain confidence in interacting with individuals who speak another language and are dealing with issues that are not be so prevalent within my community.”

“Previously to starting at my CbSL, I had never worked with anyone in a nursing capacity, let alone with those who are lower income and so culturally diverse. I have really learned a lot about the best way to approach health and education with these patients.”

“I benefited from forming connections with others that are from different backgrounds than mine.”

“I experienced a lot just by visiting my site and experiencing a different lifestyle and culture that people are raised in or come from.”

Students learned how to better communicate with people from different backgrounds, patients, and supervisors.

“Learned how to better communicate with clients and understand things from their perspective better. This course helped me think outside of the box.”

“I learned how to talk to patients and see how they are doing with their diagnosis and with life.”

“This experience allowed me the opportunity to practice and expand my therapeutic communication skills.”

Students had unique learning experiences based on their service sites and the people they worked with. They gained new skills and were able to translate knowledge learned in the classroom to real world settings.

“I think the most beneficial thing was building relationships with the kids and being able to answer their questions about school and their goals for the future.”

“I learned about real life problems such as, children hunger, neglect, and the lack of resources within a low income community.”

“[I benefited from] from applying my CbSL experience to the concepts learned in class.”

“[I benefited from] writing reflection papers and trying to relate theory information from my class to the CbSL site.”

Working with community-based organizations taught students about who they are, what they do, and how they operate.

“I enjoyed getting to know my CbSL site and understand the services it provides. It made realize that it is one of the important organization in the service planning area.”

“The work in the office gave me new skills and appreciation for the amount of behind-the-scenes work that organizations must go through to achieve their goals for the community.”

“I had a good time interacting with the children and learning more about homeless shelters and transitional living facilities. It was good to work with a non-profit and understand their background.”

Students gained awareness of health disparities throughout different communities in Chicago.

“Getting to volunteer at a hospital that had patients who were very different than the community it served. This made me further realize the disparities occurring in Chicago.”

“In becoming more familiar with the health barriers of this particular community, I obtained a better understanding about what needs to be done in the future to overcome each barrier.”

“Directly observing the disparities in health care based on race or ethnicity.”

Gaining hands on experience and interacting with patients was one of the most beneficial aspects of CbSL.

“[I benefited from] working directly with people in the community and learning about specific health concerns they felt they (as a community) were most impacted by.”

“When I got to go to my CbSL site, I found that spending time with residents and seeing/communicating with people who express different manifestations of AD and Dementia was a good learning experience.”

“[I benefited from] working directly with families, communicating with them and learning more about what they needed most.”

“The work in the office gave me new skills and appreciation for the amount of behind-the-scenes work that organizations must go through to achieve their goals for the community.”

RECOMMENDATIONS

NURSING STUDENTS REPORTED THE FOLLOWING RECOMMENDATIONS FOR CBSL COURSES:

Consider revising some of the assignments connected to CbSL courses. Students struggled with the repetitiveness and structure of the reflections and final projects.

“The reflection in this course was exactly the same as in our previous course; it was the same exact questions and we needed to use the same exact resources. This was very frustrating, because it made me feel like my work was not being recognized and that the system was extremely disorganized. I also found it ridiculous that in a 2–3 page paper, we needed to include 9 references, and also apply it to our CbSL site. This was a lot to handle.”

“The final project and presentation is pretty repetitive. It seems like we’ve been presenting and writing about the same topics for the whole program and feels like busy work at this point.”

“The reflection essays should be less structured, more creative and reflective. The reflection question prompts should be written in a way that inspires us to think more deeply about our CbSL experiences instead of limiting us to very specific questions that we have to answer. There are too many sub-questions and rubric components that we need to include in reflections, so they feel too limiting and uninspiring.”

“The project at the end of the quarter was a little unfairly divided in terms of each group having to do the same amount of work regardless of how many members were in it.”

Incorporate more service sites that explicitly focus on healthcare.

“The inclusion of more nursing-oriented sites where the knowledge and skills of student nurses can be reinforced through exposure.”

“I was fortunate to be partnered with a site that provided us with the opportunity to provide participants with healthcare focused initiatives. We were able to take ideas and topics we learned in class and apply them to our work at [service site]. However, quite a few of my classmates with my DePaul cohort seemed to be paired with organizations that had nothing to do with nursing or healthcare in any capacity. Personally, I believe each organization would have a healthcare focus so that students can engage with communities through the lens of nursing. Additionally, a lot of organizations were unsure of what our purpose was so perhaps a better explanation should be provided to sites about what DePaul students are supposed to be achieving at each site.”

Consider allowing more flexibility with hour requirements; especially during first quarter. The process of securing a site impacts the amount of time left to complete service hours.

“I would like to see a change in the strict requirement of hours, not every quarter is the same in terms of workload, and not all CbSL sites follow our calendar. For example, I think students should be able to complete hours outside of quarters for credit. My CbSL site observes Ramadan so I have very little to do during spring quarter but it is busy during our holiday season after the end of fall quarter.”

“The time requirement should be less due to the process of establishing a site.”

“I think it would help if we could ‘roll over’ service hours over breaks. With clinicals coming up and more night classes, it is going to be difficult for me to work with my site.”

