

# Stearns Center for Community-based Service Learning & Community Service Studies



ANNUAL EVALUATION REPORT 2023–2024

# Contents

## 03 The Steans Center

- 03 History
- 03 Mission
- 04 Aims of Annual Evaluation

## 05 Community-based Service Learning

- 06 The Numbers
- 06 Students
  - Experiential Learning* 11
  - Nursing* 12
- 14 Community Partners
- 16 Faculty

## 18 Internship & Scholarship Opportunities

- 18 Community Service Scholarship

## 21 Egan Office of Urban Education and Community Partnerships (UECP)

## 24 Fellowship Awards

- 24 Harrison I. Steans Graduate Fellowship
- 25 Steans-CCHE Community-Engaged Health Equity Focused Faculty Fellowship

## 26 Service Speaks



# The Steans Center

## 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 serves student learning and personal and professional growth, faculty scholarship, and partner organizations to build 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.

## Mission

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*.

# The Steans Center

## Aims of the 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 service parameters. This report is an evaluation of our academic service learning, internships, scholarships, and other community engagement programs during the academic year of 2023–2024. Data collected for this report combines 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 Evaluation 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 grows, we want to ensure that all students participating in Steans Center programming meet 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)

# 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 a 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: 1) Student Competency, 2) Integrative Learning and Future Planning, and 3) Student Satisfaction. In addition, the following types of diversified service-learning experiences provided by CbSL courses are also evaluated:



<b>Direct Service</b>	Students engage in service that directly benefits a community organization's existing programming (e.g. tutoring and providing health screenings).
<b>Project-based Service</b>	Students work 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).
<b>Community-based Research</b>	Students contribute to a research effort defined and driven by a community partner.
<b>Advocacy</b>	Students support an ongoing campaign to address a critical social, economic, and/or environmental issues in Chicago or internationally.
<b>Solidarity</b>	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.

# The Numbers

IN 2023–2024, THROUGH COMMUNITY-BASED SERVICE LEARNING,  
THE STEANS CENTER WORKED WITH...

	AUTUMN 2023	WINTER 2024	SPRING 2024	SUMMER 2024	TOTAL
<b>#UGRAD in service</b>	602	463	605	78	<b>1,748</b>
<b>#GRAD in service</b>	364	239	317	187	<b>1,107</b>
<b>#students in service</b>	966	702	922	265	<b>2,855</b>
<b>#courses</b>	54	47	73	8	<b>182</b>
<b>#cross-listed courses</b>	13	11	16	3	<b>43</b>
<b>#faculty</b>	47	33	46	11	<b>137</b>
<b>#departments/programs</b>	28	18	29	3	<b>78</b>
<b>#community partners</b>	75	33	61	13	<b>182</b>
<b>#hours of service (estimated)</b>	19,320	14,040	18,440	5,300	<b>57,100</b>

# 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.

# Students

## STUDENT OTE QUANTITATIVE DATA

All CbSL courses / All quarters

*n* = No. of student responses

		AGREE	NEUTRAL	DISAGREE
<b>Student Competency</b>	I better understand what it means to be socially and ethically responsible. / <i>n</i> = 1,184	92%	6%	3%
	I recognize the strengths, resources, and ability of a community in contributing to its own development. / <i>n</i> = 1,191	95%	4%	2%
	I better understand social and systemic inequalities. / <i>n</i> = 1,180	91%	5%	3%
	This course challenged me to learn from the perspectives of others. / <i>n</i> = 1,189	89%	7%	4%
	I developed a stronger commitment to social justice, as a result of this course. / <i>n</i> = 1,173	85%	10%	6%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / <i>n</i> = 1,186	87%	6%	7%
	The community-based learning component contributed to my understanding of the course topic and content. / <i>n</i> = 1,186	85%	9%	7%
	My community-based learning experience contributed to helping me better understand my future goals. / <i>n</i> = 1,182	84%	9%	9%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / <i>n</i> = 1,114	88%	8%	6%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / <i>n</i> = 1,119	91%	6%	5%

“

**This experience taught me the importance of empathy and the impact of making a positive difference in people's lives.**

