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Head, Heart, and Hands: A Qualitative Thematic Analysis Comparing the Learning and Transformation of Remote vs. In-Person Experiential Service-Learning Opportunities for Teens

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Abstract

The goal of service learning is rooted in the integration of education, community, and self with the expectation that personal and community transformation takes place when students apply what they are learning in the classroom to the real needs of real people in the real world. This paper compares the service learning experiences of high school students done remotely during the 2020-21 school year versus service learning done in-person during the 2021-22 school year to determine if there is a difference in transformational impact by the type of service learning. A mixed methods program evaluation was completed that utilized data from student reflections and evaluations from each year. Three key evaluation questions were used to look at the difference in service learning between each year, the value of the different experiences, and how age and gender may impact different service learning experiences. Data from this evaluation showed that positive outcomes can be achieved through both remote and in-person service learning including sense of community, engagement, and future participation. Future program evaluations should consider multiple ways to integrate remote and in-person service learning opportunities depending on their desired outcomes for transformational growth in high school students.

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The Head, Heart, and Hands: A Qualitative Thematic Analysis Comparing the Learning

and Transformation of Remote vs. In-Person Experiential Service-Learning Opportunities

for Teens

Service-learning in education has been around for decades. From its conceptualization at the turn of the century, the goal of service learning has been grounded in the integration of education, community, and self. One common understanding of service-learning defined by Cathryn Berger Kaye (2010), is described as "a research-based teaching method where guided or classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge" (p. 9). Even though service-learning is generally rooted in Kaye's definition, the implementation has changed over the last several years because of remote learning.

While academic development is a core component of service-learning, the expectation is that personal and community transformation takes place when students are given opportunities to apply what they are learning in the classroom to the real needs of real people in the real world. That connection leads to an enhanced sense of purpose and well-being among student participants (Ballard, Hoyt, & Pachucki, 2019). This transformation comes through relational interactions that students may have with people and places, as a part of their experience (Beard & Wilson, 2013). With the onset of the COVID-19 pandemic, many key elements of service learning, particularly the relational hands-on experiences, were impacted by the limitation of direct personal contact. Since that relational element is seen as a primary component of service learning, it is not surprising that the loss of it may impact the experience of a program and the meaning felt by the participants. During this time of isolation and distancing students expressed a

longing for an even greater connection. Research by Josh Packard found that "at a time of pervasive loneliness in this country, especially among young people, we hear from them a strong desire for human connection – for relationships" (Packard et al., 2020, p. 95).

Despite COVID-19 forcing classrooms to go online, many schools felt the need to maintain some level of service-learning, and so they transitioned to online versions. Many schools partnered with organizations in the local or global community to raise awareness of the work that was being done by certain organizations, conduct virtual drives to collect items that places, and people might need, and even developed pen pal programs with elderly and shut-in communities. Although these efforts were important and beneficial to communities and students, these remote experiences may have affected the quality and personal impact of service-learning for students.

The purpose of this study is to assess the two methods for service, in-person and remote, and to compare the impact these two modalities have on teens. This will be accomplished by comparing student reflections from remote service-learning opportunities during the 2020-2021 school year versus student reflections from in-person service-learning opportunities during the 2021-2022 school year. The goal of this research study is to look at different elements of experiential service-learning and transformation of students by comparing remote service-learning opportunities during the 2020-2021 school year versus in-person service-learning opportunities during the 2021-2022 school year.

Literature Review

History of Service-Learning

While service-learning as an experiential teaching strategy has only been around since the 1960s, its foundation can be traced back to the late 1800s as a foundational belief in the

importance of American citizens as active participants in community life. Educational

institutions in America, such as Harvard, were founded to prepare students to lead in society,

focusing on character and intellectual development (Altman, 1996). With the establishment of

social settlements such as the Hull House in 1889 by Jane Addams and Ellen Gates Starr, along

with the concepts of John Dewey, came a commitment to combining education with a public

purpose (Kenny & Gallagher, 2002). Settlements like the Hull House "provided a learning model

outside the school for children and adults that crossed the lines of race, class, language, and

educational achievement" (Daynes & Longo, 2004, p. 7). In her writings in 1902, Addams spoke

to the importance of integrating educational advancement with personal lived experiences. "If we

admit that in education it is necessary, to begin with, the experiences which the child already has

and to use his spontaneous and social activity, then the city streets begin with education for him

in a more natural way than does the school" (Kenny & Gallagher, 2002, p. 18).

Additionally, the work of John Dewey is seen as essential to the roots of service-learning.

Dewey, an educator, philosopher, and psychologist, emphasized the practices of Addams through

his belief that education and everyday life should be coupled. Harkened as one of the forebearers

of experiential learning, Dewey believed that the education of students would not come from

sitting in a classroom and learning facts. "Instead, genuine education would be derived from life

experience that was accompanied by opportunities for discussion and reflection" (Kenny &

Gallagher, 2002, p. 18). Today, Dewey's theories on experiential learning have informed the way

that institutions have integrated service-learning into their practice and curriculum, which we

will discuss further in the framework for experiential service learning (Beard & Wilson, 2014).

With the onset of the Cold War in the 1950s, the focus of educational institutions shifted

away from public service and moved toward research in technology and labor needs. Coupled

with this new focus came an era of individualism and entrepreneurism (Kenny & Gallagher, 2002). The gap between education and community involvement only increased the already growing feelings of isolation and powerlessness felt by many students when approaching societal problems (Bellah et al., 2007).

The 1960s and 1970s brought about an increase in social activism and a demand from students for more social relevance within educational institutions. (Kenny & Gallagher, 2002) This, along with an increased emphasis on experiential learning, birthed the more commonly understood and current concept of service-learning. Service-learning became an approach many saw to reconcile youth disconnection from political and social involvement in society and address the growing impact of individualism on their well-being (Kenny & Gallagher, 2002). With the founding of the National Student Volunteer Program in 1967, later called the National Center for Service-Learning, service-learning programs started to grow on college campuses around the United States (Cram, 1998).

However, while efforts to integrate service-learning in educational institutions increased, it became evident that there were many drawbacks to how service learning was being carried out. Along with the social and political climate of the time impacting the success of the movement, John Kendall (1990) points out several reasons for the failure of the initial beginnings of service learning. When service-learning programs were implemented incorrectly, they created and reinforced paternalism by establishing superiority-inferiority practices. This paternalism was played out by those coming into the community to "help" versus those already within the community being served (Perkins, 2018). Additionally, Kendall suggests that a focus on charity over support for communities impacted the success of early service-learning programs. While charity promotes caring for others, programs based on charity are "less likely to actively engage

students in challenging and transforming the systems and practices" of social issues in society

(Verjee, 2010, p. 8). Service-learning programs focused on charity and volunteerism, therefore,

became disconnected from their original purpose of connecting service to significant or effective

learning and active engagement in social change. For these reasons, service-learning seemed to

fail in its initial beginnings.

Despite its downfalls, many educators and leaders recognized the importance of service-

learning and its impact on schools, communities, and the self. They sought to improve the

program, creating opportunities for what is now defined as service learning today. With interest

from the Federal government rising and the introduction of the National Community Service

Trust Act in 1990, programs such as George Bush's National Service and the Points of Light

Foundation helped to fuel the representation and enactment of service-learning programs

nationwide (Cram, 1998). Funding became available for paid positions and aid in programs such

as study abroad programs, AmeriCorps, and Learn and Serve America, which supported the

integration of service-learning in K-12 schools (Kenny & Gallagher, 2002).