Revise the process of securing a service site.

“Have the CbSL fair at the very least two weeks before classes start and have more current students who are at the different sites there for us to ask questions. It took too long to know which site we were at and to organize orientation immediately for all of us to get started and still get hours in. Some sites had poor communication and others had very limited volunteer opportunities with how late the orientations were.”

“I would have the CbSL fair prior to the start of classes, so you already have a match and can get started earlier.”

“Incorporate sites in different neighborhoods of Chicago that need help addressing more health disparities.”

“At the very beginning of the quarter, I was assigned to site that was wayyyy out of the limits of the city. [My professor] worked with me to switch, so it ended up not being an issue. However, I think it would be important going forward to make sure CbSL sites are at least accessible by public transportation or assigned to someone who lives near the area.”

Establish clear expectations and improve communication between service sites, students, and faculty.

“I would suggest clarifying the instructions and expectations for what is required when trying to design a CbSL site project plan. Possibly attach more SMART goal examples and examples of past project plans so students can understand what an entire project plan needs to entail. The Time Table was especially confusing and needs to be clarified in great detail of what is expected.”

“Better communication with the sites and expectations set upfront. The CbSL site coordinator expects a lot from us at her site, which is completely fine and I’m happy to do what she needs but that was never communicated up front which made for some difficulty scheduling.”

“I still do not know who my site supervisor is. The roles of all parties involved needs to be better outlined.”

“I would improve the process in which the CbSL component is delivered to incoming cohorts. For example, in the beginning it was difficult to understand why some of these sites were part of the curriculum, but as time went on, there was more clarity on the role the CbSL sites played.”

“Incorporate sites in different neighborhoods of Chicago that need help addressing more health disparities.”

community partners

At the Steans Center, relationships with community partners are the cornerstone of our work. We view partnerships as motivated by a desire to combine forces to address the respective missions of DePaul and community-based organizations. Ideally this results in outcomes greater than any one organization could achieve alone. Partnerships are defined by shared visions, resources, rewards, and risks. Community partners are not considered solely as recipients of services or resources, but as equal partners who have educational resources to share with the broader community including the university. We view them as co-educators who have an equal stake in exchange of resources. As such, our partnerships allow space for people to talk freely about expected rewards of collaboration but also about the potential risks to the time and resources among others. At the end of each quarter, community partners paired with courses are asked to complete an online survey.

COMMUNITY PARTNERS QUANTITATIVE DATA

No. of responses = 43, AQ-SUQ

COLLABORATION WITH STUDENTS	AGREE	NEUTRAL	DISAGREE
Felt students' work benefited their organization.	93%	2%	4%
Thought students were adequately prepared prior to starting service at community site.	91%	2%	7%
There was sufficient communication between my organization and the student(s).	93%	4%	2%

COLLABORATION WITH FACULTY	AGREE	NEUTRAL	DISAGREE
At the start of the partnership, I was able to establish a cooperative working relationship with the faculty member(s) teaching our service-learners.	79%	16%	5%
Throughout the partnership, there was adequate communication between my organization and the faculty member(s).	68%	25%	7%

COLLABORATION WITH STEANS CENTER	AGREE	NEUTRAL	DISAGREE
The beneficial aspects of the service students provided outweighed the amount of time and effort required of you/your staff to train and supervise service learning students.	88%	7%	5%
There was adequate communication between my organization and the Steans Center.	90%	7%	2%
DePaul's Steans Center provided the appropriate amount of support to you and your organization.	88%	10%	2%

Examples of student contributions:

- GIS mapping projects
- Program facilitators
- Tutoring and educational support
- Non-profit management support
- Civic engagement



FEEDBACK FROM CBOs

"Each of the students from [faculty name] class came in with not just respect for the students and the organization, but with a genuine interest in learning and supporting us. They offered skills, fresh perspectives, and support that was invaluable to my work as a classroom teacher and their tutoring and support with other students and professionals in the building was greatly appreciated."

"The DePaul students were such great help! They really helped out the staff from burning out and helping the student on their homework. The volunteers also made it possible to do extracurricular activities because there were enough volunteers to help the students finish their homework on time to do the activities."

"The students did not do work on our site but were facilitating the class. The interaction between DePaul students and community partners was excellent. I felt that we learned very much from the class and each other. The manner that the class was set up was excellent. I wish we had more time to set up where students could come and teach the class with one of the community partners. I think that would be a great way of continuing the collaboration with DePaul students and community partners. The students we were fortunate to work with were personable and such a pleasure to interact with. We are grateful for the opportunity to participate in this class."

IMPACT DUE TO COVID-19

"We didn't get to see the final presentations because of the COVID-19 outbreak—we did get their final reports."

"COVID-19 clearly posed challenges to having student continue their service with us. However, while they were helping us they were incredibly helpful and consistent with helping us with workshops."

"The pandemic exacerbated communication between the students and me."