# Students

## 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
<b>Direct Service</b>	I better understand the importance of how individuals can support community organizations and the communities they work with. / <i>n</i> = 851	91%	6%	4%
	Through my time in the community, I learned more about how nonprofit organizations (or schools) operate. / <i>n</i> = 842	83%	9%	8%
<b>Project-Based Service</b>	This course taught me ways to apply skills in collaboration with others to support issues of concern to communities. / <i>n</i> = 189	87%	10%	3%
	I learned how to plan and implement a project that can be useful to organizations in pursuing their goals. / <i>n</i> = 192	86%	10%	3%
<b>Community-Based Research</b>	This course taught me ways to conduct research defined and driven by communities. / <i>n</i> = 10	100%	0%	0%
	I learned how knowledge in the community can be used to solve problems. / <i>n</i> = 10	90%	10%	0%
<b>Advocacy</b>	I learned how activism can be used to address social issues and challenge power structures/systems that produce inequality. / <i>n</i> = 3	100%	0%	0%
	This course gave me a better understanding of the steps necessary to engage in advocacy to address a social issue. / <i>n</i> = 3	100%	0%	0%
<b>Solidarity</b>	I learned to value the knowledge, assets and talents of others regardless of their level of education or life situation. / <i>n</i> = 107	99%	1%	0%
	I learned to modify my behaviors, interrupt harmful/oppressive/privileged behaviors, and challenge/educate on issues of oppression and privilege. / <i>n</i> = 107	98%	2%	0%



# Students

## Benefits

Students noted improvement in communication, teamwork, and leadership. They highlighted the practical application of class concepts to real-world settings.

*"I learned how to better communicate my thoughts to those seeking to learn."*

*"Volunteering allowed me to develop stronger organizational and leadership skills."*

*"Engaging directly with community issues helped me connect abstract concepts to real-life situations."*

**Participating in service-learning allowed students to apply knowledge and skills learned in coursework to real-world experiences. Students reported meaningful experiences when working directly in communities and with community members. Additionally, students expressed the importance of community engagement.**

*"Working alongside community organizations gave me insight into how collaborative efforts can drive meaningful change and address systemic issues."*

*"This experience taught me the importance of empathy and the impact of making a positive difference in people's lives."*

*"I learned the most by actually talking to the client base and staff members at my organization. I learned more about the logistics of the program as well as the best way to be sensitive and caring for those who need help."*

Students reported they appreciated direct interactions with community and that their participation fostered greater awareness of cultural diversity and systematic inequalities.

*"Engaging directly with community issues, such as hunger in Cook County, allowed me to see how abstract concepts like social justice and systemic inequality play out in real life."*

*"Helping immigrants, particularly those who are undocumented, allowed me to witness firsthand the social disparities that many face in their daily lives."*

*"I enjoyed working with people from vastly different backgrounds than mine. It helped me understand and learn a lot about the community around me."*

*"I developed a stronger commitment to social justice as a result of this course."*



**Engaging directly with community issues, such as hunger... allowed me to see how abstract concepts like social justice and systemic inequality play out in real life.**

# Students

## Recommendations

The top three recommendations/challenges made by students were:

### 1. Earlier Site Placement

Students suggested assigning service sites earlier in the quarter to maximize engagement time.

### 2. Accessible Locations

Some students struggled with the distance of service sites from campus and recommended more convenient locations.

### 3. Community Partnerships

Students expressed the need for clearer communication and structured partnerships between the university and community organizations to avoid confusion about expectations.

Students recommended the following to address class-related concerns.

### 1. Stronger connections between service-learning components and course content were recommended to enhance relevance and impact.

*"I would like to see the community service hours tie more directly to the course topics."*

### 2. Students called for more diverse and advanced service-learning opportunities aligned with their career goals, such as healthcare-focused projects.

Students recommended the following to address logistic-related concerns.