Definition of Service-Learning

Service can be defined as meeting the needs of others, while learning can be defined as

self-knowledge gained from experience (Fitzgerald, 1997). However, service-learning can be

more challenging to define because of the various approaches taken to its implementation,

depending on the method and focus of the end goal. As mentioned before, Kaye's definition of

service-learning focuses on centering students by connecting what is happening in the classroom

with real-world needs (Kaye, 2010). This type of service-learning uses six measurements to

prove the validity of service-learning as a teaching method. These six measurements are the

"application of academic, social, and personal skills to improve the community, real decision

making with real results, growth of individual, experience of success, gaining of deeper understand for oneself and others, and leadership development (Kaye, 2010, p. 9).

Brenna Fitzgerald (1997) similarly defines service-learning as "an approach to education in which students actually meet community needs and have a voice in the planning and execution of the project" (p. 1). Here, service-learning primarily focuses on student connection to the community by focusing on the elements of preparation, action, and reflection (Fitzgerald, 1997). While this definition connects student academic work to community work, the goal is to help develop an individual personally, socially, and academically. The measurements for successful service-learning, according to this definition, are "meeting a real community need, not duplicating someone else's work, making the best use of time and money, showing regard for the dignity, pride, and privacy of others, and developing projects in which the class has a real interest" (Fitzgerald, 1997, p. 3).

One of the significant components of this service-learning approach is the practice of reflection. Using reflection as a measurement for the success of service-learning helps students to process and share their work and feelings, guiding them to understand its impact better (Fitzgerald, 1997). According to Beard and Wilson (2013), experiential learning is based on the understanding that a "person interacts with the external environment through the senses" (p. 7). Reflection is a key element for processing the emotions that are "internalized from the external learning experience" (Beard & Wilson, 2013, p. 8).

According to the National Youth Leadership Council, "service-learning is an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs" (National Youth Leadership Council, n.d, para. 1). This approach to service-learning is heavily rooted in an experiential and project-based curriculum that

emphasizes how academics can directly drive one's interest in community engagement. The goal here is to strengthen the academic power of learning by equipping teachers with the appropriate curriculum planning tools to set up student service-learning (Root, 2007). In 2007, Root developed a Backward Design Model for Quality Service Learning that links academics and service as a teaching strategy so that the goal "reflects the critical role of educators in framing the experience and rooting it in student outcomes" (National Youth Leadership Council, n.d., para. 5). According to Roots (2007) model, there are four components. The first component is to identify youth outcomes, which identifies academic standards, civic engagement skills, social and emotional learning, and leadership and life skills. The second element of Root's model focuses on determining acceptable evidence, which is best understood by showing artifacts of learning, assessments such as observations, exit tickets, and quizzes, and final overall assessments of a project or experience. In the third element of the model there is a processing of the youth experience through ***investigation, planning, preparing, action, reflection***, and demonstration known as IPARD (Root, 2007). IPARD reflects the "What", "So What" and "Now What" of the learning process, which recognizes the multi-faceted elements that happen in the service-learning process. (Root, 2007).

It is also essential to recognize that service learning is not the same as volunteer work. While volunteering can be integrated into service-learning, service-learning itself maintains that "education of students is always at the core and students are active participants in understanding, integrating, and applying knowledge to improve communities" (Kaye, 2010, p. 9). Service learning positively impacts the community and the individual by creating new ways of learning and engaging students to dive deeper into applying and developing knowledge for themselves and others (Kaye, 2010). It offers different experiences beyond other service opportunities, such

as volunteering, community service, and practice (Harkins, Kozak & Ray, 2018). The difference

between service learning and volunteer work is that service learning is always tied back to the

curriculum (Billig, 2000), while volunteering is about helping community group achieve their

mission. When the learning part of service learning is removed, the danger may be that students

develop a false understanding of needs, how to respond to needs, a lack of understanding of

social policy, and, at worst, harm to the community (Eby, 1998).

Framework for Service-Learning

For service learning to be effective and successful, it must be intentionally designed to

meet academic, civic, and social-emotional outcomes (National Youth Leadership Council, n.d.).

We can look at Beard and Wilson's (2013) learning combination lock model as a conceptual

framework for designing compelling experiential service learning opportunities to reach these

goals. The impact of service learning is embedded in the practice of grounding the learning in

academics and a "sense-making process of active engagement between the inner world of a

person and the outer world of the environment" (Beard & Wilson, 2013, p. 4). One is not

separate from the other.

According to Keeton and Tate (1978), experiential learning is "learning in which the

learner is directly in touch with the realities being studied. It is contrasted with learning in which

the learner only reads about, hears about, talks about, or writes about the realities but never

comes into contact with them as a part of the learning process" (as cited in Beard & Wilson,

2013, p.4) This definition is used as a guide for the development of the theory and practice of

experiential learning, as applied to service learning (Beard & Wilson, 2013, p. 7).

The Beard and Wilson (2013) learning lock combination is a theory that breaks down the

process of learning into six tumblers, looking at the external environment, sensors, and internal

environment. The first two tumblers (external environment) focus on the learning environment and the learning activities – the *where*, *with whom,* and *what*? Recognizing that environment can play a significant role in the impact of an experience, the first tumbler seeks to address the philosophical questions of belonging and help make sense of the atmosphere in which students learn. Creating and identifying the environment in which students learn is essential for setting the framework for effective service learning. Beard and Wilson (2013) contend that "there is a close relationship between learning and working, learning activity design and the learning environments in which they take place" (p. 93). Additionally, one's sense of belonging is directly impacted by the people and world around them (Beard & Wilson, 2013).

The second tumbler looks at the "*what"* or the "*doing*" of the learning experience, engaging learners in an activity that can be perceived as authentic and practical. The practice of a real learning experience creates engagement of the whole person. "To practice is to experience it, to feel it, to sense it, to understand it, and to immerse oneself in doing it regularly, for the self" (Beard & Wilson, 2013, p. 124). Service learning does just this by seeking to put learning into practice by using curriculum to address real needs in real communities.

The third tumbler in Beard and Wilson's learning lock combination addresses the senses by asking the question of *how?* Because the senses constitute a significant part of experiential learning, it is vital to understand how the experiences designed through service learning will be received through sensory intelligence (Beard & Wilson, 2013). The sensory system helps the body and mind to process one's external experiences with one's internal self. "The senses play a key role in connecting these inner and outer worlds" (Beard & Wilson, 2013, p. 165).

The final three tumblers take a deeper look into the impacts of experiential learning on the internal environment. Here, we look at the heart, the mind, and change outcomes, focusing on

the philosophical questions of feeling, thinking, and being (Beard & Wilson, 2013). The fourth

tumbler addresses the emotions attached to experiential learning. "In any learning experience,

emotions can act as the gatekeeper: the emotions are fast wired to the brain as part of our 'fast,

System 1' mode of thinking" (Beard & Wilson, 2013, p. 10). Here, we see the importance of

processing and identifying one's emotional experience in experiential learning. Developing

emotional intelligence "can facilitate more understanding of feelings and emotions, allowing

progress towards more productive behaviors that positively enhance learning and life: increased

calm, the ability to challenge a belief set, or the development of increased sensitivity to self and

others" (Beard & Wilson, 2013, p. 189).