“...interaction between DePaul students and community partners was excellent. I felt that we learned very much from the class and each other.”

faculty

At the Steans Center, we assist faculty with creating a compelling teaching strategy informed by community engagement in the interest of building assets within Chicago communities. Doing so transforms the classroom into a dynamic space for teaching at the intersections of experiential, written, visual, and other texts. Service learning provides the opportunity for co-learning and co-teaching with communities engaged in solving societal problems. Through building community-campus partnerships for teaching and learning, we work to ensure diverse value systems, developed by community-based experts, are promoted within DePaul’s curriculum and scholarship. At the end of each quarter, faculty with a service learning component in their course are asked to complete an online survey.

FACULTY QUANTITATIVE DATA

n = 40

Demographics

18 Departments represented

34 Faculty members responded*

- 4 Professor
- 12 Assistant Professor
- 13 Adjunct Instructor
- 5 Other (Instructor & Professional Lecturer)

	AGREE	NEUTRAL	DISAGREE
I was able to successfully integrate service learning pedagogy into my course. / n = 38	92%	5%	3%
The service component of the class challenged my students to have an open mind and think critically about the social issues discussed in class. / n = 40	88%	8%	5%

FACULTY AGREED THAT SERVICE LEARNING PEDAGOGY ENHANCES STUDENTS' UNDERSTANDING OF THE COURSE OBJECTIVES BY:	
Reinforcing theoretical learning	95%
Providing a practical, real-world experience	97%
Emphasizing the knowledge within communities (indigenous knowledge)	87%
Introducing students to unfamiliar communities	93%
Exposing students to the non-profit world	87%
Introducing students to disadvantaged populations	92%
Providing students with an intercultural experience	85%
Reinforcing the University's mission for service	100%
Preparing students for active community involvement	90%
Strengthening my teaching as a professor	95%
Encouraging student engagement with the course material	100%

FACULTY UTILIZED A NUMBER OF REFLECTION TOOLS INCLUDING:	
Reflective journaling	64%
Small group discussions	82%
Critical reflection	68%
Video	53%
D2L	43%
Student-led reflective activities	57%
Reflection conversations with community	57%
Steans Center-sponsored in-class reflections	6%
Steans Center-sponsored outside of class reflections	9%

*may have responded for multiple quarters

INTERACTIONS WITH STEANS CENTER

FACULTY REPORTED:

Overall, interactions with Steans Center staff were positive. Faculty felt Steans staff was responsive to their needs and offered flexibility and support during a challenging year.

“This was an amazing opportunity. I look forward to incorporating even more community partner projects into future courses.”

“Our SLC was a huge source of support last Spring quarter. She helped me with every aspect of the course adaptation. She helped me with communicating with community partners and scheduled zoom meetings. She was supportive to the community partners and ensured their protection from being over burdened. She ensured that community partners were acknowledged and appreciated for their willingness to engage with students. She ensured that my D2L had all of the modules I requested. She attended and co-facilitated meetings with community partners. She attended the interview sessions with students and community partners. I could just go on and on. She really was amazing.”

“My experience was very positive. From site development to site placement to ongoing support throughout the course, I was very pleased with the support of Steans staff.”



FACULTY SUGGESTED:

Faculty was unaware of various resources offered by the Steans Center and expressed interest in being informed about all services offered to them.

“Pedagogically, I would have liked to have known of all the resources available to build the course. I understand my course was a last-minute course. I also understand that we were not sure if it would populate with students and run. As mentioned above, I will keep in mind the resources available and build it in. I appreciate all the help and the emails to make sure the class ran smoothly.”

“A lot of these tools mentioned in this Qualtrics; Steans sponsored in-class reflections, reflection conversations with a community partner, would have been interesting to utilize if I had been made aware of them or had coordination to attempt to integrate into the course. These are topics I would be interested to use in future courses, in addition to more advising and general involvement with linking these components to the course objectives.”

Improve processes around CBOs and address concerns around reporting student hours.

“Assess the amount of CBOs committed to the program before the quarter’s course registration begins so we can cap the class accordingly.”

“I wish I had a listing of my community partners earlier. I would have liked to have provided my students choice regarding their partner assignments but that was not possible due to the late date finalizing the partner list.”

“The current system to log hours using a Google set has been confusing and hard to track. Not all participants know how to do it and sometimes the site coordinator has access to files while I am not. This makes things really hard to track.”

“The boilerplate emails and materials on the CbSL section of D2L always leave students a little bewildered, e.g., messages about how they are supposed to document and submit hours, and messages about which online trainings to complete when (and why). I would recommend reviewing all of those texts to see if you can revise to increase clarity. Keep in mind that most students in the class are new to this process, so they need to be given succinct but clear information that assumes no background knowledge.”

INTERACTIONS WITH COMMUNITY PARTNERS

FACULTY REPORTED:

Faculty felt the relationships with CBOs positively impacted students learning and understanding as well as positively impacting the organizations students worked with.

Final statement from a Community Partner: "Many and deep thanks, again, for what your class, guided with and by you, have created. As one quite critical of academic circles, I felt very comfortable working with your students and seeing the topics covered and how they were handled is bringing much joy to my sense of self."

"The biggest success was hearing how the partners learned something new and interesting about their organization from the work my students completed for them. They also discussed how given their current resources, they could have never completed this type of work with their staff, so having the students help was incredibly beneficial."