### 1. Additional mentorship and ongoing feedback mechanisms during placements were suggested.

*"Reflection sessions would help students process and discuss experiences regularly."*

### 2. More organizations or organizations with a wider variety of time slots like weekend times were suggested.

**Students recommended stronger connections between service-learning components and course content to enhance relevance and impact.**

# Students

## Experiential Learning

In some CbSL courses, an **Experiential Learning requirement** 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” supported by theory-based information. In these courses, students compare and analyze issues, problems, and ideas through the lenses of their personal experiences and evolving intellectual worldviews.

### EXPERIENTIAL LEARNING QUANTITATIVE DATA

Experiential Learning Courses only / All quarters

*n* = No. of student responses

		AGREE	NEUTRAL	DISAGREE
<b>Student Competency</b>	I better understand what it means to be socially and ethically responsible. / <i>n</i> = 370	97%	2%	2%
	I recognize the strengths, resources, and ability of a community in contributing to its own development. / <i>n</i> = 369	98%	1%	2%
	I better understand social and systemic inequalities. / <i>n</i> = 368	82%	1%	2%
	This course challenged me to learn from the perspectives of others. / <i>n</i> = 371	96%	2%	2%
	I developed a stronger commitment to social justice, as a result of this course. / <i>n</i> = 366	93%	5%	3%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / <i>n</i> = 368	90%	2%	9%
	The community-based learning component contributed to my understanding of the course topic and content. / <i>n</i> = 367	95%	3%	3%
	My community-based learning experience contributed to helping me better understand my future goals. / <i>n</i> = 367	91%	5%	4%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / <i>n</i> = 349	94%	3%	3%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / <i>n</i> = 349	96%	3%	2%

Experiential learning is an inductive process of “learning by doing and reflecting”...

# Students

## Nursing

The Master's Entry Nursing Program (MENP) at DePaul is a two-year program designed for college graduates who want to become registered nurses. The program supports students from 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 to identify community partners, provide support to students and faculty, and evaluate students' service-learning experience.

### 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
<b>Student Competency</b>	I better understand what it means to be socially and ethically responsible. / n = 275	86%	9%	6%
	I recognize the strengths, resources, and ability of a community in contributing to its own development. / n = 283	90%	7%	4%
	I better understand social and systemic inequalities. / n = 279	86%	8%	6%
	This course challenged me to learn from the perspectives of others. / n = 279	83%	8%	10%
	I developed a stronger commitment to social justice, as a result of this course. / n = 277	80%	10%	11%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / n = 281	77%	8%	15%
	The community-based learning component contributed to my understanding of the course topic and content. / n = 280	71%	11%	18%
	My community-based learning experience contributed to helping me better understand my future goals. / n = 280	75%	10%	16%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / n = 264	83%	8%	9%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / n = 269	90%	4%	6%

# Students

## NURSING QUANTITATIVE DATA

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Direct Service</b>	I better understand the importance of how individuals can support community organizations and the communities they work with. / <i>n</i> = 276	88%	7%	6%
	Through my time in the community, I learned more about how nonprofit organizations (or schools) operate. / <i>n</i> = 273	77%	11%	13%

## Benefits

Students reported consistently valued direct community engagement and hands-on experiences. Many highlighted learning about healthcare disparities and social determinants of health. Some also appreciated the opportunity to work with diverse communities, which helped them enhance their communication skills, understand different cultural perspectives, and apply theoretical knowledge to real-world settings.

*“I learned about the importance of having basic necessities for individuals to thrive.”*

*“Interacting with the participants that benefit from my organization and learning about them.”*

*“This experience taught me the importance of empathy and the impact of making a positive difference in people’s lives.”*

“

**I learned about the importance of having basic necessities for individuals to thrive.**

## Recommendations

The top 3 recommendations made by students were:

### 1. Reduce Required Hours

Participants frequently mentioned that the current hour requirement is challenging, especially as academic and clinical demands increase. A suggestion was to reduce the hours required each quarter, particularly in later stages of the program.

*“Reduce the hours once we get to quarter five from 12 to 10 as our schedule becomes more hectic.”*

### 2. Improve Site Coordination and Communication

Many respondents requested better coordination and communication between the university and CbSL sites to ensure a smoother experience, especially regarding scheduling and expectations.