The fifth tumbler addresses multiple forms of holistic intelligence and how these enhance

experiential learning and self-actualization impact. According to Beard and Wilson (2013), this

intelligence includes sensory, emotional, spiritual, naturalistic, and creative intelligence. As

students apply their intelligence to a given situation or task, they can bring insight and deeper

understanding to the work and add personal meaning for the learner. Beard and Wilson (2013)

assert that allowing students also to use the lens of their intelligence will "support the

development of deeper forms of experiential learning" (p. 250).

The sixth and final tumbler focuses on the change from experiential learning experiences.

Sense of self, emotional self, knowing self, and being self are all examples of ways a person can

experience change (Beard & Wilson, 2013). Beard and Wilson argue that "the key to deep

learning is, of course, self-awareness; the ability to know oneself" (Beard & Wilson, 2013, p.

251). One of the critical elements of service learning is its transformative power on an individual

and community.

The goal of service learning, like the goal of Beard and Wilson's learning combination lock, is that "even when action is complete, the transformation process continues as students, teachers, and communities grow" (National Youth Leadership Council, n.d. para. 7). The reflective process is a powerful tool for understanding and recognizing change. Reflection in the learning process can be used to look at "actions and oneself to develop new ways of thinking, behaving, and being" (Beard & Wilson, 2013, p. 275).

The Learning Lock and Current Day Service-Learning

An important part of experiential learning, as stated in the learning lock model, is the learner's ability to understand the "Where?", "What?", and How?" of their service-learning experience. When best implemented, service-learning gives participants an opportunity to use their own voices to ask and explore these questions. This part of the learning lock model is imperative as "young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results" (Kaye, 2010, p. 14). While the incorporation of youth voice - the inclusion of students in the creation and implementation of a project (Fredricks, 2001) - deepens the experience of a service-learning program, it can be a challenge for academic institutions to give autonomy to youth in making curricular decisions. While many schools have set curriculum or adult-led service programs that only incorporate the participation of students, it may require institutions to change the capacity or the structure of a service-learning program, to increase the long-lasting impact of a student's sense of engagement and growth (Fredricks, 2001).

Additionally, the learning lock model requires students to feel and sense what they are doing, but in most academic service-learning settings, developing emotional intelligence is not a primary focus of the course or program, nor is it often specifically noted in the learning

objectives or outcomes. It is, therefore, necessary for service-learning programs to not only look at the academic links to curriculum, but also incorporate practices such as reflection, assessments, progress monitoring, and demonstration in order to engage all parts of the learning lock model (Kaye, 2010).

The learning lock gives us an idea of the complexity of service-learning. However, it is rare that any academic program includes all these components. Most of the time, specific aspects of the learning lock are assumed to be happening because of the activity itself, which is not necessarily the case. Additionally, it presumes that some of the learning is passive. When thinking about the impact service-learning can have on students, it is critical that service-learning is more intentional and purposeful in activating all aspects of the learning lock.

Why Should Students Participate in Service Learning?

While there are many reasons for service-learning, experiential-based service learning reveals the profound impact of this practice on a student's well-being and a sense of purpose. Aron and Aron's self-expansion model (Aron, Norman, & Aron, 1998) proposes that "human beings have a basic motivation to expand the self – that is, we are motivated to increase our sense of efficacy through experiences that help us acquire the resources necessary to achieve our goals and meet future challenges" (Brody & Wright, 2004, p. 14). Through service learning, students are encouraged to learn about respect for others and expand their understanding of self and purpose (Fitzgerald, 1997). Therefore, service-learning is a tool that takes education outside of the classroom and addresses the ways that students can engage in the world through their acquired education and also provides real experiences that students can use to expand their understanding of self and the greater purpose they may hold as active participants in society.

According to Fitzgerald, service-learning directly impacts the development of student's self-worth by creating a positive influence on self-esteem. This positive influence on self-esteem is done by the recognition of their ability to contribute to something bigger than themselves, students being equipped with essential skills and ideas, affirming that students can make a difference, the recognition of students as valuable members of society, and a student's ability to meet challenges and identify gifts and strengths that can be used in the community (Fitzgerald, 1997).

In 2022, Springtide Research Institute reported that Generation Z (adults ages 18 to 22) is the loneliest generation (Packard et al., 2020). Additionally, young people say that finding purpose is difficult sometimes (Springtide Research Institute, 2022, p. 8). Packard (2020) collected data in a nationally representative survey to identify the motivations of young people ages 13 to 25 to engage in experiences that created significant meaning in their lives. As a result, he discovered that the values that young people most desired were accountability, inclusivity, authenticity, welcoming, impact, relationships, growth, and meaningfulness (Packard et al., 2020). This reinforces the need for connection and can help illustrate how service-learning can be a powerful tool in creating opportunities for youth to both learn and connect to themselves and their community.

Additional research shows that 65% of students agree that school is where they feel safe to ask questions and find purpose (Springtide Research Institute, 2022, p. 22). "Young people already assume that school itself has a certain purpose: to help them learn. Thus, there is a prevailing sense that their purpose at school is singular: to get good grades. However, fostering purpose at school also means encouraging young people to find their connection to something bigger than themselves" (Springtide Research Institute, 2022, p. 23). Naturally, this data supports

the claim that service learning, as a practice within schools, can significantly contribute to the application of academics and the longer-term impact of experiential service learning on a student's sense of purpose.

In addition to building self-esteem, service learning allows students to step out of the classroom and put their learning into action. Students can take what they have learned and build direct connections to the real world (Cram, 1998). Research shows that "we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, but service learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach or give others" (Cram, 1998, p. 29). Experiential service learning offers an opportunity for personal growth and a teaching strategy for retaining knowledge and information that would otherwise only be heard or seen.

Transformational Impact

One of the key goals of service-learning is that participants are exposed to experiences connecting education with real needs of real people in the real world and are given an opportunity to experience transformation within themselves through these connections. According to Jack Mezirow, who developed the transformative learning theory, this transformation is "the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mindsets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so they may generate beliefs and opinions that will prove more true or justified to guide action" (Hullender, 2015, p. 59). Transformation comes when an individual begins to create meaning out of their experiences and when learning and behavioral change become the result (Kiely, 2005). Through planning and participating in service-learning experiences, teens may, therefore, experience transformational impact in moral,

political, intellectual, personal, cultural, and spiritual ways. These impacts are often measured through critical reflection and self-assessments before, during, and after the service-learning experiences.

Reflection as a Key Part of the Learning Process

A key element in the service-learning process is reflection. Reflection is a "vital and ongoing process that integrates learning and experience with personal growth and awareness" (Kaye, 2010, p. 17). Using reflection within experiential education is essential for connecting the external environments of experience with the sensors and internal environments of the participant. One of the main goals of experiential service-learning is to bridge the connection between learning and doing (Beard & Wilson, 2013). Using reflection as a tool for connecting the external with the internal, has proven to help participants integrate knowledge, deepen their understanding of the topic and themselves, and learn to better problem solve (Root, 2017).

Within the academic setting of service-learning, reflection can be utilized in different practices to allow for participants to process their learning and experience. One of the powerful tools most utilized for reflection is through reading and writing (Beard & Wilson, 2013). Methods such as journal promptings, daily written debriefs, before and after self-assessments, and evaluations from students, teachers, and community partners are all ways in which reflection can be used to help "integrate cognitive thinking – related to social issues and their lives – with empathetic response" (Kaye, 2010, p. 14).