FACULTY SUGGESTED:

Improved communication and establishing clear expectations between CBOs, faculty, and students would improve the service-learning experience and deliverables given to CBOs.

"Partners were unclear on what exactly the project would/would not deliver, which suggests the individual briefings I have up front could be improved to better outline expectations and project deliverables. Partners also expressed a greater desire to have the students meet on-site to understand the community and the services being delivered. I agree that this should be the aspiration whenever possible, but for students who are not able to meet on site (largely due to schedule conflicts), continued communication with partners about what is realistically possible remains important."

"Some partners do not have complete vision of what the project should look like before class begins and that always presents challenges and slows down progress in an already tight quarter."

"Community partners varied a bit with respect to how much time or direction they could give the students; which is understandable. Some students embraced that and took more ownership of the project; other students were frustrated when a client didn't respond to their messages or did not get them the materials they initially promised. Ultimately, I think everything worked out to the extent it could in a single quarter, though I felt the projects varied in quality depending in part on the partner's availability."

“The biggest success was hearing how the partners learned something new and interesting about their organization from the work my students completed for them.”

INTERNSHIP & SCHOLARSHIP OPPORTUNITIES

Student Development is critical to the mission of the Steans Center and the curriculum of Community Service Studies. All of the programs at Steans are positioned to equip students with the knowledge and experience necessary to transform them into future leaders and socially-engaged citizens. This comes in part from the hands-on, real world approach of community-based service learning that students experience through coursework, training, workshops, and privilege/social justice reflections. The internships and scholarships available through the Steans Center allow students to get involved with community-based service learning while also being compensated for their time and commitment.



McCORMICK COMMUNITY INTERNSHIP

The McCormick Community Internship (MCI) is a paid, quarter-long internship program that allows community-engaged undergraduates to apply their knowledge and skills to benefit an organization, while simultaneously providing the students with valuable work experience. As a part of the MCI, students must work in collaboration with a community organization on project-based work that addresses issues of social injustice. The project must utilize the students’ individual talents, experiences, and academic expertise, as well as benefit the community organization. Students are asked to reflect on their work with their organization at the end of the quarter.

END-OF-THE-YEAR INTERNSHIP EVALUATION

No. of student responses = 5

		AGREE	NEUTRAL	DISAGREE
SOCIAL JUSTICE	I developed a stronger commitment to social justice, as a result of this experience.	100%	–	–
STRUCTURAL INEQUALITY	I learned to better understand social and systemic inequalities.	100%	–	–
ABCD	I learned to recognize a community’s strengths, resources, and ability to contribute to its own development.	100%	–	–

EXAMPLES OF STUDENTS’ WORK:

- Working with the Chicago Lawyers’ Committee for Civil Rights supporting the Transforming School Discipline Collaborative and the Education Equity Project—community engagement to increase visibility on school discipline reform issues.
- Working with ONE Northside creating maps using GIS for their issue team.
- Creating an online resource library for Erie House services participants and ESL students, as well as ESL tutors.

STUDENT FEEDBACK

“Being able to get a lot of one on one the with my supervisors was really beneficial to me, I was able to ask lots of questions and further deepen my knowledge on the population of my interest.”

“[My community partner] helped me learn how to understand movements from a large scale and the importance of having small changes that result in larger change.”

COVID-19 impacted spring quarter service activities and end-of-the-year reflection was not completed.

COMMUNITY SERVICE SCHOLARSHIP

The Community Service Scholarship (CSS) at DePaul is a four-year paid program that aims to support freshmen in increasing levels of sophistication in service learning and activism. Selected Community Service Scholars are required to perform 20–30 service hours each quarter, complete the Community Service Studies academic minor and attend quarterly workshops (i.e. including a retreat organized by the Steans Center) focused on topics related to service learning. The Community Service Scholarship provides mentoring to students throughout their college education, connects community service with academic programs through the minor in Community Service Studies, and involves students in service within the DePaul and Chicago communities.

END-OF-THE-YEAR EVALUATION

No. of CSS Students = 63

No. of Community Service sites = 23

Students participated in two quarterly events during the year.
n = No. of student responses

Autumn Quarter

Students attended the Friendsgiving event. During the event students participated in a 24-word life stories activity, an interactive fishbowl discussion activity, and a presentation on the history of youth and the justice system.

- Overall, students were satisfied with the Friendsgiving event. / n = 7
57% Satisfied / 29% Neutral / 14% Dissatisfied

Winter Quarter

Students attended a retreat focusing on storytelling for social justice. Students participated in a number or reflection activities.

- Overall, students were satisfied with the winter retreat. / n = 14
79% Satisfied / 14% Neutral / 7% Dissatisfied

STUDENT FEEDBACK

“I really enjoyed the Winter Quarter Event in 2019 where an organization came to talk about health and I learned so much and the community project of packing lunches for the homeless made us work together and have an impact on the community.”

“[The quarterly events] allowed me to get closer with the students in my cohort and hear about their experiences.”

COVID-19 impacted spring quarter service activities and end-of-the-year survey was not completed.