*“I wish there was better communication in the beginning of the quarter between my site coordinator and DePaul.”*

### 3. Align CbSL Work More Closely with Healthcare

Participants suggested that tasks and assignments would be more meaningful if more closely aligned with nursing or healthcare, allowing them to gain relevant experience in their field of study.

*“It would be better if it was relevant to our area of study, in this case nursing.”*

# 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 vision, 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 the exchange of resources. As such, our partnerships allow for space for people to talk freely about the expected rewards of collaboration and 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 = 51, AQ23–SUQ24

Collaboration with Students	AGREE	NEUTRAL	DISAGREE
Community partners felt students' work benefited their organization.	79%	7%	2%
There was sufficient communication between community partners and students.	79%	7%	2%
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.	74%	7%	4%

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.	74%	7%	2%
Throughout the partnership, there was adequate communication between my organization and the faculty member(s).	65%	14%	4%

Collaboration with Steans Center	AGREE	NEUTRAL	DISAGREE
There was adequate communication between my organization and the Steans Center.	70%	9%	7%
DePaul's Steans Center provided the appropriate amount of support to you and your organization.	74%	9%	4%



I only wish we had more time.  
Everyone was wonderful.

# Community Partners

## Feedback from CBOs

*“This has been our best semester yet with DePaul service learners. We have ten student service learners.”*

*“We have had great success with all of DePaul student volunteers. All volunteers have exceeded their service learning hours and went above and beyond in serving our children and families.”*

*“Always have great relationship and communication with Steans Center staff.”*

*“The Steans Center is always super helpful and great to work with.”*



“

**All volunteers have exceeded their service learning hours and went above and beyond in serving our children and families.**

## Challenges

*“It was wonderful having DePaul students working with our organization by providing individual/small group tutoring to our elementary students. It would be helpful to have an orientation or meeting before students provide services to review expectations and the work they will be doing.”*

*“I only wish we had more time. Everyone was wonderful.”*

*“It was challenging getting in the 100 hours of community service with the students when we weren’t connected right when the course started. We weren’t connected with our students until the 22nd (three weeks after the course started) giving the students only nine weeks to complete 100 hours while also balancing their homework and jobs—not leaving much room for introductions, learning curves, training or simply just life getting the way. These students aren’t social workers or interested in nonprofit work at all so by actually starting the course on time, or lowering the mandatory hours, you’d be helping your students actually enjoy this work rather than it being something they have to rush through to pass the class.”*

*“It was a bit difficult to keep a consistent schedule with the students. Everyone’s schedule changes so I understand the sudden changes as well. These students always showed up with a positive attitude and were willing to do the work that was asked of them.”*

# 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

28 faculty members responded to our survey throughout the entire academic year

*n* = No. of responses

	AGREE	NEUTRAL	DISAGREE
I was able to successfully integrate service-learning pedagogy into my course. / <i>n</i> = 28	94%	3%	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. / <i>n</i> = 28	93%	3%	4%

## Faculty agreed that service-learning pedagogy enhances students' understanding of the course objectives.

Reinforcing theoretical learning	86%
Providing a practical, real-world experience	93%
Emphasizing the knowledge within communities	86%
Introducing students to unfamiliar communities	93%
Exposing students to the non-profit world	86%
Introducing students to disadvantaged populations	90%
Providing students with an intercultural experience	90%
Reinforcing the University's mission for service	86%
Preparing students for active community involvement	86%
Strengthening my teaching as a professor	79%
Encouraging student engagement with the course material	93%

“

Students in general mentioned that they were able to empathize and find ways to be of service to the people in their respective community sites.