Reflection offers a vital connection between a student's understanding about the world and themselves. This process increases transformational impact by helping "students gain greater self-awareness, clarify their values, and become more open to observed differences rather than reflexively imposing their beliefs on others" (Meyers, 2009, p. 375). Reflection, specifically

written, help students and facilitators both to measure the growth and impact of their experiences

through connecting their learning to curriculum, Equally, if not more important, the essential

component of reflection aids to measure student's personal growth in understanding, biases,

assumptions, beliefs, and purpose (Meyers 2009).

In-Person versus Remote Service-Learning

In-person service-learning refers to youth participating in programs that offer face-to-face

or person-to-person interactions with the recipients involved. Typically, after investigating and

planning their service-learning project, students will engage with action, which directly affects

and involves the recipient. Students who experience this type of service-learning "learn about

caring for others who are different in age or experience, develop problem-solving skills by

following a sequence from beginning to end, and see the 'big picture' of a social justice issue"

(Kaye, 2010, p. 11) through directly interacting with community members and experiencing

social justice issues first-hand. Examples of in-person service learning may include tutoring

children, conducting recreational activities for the elderly, or on-site work to help with an

environmental issue.

Remote-service learning offers many of the same elements of in-person service learning

however, the in-person and face-to-face interaction piece is removed. Students who participate in

remote-service learning work to investigate a social justice issue and plan for ways to help

address or learn more about the issue and community. However, students may not ever actually

see the recipients of their action or work. This type of service-learning may include donation

drives, letter-writing to an elderly community, or creating social media content for a non-profit

organization.

Impact of COVID-19 on Service-Learning

While service-learning was still made accessible to students during the COVID-19 pandemic, it is reasonable to look at the impact of in-person service-learning versus remote service-learning and its impact on the growth and development of young people. According to Kaye, four types of service can be incorporated into service-learning: direct service, indirect service, advocacy, and research (Kaye, 2010). Direct service includes service that directly involves and affects the recipient face-to-face. Indirect service means that students do not interact face-to-face with a recipient, but their actions still benefit the community. Advocacy is a service opportunity for students to create awareness or promote an action that interests the community. Research involves students gathering information and reporting on a specific public issue or topic (Kaye, 2010).

Each service category was accessible during the COVID-19 pandemic except for Direct Service. While each service offers different benefits for student growth and community engagement, "research confirms, particularly with high school students, that direct service and advocacy have the greatest long-term impact on knowledge gained and person value recognized" (Kaye, 2010, p. 11). The rise of remote service during the pandemic brought many students to participate in service learning opportunities indirectly. Kaye notes that indirect service is often cautioned, as it may cause more harm than good by communicating that more significant social issues and problems can be kept at a distance.

With the onset of COVID-19 in 2020, schools shifted to online learning and, in some cases, remote opportunities for service learning. Although efforts were made to sustain service learning options, "The COVID-19 pandemic halted or disrupted service-learning experiences as community partners adapted to shifting mandates and emergency orders" (Kehl et al., 2022, p.

1). This not only impacted students' ability to engage in service-learning, but also meant that the approach to service-learning shifted for teachers, program directors and community programs as well.

In a study published by Front Public Health, surveys were conducted on a group of undergraduate students from the University of Hawai'i at Manoa who participated in remote service learning opportunities during the pandemic. This study aimed to assess whether the pandemic's challenges would affect students' personal or professional growth (Kehl et al., 2022). The data concluded that most students who participated in the study were satisfied with their experiences, and "no significant differences were found in the satisfaction of [service-learning] experiences before, interrupted by, impacted by, or adapted to the pandemic (Kehl et al., 2022, p. 5). While these students reported being able to utilize skills and knowledge and adapt to restrictions and community needs, it is essential to note that there were some limitations to this study. The group sizes were limited, there was a semester break between the experiences and the reporting on their experience, and there was a chance that student reflections were reluctant to show negativity toward advisors and instructors (Kehl et al., 2022).

Although this is an example of older students participating in a remote service learning experience with satisfactory results, the question remains about the impact on high school-aged students regarding service learning. College students often have more resources and opportunities than high schoolers, and college campuses have a greater capability to source alternative service-learning projects than local public schools. While the college findings suggest that there is little differentiation between direct, in-person service-learning and remote service learning, little research is available on the impact of service learning on youth in high school.

Current Project

Through a qualitative review of student reflection submissions, this study will explore the difference between student outcomes in both direct and indirect service-learning in one school over the course of two pandemic years. Specifically, this project will assess transformational impacts on students' individual growth, their classroom learning, and their social awareness.

Evaluation Plan

Service learning is a powerful tool and proven strategy for teaching and transforming students and connecting education to the greater community (National Youth Leadership Council, n.d.). Over the past several decades, schools have increasingly worked to integrate service learning into their curriculum. The expectation is that this type of experiential learning will bring transformation on both a personal and community level. While there are some studies on the impacts of service learning for students in higher education, there has been little research done to track or measure the impact of its transformative power on high school students.

With the onset of COVID-19 and social distancing came a shift in opportunities for in-person service learning to remote service learning options. The loss of in-person connection during this time created an important opportunity to look at the value of remote service learning and understand its impact in comparison to in-person opportunities. This evaluation will focus on measuring the personal student impact and transformative power of in-person service learning versus remote service learning over the course of two years, 2020-2021 and 2021-2022, in one school's service learning program.

Describe the Program

According to the Springtide Research Institute, "fifty-eight percent of young people surveyed say that they feel it is important to do something good for society and more than one in

three report that nothing they do matters if it does not affect some good in the world" (2020, p. 76). Youth have a desire to be connected to their community and to participate in meaningful work the addresses real needs for real people in the real world. Service learning programs are a way to specifically address the desire of students to engage in the community and find meaning in their actions.

The service learning program in this evaluation takes place at a high school in Minneapolis, Minnesota. Each year, over 150 high school students in grades 9 to 11 participate in a one week intensive service learning opportunity in March. The program partners with over 40 local community organization, schools, elderly homes, child development centers, and food shelves in the greater Twin Cities. The goal of the program is to *Educate, Equip, Empower, and Engage* students in experiential education opportunities that connect with the local community.

Students are given opportunities to choose a local community partner with which they would like to work. From January to March, student groups meet every other week to learn about the communities they are partnering with, interview leaders from those organizations, develop project plans or tasks, and serve on-site with their community partner. During the 2020-2021 school year, students were in-person for school but were unable to participate in in-person service opportunities with local community partners. All service learning opportunities were done remotely over the course of the year with Advisory groups within the school. During the 2021-2022 school year, students were able to engage once again with in-person service learning opportunities. Reflections and self-evaluations were done both years through before and after surveys and written journal reflections throughout the experience.

Key Evaluation Questions

This study is designed to look at the reflections and evaluations of students over the course of two years to evaluate how growth and transformation happened through remote service learning and in-person service learning. Analyzing the responses of students, the study seeks to understand if there was a difference of impact on students from service learning opportunities that were done without person to person connection versus the impact of service learning opportunities done face to face and on location at community sites. The study will also seek to understand the best ways in which to design the most effective service learning programs that create the most impact on students.

Key questions that will be addressed in this study include the following:

- Question 1: How do students participating in remote service learning programs differ in their experience of sense of community, sense of engagement and sense of self compared to students participating in in-person service learning programs?

- Questions 2: How does the value of service learning change when remote versus in-person?

- Question 3: How does student age and student gender influence their service learning experience?