EGAN OFFICE FOR URBAN EDUCATION AND COMMUNITY PARTNERSHIPS (UECP)

The UECP at the Steans Center is charged with overseeing Catholic, Public, and Early Education School Partnerships as well as innovative grand-funded projects that integrate student-learning and faculty research and scholarship. The Egan Office formula for university-community engagement follows in the path of Monsignor John J. Egan and John McKnight’s approach to community engagement. The activist role that embodied Father Egan confronted unjust systems while at the same time “connected the dots” to create impact particularly in communities of color. McKnight’s asset-based approach recognizes that real community building starts from identifying the strengths and gifts that already exist in the community.



CATHOLIC SCHOOL INTERNSHIP

Housed in the Monsignor John J. Egan Office for Urban Education and Community Partnerships (UECP) at the Steans Center, the Catholic School Internship (CSI) is a paid community service program that allows DePaul University students to work in K-12 urban Catholic schools to provide tutoring, mentoring and supplemental enrichment activities for Catholic school youth.

In the tradition of Monsignor Egan, CSI students (also called tutors) also learn about issues that impact communities and engage directly in action research, planning and programming aimed at addressing critical urban problems, alleviating poverty, and promoting social justice.

At the end of the academic year, participants in the CSI are asked to complete an online survey evaluating their experiences. In addition, the teachers and principals at our partner schools are asked to complete online surveys evaluating their experience with the CSI program.

END-OF-THE-YEAR INTERNSHIP EVALUATION

No. of student responses = 7

Role	Gender Identity	Year in School	Colleges
■ 5 CSI Tutor	■ 1 Male	■ 1 Freshman	■ 4 Education
■ 2 School Community Organizer	■ 6 Female	■ 2 Junior ■ 4 Senior	■ 1 Liberal Arts and Social Sciences ■ 2 Science and Health

		AGREE	NEUTRAL	DISAGREE
SOCIAL JUSTICE	I developed a stronger commitment to social justice, as a result of this experience.	86%	14%	–
STRUCTURAL INEQUALITY	I learned to better understand social and systemic inequalities.	100%	–	–
ABCD	I learned to recognize a community’s strengths, resources, and ability to contribute to its own development.	100%	–	–

(continued)

100% of teachers indicated that they would like to have Egan tutors return next school year.

END-OF-THE-YEAR INTERNSHIP EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
PROGRAM OBJECTIVES	My work in the program reflects DePaul’s Vincentian values (Inclusivity, Personalism, and Professionalism).	100%	–	–
	My overall familiarity with the field of urban education increased as a result of this experience.	100%	–	–
	This experience deepened my understanding of the unique challenges faced by K-12 students in the Chicago context.	100%	–	–
STUDENT LEARNING OBJECTIVES	This experience challenged me to learn from the perspectives of others.	100%	–	–
	I was able to grow my problem-solving and critical thinking skills through my participation in this program.	100%	–	–
	This experience impacted how I view my own capacity to build a more just society.	100%	–	–
	This experience increased my awareness of my own strengths and areas for growth.	100%	–	–
	As a result of this experience, I feel more capable of effecting positive change in my own community.	100%	–	–
INTEGRATIVE LEARNING AND FUTURE PLANNING	I was able to make direct connections between my coursework at DePaul and my experiences in this program.	86%	–	14%
	As a result of this experience, I have a better understanding of my future career interests.	71%	29%	–
	The skills I practiced in my role translate directly to my professional aspirations.	100%	–	–

100% of principals indicated that they would like to have Egan tutors and SCOs return next school year.

TEACHERS

Teachers at partner schools were asked to assess a variety of areas: **1)** School Community Organizer (SCO), **2)** Tutor Performance, and **3)** Tutor Impact.

No. of responses = 8

100% of teachers indicated that they would like to have Egan tutors return next school year.

100% of teachers indicated that their tutor “Exceeded their expectations”.

TUTOR PERFORMANCE > Teachers reported **100% AGREEMENT IN ALL AREAS** of Tutor Performance (Developed positive relationships with students and staff; displayed enthusiasm with students, the school, and the work; has a respectful, professional manner; is responsive to my needs and the needs of my students; shows initiative and willingness to go beyond expected roles; communicates effectively; has strong interpersonal skills with others; demonstrates respect for diversity and has ability to work well across cultures; is punctual in the majority of their sessions; attends the majority of their sessions; and uses effective approaches in tutoring and mentoring their assigned students).

TUTOR AND SCO FEEDBACK

“Our tutor has many strengths. She has strong behavior management skills. She has strong planning skills when it comes to creating different learning plans for the kids she tutors. She has strong leadership skills and sets a positive example for the students in the building.”

“I found our SCO very friendly and approachable. He attended our school benefit dinner and I thought that was honorable. I feel he always had the best interests of our school and our students at heart.”

TUTOR IMPROVEMENTS

“Just make sure not to spend too much time chatting with the students! Which is hard to do when they love you so much :).”

PRINCIPALS

Principals at partner schools were asked to assess a variety of areas: **1)** Overall Program Impact, **2)** School Community Organizer (SCO), and **3)** Tutors.

No. of responses = 4 (3 completed, 1 partially completed)

100% of principals indicated that they would like to have Egan tutors and SCOs return next school year.