# Faculty

## FACULTY QUANTITATIVE DATA

(continued)

Faculty utilized a number of reflection tools, including:	
Reflective journaling/papers	90%
Reflection posts on D2L	55%
Critical reflection	79%
Video (clips, documentaries, etc.)	59%
Reflection conversations with a community partner	41%
Other (speakers, oral presentations, outside readings, critiques)	3%

**10% of faculty utilized the Online Community Engagement (OCE) tool as a resource for students to learn about community partners and to complement efforts already in motion to fulfill the EL requirements.**

## Faculty Feedback

*“Challenges: The process/protocol to get into the community organizations, particularly with Family Focus. The compliance process delayed the service of students on site. Successes: All students have shared that their experience in the community service site was rewarding and provided them with the opportunity to engage in tasks they were not familiar with, particularly the tutoring of children and adults. Students in general mentioned that they were able to empathize and find ways to be of service to the people in their respective community sites.”*

*“Getting students on-boarded and started is a challenge, but it is part of the process. Sometimes this takes up the entire first quarter, especially with new partners, but it works out because students are there for four quarters.”*

*“Getting to the site is long and challenging so I appreciate the support of the Steans Center to help with the bus.”*

*“Students reporting difficulty communicating with partner, primarily partner will not respond to emails or will take a week or more to do so. Sometimes students report difficulties with scheduling. Students sometimes report challenges about the nature of the work they are doing, although that specific concern is usually remedied by conversation with the student.”*

*“I feel very supported by the Steans Center. Maintaining 12+ partners to support the OT curriculum is a lot of work but as we do it, it gets smoother. I appreciated getting a couple of school sites and those are going really well. I am hoping to get in with the Interfaith Veterans.”*

*“I thoroughly enjoy the experiences of CbSL for my students, the sites, and myself. It represents all that DePaul stands for—our Mission!”*

# Internship & Scholarship Opportunities

Student Development is critical to the mission of the Steans Center and the curriculum of Community Service Studies. All 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.

## INTERNSHIP & SCHOLARSHIP OPPORTUNITIES

### Community Service Scholarship

The Community Service Scholarship (CSS) at DePaul is a four-year paid program that aims to support first-year students 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 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 PROGRAM EVALUATION

No. of student responses = 11

		AGREE	NEUTRAL	DISAGREE
<b>ABCD</b>	As a result of this experience, I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	91%	9%	0%
<b>Structural Inequality</b>	As a result of this experience, I learned to better understand social and systemic inequalities.	100%	0%	0%
<b>Social Justice</b>	I developed a stronger commitment to social justice, as a result of this experience.	91%	9%	0%

**Students reported that the people they were able to meet and serve was one of the greatest benefits of the program.**

# Community Service Scholarship

## END OF THE PROGRAM EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Scholarship and Learning Objectives</b>	This scholarship taught me ways to apply skills in collaboration with others (e.g. students, community partners, service recipients) to support issues of concern to communities.	100%	0%	0%
	This scholarship challenged me to learn from the perspectives of others.	91%	9%	0%
	The CSS program has contributed to helping me better understand my future goals.	73%	18%	9%
	I understand better the importance of how individuals can support community organizations and the communities they work with.	91%	0%	9%
	I learned more about how nonprofits (or schools) operate.	73%	9%	18%
	I deepened my experiential learning through reflection events and activities with the Steans Center.	82%	9%	9%



I learned a lot about the importance of community engagement and it was rewarding to see the positive impact of our initiatives on the community.



# Community Service Scholarship

## Benefits

Students were asked: "What aspects of your community service placement did you benefit or learn from the most?"

- The people who I served were also serving me as well.
- My community service placement with the Howard Area Community Center was an enriching experience. It allowed me to apply the theoretical knowledge I gained in my community development courses to real-world situations. I learned a lot about the importance of community engagement and it was rewarding to see the positive impact of our initiatives on the community. This experience has further solidified my commitment to social justice work.
- Being connected to an organization so passionate and dedicated in their mission. I loved learning more about the inner operations of a non profit and how to meaningfully contribute.
- Learned new skills in agriculture and communication.
- Teamwork and leadership.
- The value of using a community's assets.
- The ABCD approach.
- Benefits have always been the people I've been able to meet at my service sites! I have made amazing connections and been a part of amazing events because of the people I have met!

## Recommendations

Students were asked: "How do you think the CSS program can improve to better support students in your year?"