Target Audience

The target audience for this evaluation include secondary education institutions and educators designing and conducting service learning programs. This evaluation provides meaningful and practical comparisons of remote and in-person volunteering opportunities and provides recommendations for developing the most impactful form of service learning for students in high school.

Data Sources and Information Available for Evaluation

DATA SOURCE	WHEN WAS IT COLLECTED	METHOD	INDICATORS / MEASURES
Student Journal Reflections	2021, 2022	Written Journals	Responses: Key words and sentences noting negative and positive experience, significance of projects to student and community partner, interpersonal, social, and leadership skills developed
Self-Evaluations	2021, 2022	Online and Written Assessment	Measure of growth from beginning to end of service learning experience, according to the student
Community Site Evaluations	2021, 2022	Online Evaluation	Responses: engagement of students, effective project implementation, successful vs. unsuccessful partnership

Responsibilities Chart

NAME	ORGANIZATION OR AFFILIATION	RESPONSIBILITIES	CONTACT INFORMATION
Faculty Committee	Minnehaha Academy	Review of Evaluation results	
Jessa Anderson	Minnehaha Academy, Merrimack College	Lead evaluator, determine key terms for measurement, provide data sources	andersonjes@merrimack.edu;

Implementation Timeline

December 2022	Collect and review initial data sources
	Develop evaluation measures including variables
	Create faculty committee to evaluate journal and self-assessment responses
	Set date for first meeting with faculty committee

January 2023	Meet with faculty committee to review evaluations and self-assessments
	Code qualitative data sources
February 2023	Conduct thematic analysis
	Develop initial findings and recommendations
March 2023	Present findings & recommendations to faculty committee and school administration
April 2023	4/12: Full capstone draft due
	4/26: Submit final capstone paper for publication

Program Logical Framework

LEARNING GOAL	To understand the personal student impact and transformative power of in-person service learning versus remote service learning.	
SHORT-TERM OUTCOME 1	**SHORT-TERM OUTCOME 2**	**SHORT-TERM OUTCOME 3**
Increase knowledge / awareness of social and emotional impacts on youth when service-learning is done through virtual partnerships and/or in-person partnership	Increase access to resources for equipping youth to process the effects of service-learning on understanding self, community, and others.	Increase networks, skills, and attitudes in relationship to the importance of service-learning in youth development.
Retrieve data from student reflections taken during remote service-learning activities and in-person service-learning activities Identify key terms for categorizing levels of impact on social and emotional growth Categorize reflections using post-it notes to measure impact from greatest to least	Gather information on activities and lessons that help to promote well-being and social and emotional health in youth development Design activities to incorporate into pre, during, and post service-learning experiences Develop project plan for youth teams for processing and reflecting pre, during, and post service-learning	Collaborate with experts in community partnerships and youth development to increase awareness around impact of service-learning and volunteering on youth development Create a self-assessment tool for students to measure growth before and after service-learning activity Utilize student voice to share reflections with peers in a post service-learning event

Implementation Notes

Based on the nature of this evaluation, a Memorandum of Understanding was agreed upon by both the lead evaluator and the institution from which the data is collected. Additionally, a Non-Disclosure Agreement has been signed to protect the anonymity of the students and their reflections used in the evaluation.

Methodology

The Minnehaha Academy's Service Learning program, called CORE Formation Experience, is designed as a learning experience for high school students in grades 9 to 11. This one week intensive of experiential service learning aims to connect academic topics with real world issues, offering opportunities for student peer groups to engage in the local and global community through service, volunteering, and action. During the 2020-21 school year, over 360 students were given options for remote experiential service learning opportunities due to the COVID-19 pandemic. These experiential service learning opportunities included 37 project-based partnerships, in which students looked at specific needs in the community, including homelessness, hunger, education, environmental impact, and racism, and developed remote projects to support the work of local organizations. Comparatively, 240 students participated in the same program during the 2021-2022 school year, including 22 experiential in-person service learning local partnerships and the incorporation of 4 national and 1 international travel opportunities. Both years included student evaluations and reflections on the program's learning and transformational impact. Using the data from students' evaluations and reflections, a mixed methods program evaluation was conducted to compare the transformational impact of remote service learning versus in-person service learning on teenagers.

Research Questions

The primary goal of this evaluation is to understand if there was a difference of impact on students from service learning opportunities that were done remotely, online versus the impact of service learning opportunities done face to face. on location at a community sites.

Research Questions include:

- How do students participating in remote service learning programs differ in their experience of sense of community, sense of engagement and sense of self compared to students participating in in-person service learning programs?

- How does the value of service learning change when remote versus in-person?

- How does student age and student gender influence their service learning experience?

Materials

Two secondary data sources were used in this project, including written Student Journal Reflections from both the 2020-21 school year (remote) and the 2021-22 school year (in-person); as well as Student Program Evaluations from the 2020-21 school year (remote) and the 2021-22 school year (in-person).

Student Journal Reflections are an element of the service learning program each year. Each student receives a journal in nineth grade that is used in the service learning program for the duration of their time in high school. Journals are used to record student reflections before, during, and after the intensive week. Prompts include questions around what was meaningful for the student, what was frustrating or overwhelming, what was personally challenging or stretching, and who or what was significant about their daily experience or preparation in the program. These reflections are recorded each meeting time prior to the week of service learning,

each day during the week of service learning and during a final debrief session at the end of the week.

Student Program Evaluations are given at the end of each year of the service learning program. Students are asked to fill out an evaluation of their experience through an online Google Form during the final debrief session of the program. The evaluation asks questions about grade, gender, group preparation, engagement with community, community benefit, personal growth, and suggestions for future programming.

Procedure

The evaluation for this project began in partnership with the service learning program at Minnehaha Academy, a private high school in Minneapolis, MN. Minnehaha Academy was asked to participate in this process by contributing data from high school student reflections and evaluations from remote service learning in 2020-2021 and in-person service learning in 2021-2022. A memorandum of understanding (Appendix A) and a confidentiality agreement (Appendix B) were agreed upon and signed by both the school administration and the evaluator.

Data from student evaluations were compiled and analyzed using Google spreadsheets and Google data analytics. Quantitative analysis was used to examine the results of student evaluations using a rubric to measure whether students met/exceeded expectation or did not mention/did not exceed expectation for the goals of the evaluation questions (Appendix C).

Student written journal reflections were transcribed using Otter.ai, a voice-to-text software program that converts read text into smart notes for analysis, and then examined using thematic qualitative analysis to pull out negative and positive themes in each year of the service learning program. Positive and negative themes that related to the evaluation questions for each year were pulled out to provide insight to the quantitative data from student evaluations.

Using a mixed methods approach, data was compiled and assessed in relation to the

evaluation questions. A meeting was held with a faculty committee from Minnehaha Academy,

each of whom have participated in the program, to review the data findings from student

reflections and evaluations and provide feedback for each evaluation question. Data was

presented to the committee through a PowerPoint presentation (Appendix D) and an Evaluation

Tool (Appendix E) to record committee responses. The committee contributed their thoughts,

observations, and opinions on the findings. After reviewing the data and findings, faculty

members offered any remaining questions and recommendations to consider.

Findings

Information from the two data sources were analyzed and used to look at the evaluation

questions to compare the outcome of student transformation through service learning both

remotely during the 2020-21 school year and in-person during the 2021-22 school year.

Evaluation Question #1: How do students participating in remote service learning programs

differ in their experience of sense of community, sense of engagement and sense of self

compared to students participating in in-person service learning programs?