OVERALL PROGRAM IMPACT > Principals reported **100% AGREEMENT IN MOST AREAS** of Overall Program Impact (school has benefited overall, students’ academics positively impacted, connection to new community resources, and internal capacities grown). However, they differed in regard to positive parent engagement (25% Agree / 75% Neutral), social emotional needs positively impacted (75% Agree / 25% Neutral), connected to new DePaul resources (75% Agree / 25% Neutral).

SCHOOL COMMUNITY ORGANIZER (SCO) > Principals reported **100% AGREEMENT IN ALL AREAS** of assessment of the School Community Organizer (SCO positively contributes, SCO is consistently visible, SCO role clearly communicated, SCO effectively manages tutors, and SCO solves tutor issues).

TUTORS > Principals reported **100% AGREEMENT IN MOST AREAS** of assessment of the Tutor (were punctual and were in attendance, displayed a respectful, professional manner, displayed enthusiasm for students, the school, and the work, showed initiative and cooperation, worked well with our students and staff, and made the teachers’ work in the classroom easier). However, they differed in regard to positive impact on students academic skills (66% Agree / 33% Neutral), tutors productivity and professionalism (66% Agree / 33% Neutral), and use of effective approaches to tutoring and mentoring their assigned students (66% Agree / 33% Neutral).

SCO AND TUTOR FEEDBACK

“I feel that our SCO is having a positive impact. They try to locate and utilize extra community resources. They check on the tutors on a regular basis. They were instrumental in getting nursing students to help w/ records and professional development.”

“The SCO has been great in trying to support our students and staff! We meet regularly every two weeks and discuss what’s happening in the school and upcoming events. Our SCO has always been positive! Bring her back!!!”

“Our two main tutors were great along with the SCO!”

PUBLIC SCHOOL INTERNSHIP

Public Schools Partnerships (PSP) is a division of the Egan Office for Urban Education and Community Partnerships (UECP) at the Steans Center for Community-Based Service Learning. By drawing on UECP’s long history of promoting social justice (as the former Egan Urban Center) and its deep reach into Chicago neighborhoods and schools, PSP offers opportunities to connect public school partners to community and university partners and resources.

Public School Internships (PSI) are the core of Public School Partnerships. PSI consists of a team of DePaul tutor/mentors who receive scholarship funding to work in public schools. Tutors work to enhance elementary student learning through tutoring, mentoring, and supplemental enrichment activities and by supporting and building community-school partnerships. The tutor/mentors are trained in asset-based approaches to community development and to identify ways in which DePaul and other organizations can support school and student success.

At the end of the academic year, participants in the PSI are asked to complete an online survey evaluating their experiences. In addition, the teachers and principals at our partner schools are asked to complete online surveys evaluating their experience with the PSI program.

END-OF-THE-YEAR INTERNSHIP EVALUATION

No. of student responses = 10

Role	Gender Identity	Year in School	Colleges
■ 4 PSI Tutor	■ 2 Male	■ 1 Freshman	■ 1 Computing & Digital Media
■ 4 School Community Organizer	■ 8 Female	■ 2 Sophomore	■ 4 Education
		■ 2 Junior	■ 2 Liberal Arts and Social Sciences
		■ 1 Senior	■ 2 Science and Health
■ 2 Administrative Staff		■ 4 Graduate	■ 1 School of New Learning

		AGREE	NEUTRAL	DISAGREE
SOCIAL JUSTICE	I developed a stronger commitment to social justice, as a result of this experience.	100%	–	–
STRUCTURAL INEQUALITY	I learned to better understand social and systemic inequalities.	100%	–	–
ABCD	I learned to recognize a community’s strengths, resources, and ability to contribute to its own development.	100%	–	–

100% of participants agreed that they learned to better understand social and systemic inequalities, and that they developed a stronger commitment to social justice, as a result of this experience.

		AGREE	NEUTRAL	DISAGREE
PROGRAM OBJECTIVES	My work in the program reflects DePaul’s Vincentian values (Inclusivity, Personalism, and Professionalism).	100%	–	–
	My overall familiarity with the field of urban education increased as a result of this experience.	100%	–	–
	This experience deepened my understanding of the unique challenges faced by K-12 students in the Chicago context.	100%	–	–
STUDENT LEARNING OBJECTIVES	This experience challenged me to learn from the perspectives of others.	100%	–	–
	I was able to grow my problem-solving and critical thinking skills through my participation in this program.	100%	–	–
	This experience impacted how I view my own capacity to build a more just society.	100%	–	–
	This experience increased my awareness of my own strengths and areas for growth.	100%	–	–
	As a result of this experience, I feel more capable of effecting positive change in my own community.	100%	–	–
INTEGRATIVE LEARNING AND FUTURE PLANNING	I was able to make direct connections between my coursework at DePaul and my experiences in this program.	89%	–	11%
	As a result of this experience, I have a better understanding of my future career interests.	89%	11%	–
	The skills I practiced in my role translate directly to my professional aspirations.	100%	–	–

TEACHERS

Teachers at partner schools were asked to assess a variety of areas: **1)** School Community Organizer (SCO), **2)** Tutor Performance, and **3)** Tutor Impact.