- I would love more team building activities so we can get to know the other students in our program! It's a shame because I feel like I do not know many of the students within CSS.
- Scheduled placements, and better hours for students working.
- More communication.
- Be flexible with the hours required as things come up and sometimes it's inevitable.
- Continue to brainstorm new events and ways to collaborate with community partners.
- Teaching seniors how to continue community-based work after graduation.
- Clearer direction from Steans Center would be nice; my service sites have always been reliable and amazing, but I would imagine without that I would feel a little lost within the program.

**Students recommended more team building activities so they can get to know other students in the program.**

# Egan Office of Urban Education and Community Partnerships (UECP)

The UECP is charged with overseeing Catholic, Public, and Early Education School Partnerships and innovative grant-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 by identifying the strengths and gifts that already exist in the community.

## EGAN ALL PROGRAM REPORT

No. of student responses = 34

Role	Colleges
27 Urban School Initiative	13 Liberal Arts & Social Sciences (38%)
4 Community Partners Internship	10 Science & Health (29%)
3 General Egan Office	5 Education (15%)
	3 Computing & Digital Media (9%)
	1 Business (3%)
	1 Communication (3%)
	1 Other (3%)

Content		AGREE	NEUTRAL	DISAGREE
	As a result of this experience, I learned to better understand social and systemic inequalities.	100%	0%	0%
	This experience made me more aware of the systemic challenges faced by urban communities.	100%	0%	0%
	As a result of this experience, I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	97%	3%	0%
	This experience provides opportunities to directly challenge community-level injustices.	90%	10%	0%
	As a result of this experience, I feel more prepared to affect positive change in my own community.	97%	3%	0%

# Egan Office of Urban Education and Community Partnerships (UECP)

## END OF THE YEAR EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Intellectual &amp; Creative</b>	This experience provides consistent opportunities to develop my unique professional style.	90%	3%	7%
	I am able to grow my problem-solving and critical thinking skills through my participation in this program.	100%	0%	0%
	Creativity is essential to performing my role well.	97%	0%	3%
	I feel more confident about taking on leadership roles in professional settings because of this experience.	97%	3%	0%
<b>Personal &amp; Social Responsibility</b>	I developed a stronger commitment to social justice as a result of this experience.	90%	10%	0%
	My work in the program reflects DePaul's Vincentian values (Inclusivity, Personalism, and Professionalism).	100%	0%	0%
	This experience impacted my conception of what a just society looks like.	87%	13%	0%
	This experience impacted how I view my own capacity to build a more just society.	93%	7%	0%
<b>Intercultural &amp; Global Understanding</b>	This experience challenges me to learn from the perspectives of others.	96%	3%	0%
	This experience provides regular opportunities to exercise and develop empathy.	97%	3%	0%
	I have developed authentic relationships with people of different backgrounds than my own because of this experience.	97%	3%	0%
	My sense of connection to the DePaul community is strengthened by this experience.	83%	17%	0%
	My sense of connection to the City of Chicago is strengthened by this experience.	87%	13%	0%

**Real community building starts by identifying the strengths and gifts that already exist in the community.**

# Egan Office of Urban Education and Community Partnerships (UECP)

## END OF THE YEAR EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Integration of Learning</b>	I am able to make direct connections between my coursework at DePaul and my experiences in this program.	94%	3%	3%
	I am able to put material introduced in trainings and professional developments into practice in my work.	100%	0%	0%
<b>Career and Beyond</b>	As a result of this experience, I have a better understanding of my future career interests.	90%	7%	3%
	The skills I practice in my role translate directly to my professional aspirations.	86%	10%	3%
	This experience increased my awareness of my own strengths and areas for growth.	100%	0%	0%

**97% of students reported feeling more confident about taking on leadership roles in professional settings because of this experience.**



# Fellowship Awards

## Harrison I. Steans Graduate Fellowship

The Harrison I. Steans Graduate Fellowship supports DePaul students accepted and enrolled in any graduate degree program.

Fellowship projects are designed collaboratively with off-campus organizational partners, focus on social equity, and draw inspiration from the United Nations Sustainable Development Goals (SDGs).

Graduate fellows directly apply their disciplinary knowledge and skills to build capacity within communities to work toward sustainable social, economic, and/or environmental change.