Student Evaluations and Student Reflections were both used to examine this question.

The questions from the Student Evaluation were "*What was the most meaningful thing you*

learned from your service-learning experience this year?", "If you could change one aspect of

the program to improve the course, what would you change?", and *"Has your participation in*

the program affected any areas of your life outside of school? Why or why not?" To determine

the key characteristics for defining "difference", a rubric was created to measure student

evaluations. The rubric for Evaluation Question 1 measured a student's sense of community,

sense of engagement, and sense of self by ranking student responses on a scale of 1 to 3, with 1

representing "Does Not Meet Expectation/Does Not Mention", 2 representing "Meets

Expectation" and 3 representing "Exceeds Expectation".

During the 2020-2021 school year (remote), there were 192 responses through Student

Evaluations. Overall sense of community was measured by three variables: Student's ability to

articulate their role in community work, connection to community partner, and connection to

their student peer group. The overall results for sense of community showed that 50.7% of

students did not meet the expectation for the program and 49.3% of students met or exceeded the

expectation of the program. For those who had a negative experience, common themes found

through their written reflections were concerns about COVID exposure and difficulty with

remote interaction. One student stated that they were fearful of COVID and their ability to

impact a community from a remote partnership saying "I'm unsure of what the program will

look like because of COVID-19. I am nervous whether we will be able to help people who need

us." Another student stated, "It would be more fun to actually interact with the kids so we can

meet them and play around with them. It is hard just talking through notes and videos."

For students who were positively impacted by their experience in the service learning

program, some common themes were gratitude for shared experience with others, support from

friends and community, and serving the community in new and various ways. One student

reflected by saying, "By giving back to our community, you can create an atmosphere of trust

and growth where you can encourage and lead others to serve the community alongside of you."

When looking at ways that community was built through peer connection, one student stated,

"One of the first things that I learned was cooperation with group members and my other peers. I

came to learn about this aspect when we first started the program and needed to work together to

find something that we all wanted to do. I obtained the ability to trust my group and believe in

the work we can accomplish together." Yet another student stated, "I learned about the value of human interaction. With this group, we opened up a lot of social boxes by having other community members talk with us."

During the 2021-2022 school year (in-person), there were 91 responses through Student Evaluations. Using the same rubric for the 2020-21 school year, overall sense of community was measured by the same three variables: Student's ability to articulate their role in community work, connection to community partner, and connection to their student peer group. The overall results for sense of community showed that 38.1% of students did not meet the expectation for the program and 61.9% of students met or exceeded the expectation of the program. For those with a negative experience, common themes that were seen throughout the reflections were dealing with challenging behavior, struggling to connect, and disagreement or conflict amongst student peers. One student reflected by saying "I really wanted to connect with the students, which was a bit of a challenge because I wasn't sure how to do it." Another student mentioned their struggle with connecting to the community they worked with due to challenging behavior from the children they were serving. "Something difficult for me was dealing with one kid who was constantly doing something he wasn't supposed to do. At one point he was screaming and kicking me and threw a toy at my head."

Students who had a positive experience with their sense of community in the 2021-22 program years expressed themes such as strong group connection, building connections and relationships with community partners, and creating a welcoming and diverse learning environment. A student reflected on their positive experience by saying "The most life giving moment was being at the giving garden. It was so nice being outside in the sun and getting to talk

to community members and hear their insights. They were helpful and I really feel like I connected with them and the location."

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. Overall sense of engagement was measured by two variables: Future engagement and preparation. The overall results for sense of engagement showed that 58.1% of students did not meet the expectation for the program and 49.3% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through their written reflections were nervousness or uncertainty about unfamiliar situations, difficulty emotionally investing in day-to-day activities for the community, nervousness how to engage with partner, lack of knowledge or understanding about certain topics, and school stress. One student stated, "I was nervous about how we were going to interact with the kids, unsure of the different projects we could help with, and nervous about getting started in general." Another student reflected on their feelings of lack of preparation and understanding by saying "I would want a little more direction on projects as our group had some hiccups and the project wasn't actually able to be completed." Yet another noted that remote engagement was difficult stating "It would be a lot easier if we got to meet in person because it is easier to build relationships in person."

Some of the themes seen throughout for students that had a positive experience in sense of engagement during the 2020-21 year were appreciation for relationships and connections and being in-person with their fellow classmates. One student stated, "My group grew much closer as we continued to engage in CFE. We gained group experiences that helped further grow us and our group." When considering their view on engaging in service, one student said, "I'd always thought of serving others as a strong action, where you go and do good deeds for those in need.

But I learned that serving can mean that you put intense care into something rather than intense sweat or tears."

During the 2021-2022 school year (in-person), there were 91 responses through Student Evaluations. The overall results for sense of engagement showed that 70.3% of students did not meet the expectation for the program and 29.7% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through reflections were communication barriers, not being needed at community sites, feeling unprepared in what to expect, and initial boredom and a negative attitude toward the learning experience. Looking specifically at preparation and usefulness in engaging with the community partner, one student stated, "I would like to strengthen having a positive attitude and I don't know what steps to take. CFE did not help me strengthen this because the first two days it was very boring, I didn't know what I was supposed to do, and I didn't want to be there."

In contrast, when looking at positive experiences in sense of engagement through the 2021-22 year, some themes throughout were empowerment and excitement to advocate for change and the joy of learning and helping others. "This week, I was most surprised with how fun it was to directly interact with people in need during parts of CFE. I thought it might be intimidating or awkward, but I thoroughly enjoyed it and felt like I was able to do it well," said one student in their reflection of their experience.

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. Overall sense of self was measured by 4 variables: change in beliefs or attitude, a better understanding of strengths or interests, understanding that their work is important to others, and growth in empathy. The overall results for sense of community showed that 41% of students did not meet the expectation for the program and 59% of students met or exceeded the

expectation of the program. For those who had a negative experience, common themes found

through their reflections were struggles with patience and understanding, self-doubt about one's

skills or abilities, fear of boredom or awkwardness, and person stress. One student reflected on

how COVID-19 had brought on personal stress by saying "I am being stretched because the

school year has been really hard with COVID-19. I'm being stretched with responsibilities and

commitments. Life has been tough. My friendships are not as strong anymore because of

COVID-19." Another student stated, "I'm nervous that this is not going to be interesting or that it

will be boring."

For students who were positively impacted by their experience in the service learning

program, some common themes were excitement for trying new things, learning more about

oneself and adapting to different situations, discovering new interests or abilities, changing

perspectives, joy in helping others, and satisfaction in the work that was done. One student

reflected by saying, "CFE has changed me in ways I could not even think someone could change.

Working with people I met along the way helped me understand even just a little bit more about

people, where they come from, and how they think and act." Another student stated, "I learned a

lot about how it feels to serve and be helping others. It was very satisfying, especially when you

see a positive outcome from what you did or provided."

During the 2021-2022 school year (in-person), there were 91 responses through Student

Evaluations. The overall results for sense of self showed that 48.4% of students did not meet the

expectation for the program and 51.6% of students met or exceeded the expectation of the

program. For those who had a negative experience, common themes found through reflections

were feelings of being out of one's element or uncomfortable, the difficulty of being patient in

frustrating situations, and challenges that came with adapting to unexpected changes in plans.

Reflecting on their own ability to be patient, one student stated, "This experience has stretched me in many ways. But most importantly in my patience. Again, this was tested in my experience teaching some of the kids. I really needed to be patient with them when they didn't understand, and it was really hard."