No. of responses = 6

100% of teachers indicated that they would like to have Egan tutors return next school year.

83% (*n* = 5) of teachers indicated that their tutor “Exceeded their expectations.” 17% (*n* = 1) of teachers indicated that their tutor “Met their expectations.”

TUTOR PERFORMANCE > Teachers reported **100% AGREEMENT IN ALL AREAS** of Tutor Performance (Developed positive relationships with students and staff; displayed enthusiasm with students, the school, and the work; has a respectful, professional manner; is responsive to my needs and the needs of my students; shows initiative and willingness to go beyond expected roles; communicates effectively; has strong interpersonal skills with others; demonstrates respect for diversity and has ability to work well across cultures; is punctual in the majority of their sessions; attends the majority of their sessions; and uses effective approaches in tutoring and mentoring their assigned students).

TUTOR FEEDBACK

“Our tutor was very caring and wonderful with my students. The three most important strengths she has were a patient, caring, and kind personality. She tried hard to engage the students that she worked with and worked hard to help them understand the concepts that were being taught.”

“Our tutor was great. When COVID began and she had to leave (before schools were closed) I was so sad for my kids! I only ever had to tell her the expectations once, run through materials once, clarify things once—she just picked it up and ran with it.”

PRINCIPALS

Principals at partner schools were asked to assess a variety of areas: **1)** Overall Program Impact, **2)** School Community Organizer (SCO), and **3)** Tutors.

No. of responses = 4

100% of principals indicated that they would like to have Egan tutors and SCOs return next school year.

OVERALL PROGRAM IMPACT > Principals reported **100% AGREEMENT IN ALL AREAS** of Overall Program Impact (school has benefited overall, students’ academics positively impacted, connection to new community resources, positive parent engagement, social emotional needs positively impacted, connected to new DePaul resources, and internal capacities grown).

SCHOOL COMMUNITY ORGANIZER (SCO) > Principals reported **100% AGREEMENT IN ALL AREAS** of assessment of the School Community Organizer (SCO positively contributes, SCO is consistently visible, SCO role clearly communicated, SCO effectively manages tutors, and SCO solves tutor issues).

TUTORS > Principals reported **100% AGREEMENT IN ALL AREAS** of assessment of the Tutor (were punctual and were in attendance, displayed a respectful, professional manner, displayed enthusiasm for students, the school, and the work, showed initiative and cooperation, worked well with our students and staff, positive impact on students academic skills, tutors productivity and professionalism, use of effective approaches to tutoring and mentoring their assigned students and made the teachers’ work in the classroom easier).

SCO FEEDBACK

“Our SCO is attentive to the specific needs of all stakeholders. She pays attention, listens, and searches for resources that will benefit our school community effectively. Most importantly she takes care of all of us emotionally.”

“The greatest success was to help parents heal from the abrupt transition they faced when our former principal left at the beginning of the year. Our SCO was persistently trying every resource possible to help them accept the changes and see all the resources that were added for their benefit.”

JUMPSTART

Jumpstart is a national AmeriCorps program that trains DePaul students to deliver an innovative early education program via yearlong one-on-one relationships with preschool children from low-income households. At Jumpstart, our goal is to build literacy, language, social, and initiative skills in young children. We do this by pairing motivated college students, called Corps members, with preschool children in caring and supportive one-to-one relationships for an entire school year.

The Jumpstart model is designed to enhance the educational efforts of Head Start and other early learning programs. By connecting early, through caring one-to-one relationships, Jumpstart promotes crucial brain development and essential primary skill building that leads to success not just in school, but also in life. With our commitment to broad and sustainable social change, it is also important for others to understand and adopt our vision.

Participants work with children on language, literacy, and social and initiative skills for a commitment of at least 300 hours during the academic year. At the end of the academic year, Jumpstart participants are asked to complete an online survey evaluating their experiences.

END OF THE YEAR EVALUATION

No. of student responses: 32

- Role**
 - 26 Jumpstart Corps Member
 - 6 Administrative Staff
- Year in School**
 - 6 Freshman
 - 6 Sophomore
 - 7 Junior
 - 8 Senior
 - 5 Graduate
- Gender Identity**
 - 2 Male
 - 30 Female
- Colleges**
 - 4 Business
 - 3 Communications
 - 7 Education
 - 7 Liberal Arts and Social Sciences
 - 2 Computing & Digital Media
 - 8 Science and Health
 - 1 Undecided

		AGREE	NEUTRAL	DISAGREE
SOCIAL JUSTICE	I developed a stronger commitment to social justice, as a result of this experience.	97%	–	3%
STRUCTURAL INEQUALITY	I learned to better understand social and systemic inequalities.	97%	3%	–
ABCD	I learned to recognize a community’s strengths, resources, and ability to contribute to its own development.	97%	3%	–

(continued)