During the 2023–2024 academic year, fellowships were awarded to:

**Shreya Shailendra Aaragula** Clinical Community Psychology

**Andres Delgado** Environmental Science

**Quin Lei** Clinical Community Psychology

**MaryAnn McGovern** Sustainable Urban Development

**Quang Anh (Aaron) Nguyen** Clinical Community Psychology

**Pedro Pagan** Refugee & Forced Migration Studies

**Sierra Pantlin** Sustainable Urban Development

**Mayra Shuja** Sustainable Urban Development

**Linda Toch** Clinical Community Psychology

# Fellowship Awards

## Stearns-CCHE Community-Engaged Health Equity Focused Faculty Fellowship

With the goal of promoting community-engaged inquiry, scholarship, and service, CCHE and DePaul's Irwin W. Steans Center hope to engage community partners to identify, understand, and respond to public health needs.

Launched in 2021, this program awards one faculty fellowship to a DePaul faculty member who has been developing health-focused and community-engaged scholarship. The faculty fellow is supported by The Faculty Scholarship Collaborative (FSC) and receives a stipend and a funded research assistant for three academic quarters. Community partners also receive a \$1,000 stipend as a collaborator in the research process.

The 2023–2024 fellowship was awarded to:

**Ansuk Jeong, PhD**  
Assistant Professor, Community Psychology  
College of Science & Health

# Service Speaks

Service Speaks is a day-long conference that showcases the ways in which DePaul students work with community partners and faculty to advance social justice in the Chicagoland area. Student and community partner presentations highlight learning and contributions through community-based learning, internships, and research. Students have the opportunity to share their learning with peers, network with community partners, and build experience for their resumes.

**The annual Service Speaks Student Symposium took place on May 24, 2024.** This year's symposium featured students sharing their CbSL, internship, and community-based research experiences. Among others, the symposium showcased the work of Steans Center student leaders, including Community Service Scholars, Community Partnership Interns, McCormick Community Interns, and Jumpstart Mentors.

## This year the event included:

- A keynote address by Edgar Ramirez
- A lunch
- Student presentations



**93% agreed that they were more aware of the work being done in communities.**

## Service Speaks attendees reported the following:

No. of survey respondents = 28

### The role of attendee who completed evaluation:

- 15 presenters
- 4 students
- 7 faculty/staff
- 2 community partners
- 1 other (parent)

### Events attended:

- 23 attended the keynote address
- 24 attended the lunch
- 23 attended the student presentations

### After attending Service Speaks:

93% agreed that they were more aware of the work being done in communities

82% agreed that they knew more ways to engage, or engage more deeply, with communities

### Positive Feedback:

- Appreciated the simplified paper schedule.
- Clear organization and communication.
- Great job overall; attendees found the event well-organized and enjoyable.
- Participants enjoyed hearing students talk passionately about their community-engaged work.

### Suggestions for Improvements:

- Include the names of the presentations on the schedule/ provide a list of topics/categories for presentations.
- Ensure food is thoroughly cooked.
- Increase the number of speakers to cover more community service opportunities.
- Timing.

# Contact and Follow Us



## **Irwin W. Steans Center for Community-Based Service Learning & Community Service Studies**

2233 North Kenmore Avenue

Chicago, IL 60614

(773) 325-7457

 [facebook.com/DePaulStearns](https://www.facebook.com/DePaulStearns)

 [@DePaulStearns](https://twitter.com/DePaulStearns)

## **Monsignor John J. Egan Office for Urban Education and Community Partnerships (UECP)**

2550 N. Sheffield Avenue,

Student Center, Room 306

Chicago IL, 60614

(773)-325-7097

 [facebook.com/EganOfficeofUECP](https://www.facebook.com/EganOfficeofUECP)

 [@EganOfficeUECP](https://twitter.com/EganOfficeUECP)

## **Asset-Based Community Development (ABCD) Institute**

2233 North Kenmore Avenue

Chicago, IL 60614

(773) 325-8344

 [facebook.com/TheABCDInstitute](https://www.facebook.com/TheABCDInstitute)

[steans.depaul.edu](http://steans.depaul.edu)