Students who expressed positive experiences in sense of self during the 2021-22 school year program showed themes including development of a new skill, sense of accomplishment, spiritual growth, having a positive attitude in a difficult situation, growth from stepping out of comfort zone, and improved ability to notice and meet needs of others. One student demonstrated their growth in sense of self by stating, "The difference in my experience was being uncomfortable, especially when going to our site. Being around a different culture, race, people, and language is overwhelming, but stepping out of my comfort zone in order to help others is, I think, exactly how you begin to grow." (See Themes for Key Evaluation Question #1 in Appendix D)

Evaluation Question #2: How does the value of service learning change when students are remote compared to in-person?

Student Evaluations and Student Reflections were both used to examine this question. The questions from the Student Evaluation were "*What was the most meaningful thing you learned from your service-learning experience this year?", "If you could change one aspect of the program to improve the course, what would you change?",* and *"Has your participation in the program affected any areas of your life outside of school? Why or why not?"* To determine the key characteristics for defining "value", a rubric was created to measure student evaluations. The rubric for Evaluation Question 2 measured the benefit to the organization through the service learning work, the desire to create ongoing or sustainable volunteer opportunities with

the organization and meaning of the experience for the student. These categories ranked student responses on a scale of 1 to 3, with 1 representing "Does Not Meet Expectation/Does Not Mention", 2 representing "Meets Expectation" and 3 representing "Exceeds Expectation".

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. Overall Benefit to the Organization was measured a student's ability to express their understanding that their work contributed to the work of the organization. The overall results for Benefit to the Organization showed that 53.6% of students did not meet the expectation for the program and 46.4% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through their written reflections were nervousness about impact and lack of knowledge or understanding about certain topics. One student stated that they would "choose an organization that had more meaningful or fun activities." Another student noted that it was hard to see the benefit when you couldn't physically see the impact by saying, "I would have liked to help more by seeing the impacts that we were making in person."

For students who were positively impacted by their experience in the service learning program, some common themes were being able to make a difference in someone's life and serving the community in various ways. One student reflected by saying, "I learned that serving my community empowers me and other members of the community to get involved and that will be a benefit to all of us."

During the 2021-2022 school year (in-person), there were 91 responses through Student Evaluations. Using the same rubric for the 2020-21 school year, overall Benefit to the Organization was measured a student's ability to express their understanding that their work contributed to the work of the organization. The overall results for Benefit to the Organization

showed that 30.8% of students did not meet the expectation for the program and 69.2% of students met or exceeded the expectation of the program. For those with a negative experience, common themes that were seen throughout the reflections were not enough work to do at the site, work being tiring, difficult and not engaging, and feelings of not being useful. Students who had a positive experience with their sense of community in the 2021-22 program years expressed themes such as the realization of the potential to make a positive impact and a better understanding of the work of their community partner.

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. Overall desire to create ongoing or sustainable volunteer opportunities with the organization was measured by two variables: Desire to work with the organization beyond the service learning program and desire to engage others in the work of the organization. The overall results for desire to create ongoing or sustainable volunteer opportunities with the organization showed that 74.4% of students did not meet the expectation for the program and 25.3% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through their written reflections were a difficulty emotionally investing in day-to-day activities for the community, lack of time, feelings of inadequacy to do the work. One student stated, "I am nervous about how CFE will fit into my schedule." Another student reflected on their feelings of inadequacy by saying "I'm nervous for being able to hold conversations with strangers. This task feels awkward."

The major theme seen throughout for students that had a positive experience in desire to create ongoing or sustainable volunteer opportunities with the organization during the 2020-21 year was building new relationships and connections with the community. One student stated, "I learned a lot about my community. I don't think I realized how much I can actually do to help

and I'm excited to continue." When considering ways to continue working with their community partner, one student said, "It has helped me get out of my comfort zone and meet new people. This has gotten me interested in working with this group again in the future."

During the 2021-2022 school year (in-person), there were 91 responses through Student Evaluations. The overall results for desire to create ongoing or sustainable volunteer opportunities with the organization showed that 84.1% of students did not meet the expectation for the program and 15.9% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through reflections were lack of connection to community partner and lack of work to do. In contrast, when looking at positive experiences in desire to create ongoing or sustainable volunteer opportunities with the organization during the 2021-22 year, some themes throughout were an expressed interest in returning and future career inspiration.

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. Overall meaning of experience for the student was measured by 2 variables: ability to express why the experience was meaningful and appreciation for the experience. The overall results for meaning of experience showed that 38.8% of students did not meet the expectation for the program and 61.2% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through their reflections were self-doubt about one's own ability, nervousness or uncertainty about unfamiliar situations, and negative group dynamics.

For students who were positively impacted by their experience in the service learning program, some common themes were being able to make an impact on someone's life, learning more about self and others, and feeling good about serving community. One student reflected by

saying, "From serving I have learned that it comes in all shapes and sizes, whether it means being in person and helping others or being at a distance. We will still make impacts." Another student stated, "This experience was actually really fun. I liked coming to my group and writing letters to people because I felt like I was doing something good and fun. Taking the time to write and make it meaningful was the most significant. It is so simple to do something good to make someone happy and make an impact."

During the 2021-2022 school year (in-person), there were 91 responses through Student Evaluations. The overall results for sense of self showed that 48.4% of students did not meet the expectation for the program and 51.6% of students met or exceeded the expectation of the program. For those who had a negative experience, common themes found through reflections were struggling to connect with the partner and the group and overall exhaustion. Students who expressed positive experiences in sense of self during the 2021-22 school year program showed themes including appreciation for what one has and taking nothing for granted and making a difference in the community. (See Themes for Key Evaluation Question #2 in Appendix D)

Evaluation Question #3: How does student age and student gender influence their overall service learning experience?

Student Evaluations and Student Reflections were both used to examine this question. The questions from the Student Evaluation were "*What was the most meaningful thing you learned from your service-learning experience this year?, "If you could change one aspect of the program to improve the course, what would you change?",* and *"Has your participation in the program affected any areas of your life outside of school? Why or why not?"* To determine the key characteristics for age and gender, answers from Evaluation Question 1 and Evaluation Question 2 were sorted by grade and gender. Percentages were averaged based on grade and

gender for each of the following categories: Sense of Community, Sense of Engagement, Sense of Self, Benefit to the Organization, Sustainable Partnerships, and Meaningful Experience for the Student.

During the 2020-2021 school year (remote), there were 192 responses through Student Evaluations. The overall results for grade showed that 62.6% of 9th grade students, 42.8% of 10th grade students, and 53% of 11th grade students did not meet the expectation for the program. 37.4% of 9th grade students, 57.2% of 10th grade students, and 47% of 11th grade students met or exceeded the expectation of the program.

During the 2021-22 school year (in-person), there were 91 responses through Student Evaluations. The overall results for grade showed that 54.8% of 9th grade students, 52% of 10th grade students, and 46.5% of 11th grade students did not meet the expectation for the program. 45.2% of 9th grade students, 48% of 10th grade students, and 53.5% of 11th grade students met or exceeded the expectation of the program.

In response to evaluating the influence of gender on the service learning experience during the 2020-21 school year (remote), there were 192 responses. The overall results for gender showed that 43.7% of females and 64.7% of males did not meet the expectation for the program. Contrarily, 56.3% of females and 35.3% of males met or exceeded the expectation of the program.