END-OF-THE-YEAR EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
PROGRAM OBJECTIVES	My work in the program reflects DePaul's Vincentian values (Inclusivity, Personalism, and Professionalism).	97%	3%	–
	I feel more competent as an educator, as a result of my Jumpstart experience.	94%	6%	–
	This experience deepened my understanding of the unique challenges faced by preschool students in the Chicago context.	94%	3%	3%
STUDENT LEARNING OBJECTIVES	This experience challenged me to learn from the perspectives of others.	97%	3%	–
	I was able to grow my problem-solving and critical thinking skills through my participation in this program.	97%	–	3%
	This experience impacted how I view my own capacity to build a more just society.	97%	3%	–
	This experience increased my awareness of my own strengths and areas for growth.	90%	10%	–
	As a result of this experience, I feel more capable of effecting positive change in my own community.	94%	3%	3%
INTEGRATIVE LEARNING AND FUTURE PLANNING	I was able to make direct connections between my course-work at DePaul and my experiences in this program.	97%	3%	–
	As a result of this experience, I have a better understanding of my future career interests.	81%	19%	–
	The skills I practice in my role translate directly to my professional aspirations.	77%	19%	3%

97% of participants agreed that they learned to recognize a community's strengths, resources, and ability to contribute to its own development.

COMMUNITY-BASED RESEARCH FACULTY FELLOWSHIP

The Steans Center awards up to two Community-Based Research Faculty Fellowships to DePaul University faculty who are tenured, tenure-track, or full-time contract faculty with ongoing teaching responsibilities. The fellowship is designed to engage faculty members and students in a community-based research project conducted with a community partner of their choosing. The project is intended to draw on the faculty members' and community partners' expertise in order to benefit the community while advancing scholarship. Each fellow receives a stipend, a funded research assistant for three consecutive quarters, and funds to attend an academic conference. Additionally, each community partner receives a stipend.

Each fellowship is linked to a course the faculty member is teaching. Throughout the course, various elements of the research project will be carried out by students enrolled in the course. These activities will help develop students community-based research skills.

During the 2019-2020 academic year, two fellowships were awarded to:

- MOLLY BROWN, PHD

ASSOCIATE PROFESSOR OF CLINICAL-COMMUNITY PSYCHOLOGY
- SHEENA ERETE, PHD

ASSOCIATE PROFESSOR IN THE COLLEGE OF COMPUTING AND DIGITAL MEDIA

MOLLY BROWN, PHD

PSY 395 FIELDWORK/INTERNSHIP

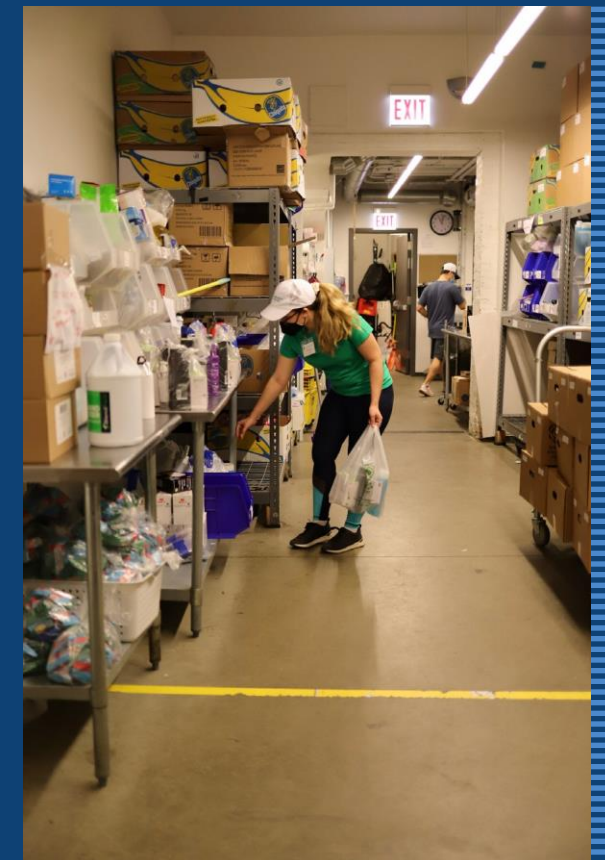
Dr. Brown's qualitative research study employed participatory action research methodology to explore residential transition experiences of individuals displaced from single room occupancy (SRO) buildings. She partnered with ONE Northside, an affordable housing advocacy organization, and SRO tenant-researchers to gain a better understanding of the experiences and housing options among individuals who were impacted by SRO closures. In addition, students in her PSY 395 Fieldwork/Internship course participated in various CbSL experiences throughout the year:

Autumn Quarter – Students generated a comprehensive list of housing, healthcare, and other social services resources throughout Chicago.

Winter Quarter – The service list was transferred to a Google Map with the description of the services provided and information on how to access services. The intention was to assist former SRO tenants displaced to different neighborhoods in locating services in their vicinity.

Spring Quarter – Students were encouraged to attend events sponsored by their community partner, ONE Northside.

At the end of the academic year, 12 participants had engaged in the study. Preliminary analysis suggests a clear need for additional resources for people transitioning to alternative accommodations. This data supports the community partners position and will allow them to continue to advocate for their community members. Due to COVID-19 all data collection was paused during Spring quarter and was set to resume in the fall of 2020.





**IRWIN W. STEANS CENTER
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