In response to evaluating the influence of gender on the service learning experience during the 2021-22 school year (in-person), there were 91 responses. The overall results for gender showed that 45.1% of females and 53.9% of males did not meet the expectation for the program. Contrarily, 54.9% of females and 46.1% of males met or exceeded the expectation of the program.

Discussion

The findings from this evaluation sought to address three key questions in order to determine if there was a difference in the transformative impact of service learning on students when they were remote/online versus when they were in-person: (1) How do students participating in remote service learning programs differ in their experience of sense of community, sense of engagement and sense of self compared to students participating in in-person service learning programs?; (2) How does the value of service learning change when students are remote compared to in-person?; and (3) How does student age and student gender influence their overall service learning experience? Student evaluations and journal reflections from two consecutive years were used to create and analyze the research questions stated above. For this project, a team of seven faculty members was created to review and discuss the results of the data from the 2020-21 (remote) and 2021-22 (in-person) school years. All members of the team are active participants in the service learning program, participated in the program as faculty leaders during both evaluated years, and demonstrate an understanding for a desired outcome of positive impact on students through experiential learning.

A key observation made by the faculty committee was the difference between sense of self and sense of community when comparing each year. Student reflections show that a positive feeling of sense of self was over 7% higher during the 2020-21 school year in comparison to the 2021-22 school year. As one committee member observed "In 2021 during our remote year, we created portraits for kids which, at the root of it, is a project that makes you feel amazing about yourself and what you've managed to accomplish." Additional observations by the committee confirmed that much of the work done during the 2020-21 school year (remote) focused on the individual student engaging in service learning work that heightened their sense of

accomplishment and pride in themselves, therefore increasing their own positive personal sense of self.

In comparison, sense of community during the 2020-21 school year (remote) was nearly 13% less than in comparison to the 2021-22 school year (in-person). An observation from another committee member stated that, "For my group in 2021, our project was kind of individualistic. They were tutoring kids online. They were very engaged in what they were doing, but there was no community sense in my group because everybody was off doing their own thing online at different times of day." Here we see a connection to one's external experience with one's internal self, supporting the learning combination lock theory that the sensory system plays a major role in connecting outward action with how a student may view their individual self (Beard & Wilson, 2013).

Another key observation made from the data and discussion was focused on student sense of engagement within their specific service learning opportunities. Student engagement was reported higher in the 2020-21 by 12.2% versus the 2021-22 school year. It was observed that groups during the 2021-21 (remote) year conducted service learning projects within their Advisory groups, where students already had established connections and bonds, versus mixed groups of students in the 2021-22 (in-person) year that did not have previous connection. "They were already in a group in 2020-21 that they've established, so that familiarity was already there. It can feel easier to engage when you already feel connected" observed one committee member.

Committee members also identified that both years show a high percentage of students feeling a lack of preparation for their specific projects, over 65% for both years, one of the key characteristics in evaluating student engagement. This data indicates that a student's sense of engagement is highly impacted by the amount of preparation and knowledge they have to their

external environment when entering their service learning experience. This observation is

supported by Beard and Wilson's Learning Combination Lock which emphasizes the importance

of experiential learning being first grounded in an understanding of one's learning environment

and learning activities (Beard & Wilson, 2013), regardless of the style of service learning, such

as remote or in-person.

When observing and discussing the value of service learning during each year, committee

members identified two key observations from the data. First, a student's understanding of the

benefit of their work to the organization they partnered with increased by nearly 23% from 2020-

21 to 2021-22. The committee noted that in-person interactions and physically being in the

spaces of the organization positively impacted the way a student understands the value and

purpose of their work as a benefit to their community partner. This observation affirms that the

practice of a real learning experience, when one can use all their senses to feel, understand, and

immerse oneself, creates deeper learning and connection for the whole person, as shown by

Beard and Wilson's third tumbler (Beard & Wilson, 2013). "When you see the fruits of your

labor in action, it helps to build the connection between the value of your work and why it

matters," stated one committee member.

Secondly, the committee agreed that overall data showed both years had a meaningful

impact on students. Both 2020-21 and 2021-22 showed that over 60% of students participating in

the program reported having meaningful experiences. This data was recorded through student

reflections expressing why their experience was meaningful and expressing appreciation for the

service learning experience. The critical stage of reflection supports the learning combination

lock theory and best practices of experiential learning's, as discussed by Brenna Fitzgerald, in

that the practice of reflection enables students to process, share their work and feelings, and

guide them in deeper understanding of the impacts that was made (Fitzgerald, 1997). The faculty committee identified that the overall positive meaningful experiences and reflections showed positive growth in empathy, cultural competency, and awareness of others.

The committee reviewed and observed findings on the ways that gender and age may impact a student's connection and experience to service learning, through remote or in-person. One notable observation was the higher than expected percentage of 10th grade students that exceeded expectations for the program in the 2020-21 (remote) school year. It was noted that this may have more to do with previous experience as opposed to age. 11th grade students from this year had all previously done an in-person service learning program prior to COVID-19. The 9th grade students had not had any previous experience in the program prior to the 2020-21 school year. The 10th grade class was the only class that had prepared to do in-person service learning during March of 2020, before it was cancelled due to COVID-19.

Beyond this, it was widely observed and agreed upon that the data points to a positive increase in understanding and application of the service learning program when looking at age in both remote and in-person years. This data shows that, as maturity levels increase, students strengthen their social and emotional skills over time and experience.

Additionally, while the data shows that males had a harder time engaging in the program than females, there is an obvious difference in the level of overall engagement and experience during the 2020-21(remote) school year versus the 2021-22 (in-person) school year. During the remote year, only 35.8% of males met or exceeded the expectation for the program, compared to 58.5% of females. During the in-person school year, 46.1% of males met or exceeded the expectation of the program. This growth raises the question of how different learning styles and

personalities may impact the value of one's experience if they are or are not physically in their

learning environment.

Recommendations

This evaluation project comes with a couple recommendations for consideration as the

service learning program continues at Minnehaha Academy. **The first recommendation is to**

design a more strategic way of collecting data from future service learning projects. While

data was collected for this project through journal reflections and evaluations, the reflections and

evaluations were not specifically designed to measure each element of the evaluation conducted.

Creating more purposeful and directed reflection questions and evaluations, specifically designed

to measure key elements and characteristics of the value and impact of the program, would be

helpful for growing a more intentional and successful program in the future. In doing so, the

reflections and evaluations can become a powerful tool for monitoring the service learning

program, community impact, and the transformation of students.

A second recommendation is to develop a better system for training faculty leaders

to prepare their students for their service learning experience. The data clearly points to

students feeling a lack of preparedness, which falls on the faculty leaders and program directors

in setting them up for success while they are interacting with the external environment. Rooted in

the learning combination lock theory, if a student is not well prepared to enter their external

learning environment, they will not be set up well to process the additional key elements that

make up successful service learning – sensing, feeling, thinking, and being (Beard & Wilson,

2013). Recommendations included more training opportunities for leaders and specific

debriefing with leaders after the service learning program is complete. This debrief could include

data on student experiences, as well as evaluations of the faculty leaders from students and community partners.

Limitations

While this study was meant to look at the impact of service learning on students in remote settings versus in-person settings, it is worth noting that the impact of COVID-19 on social and emotional learning may have impacted the experience that many students had while participating in each year of the service learning program. The data in this evaluation was captured during a time, where many elements of student's lives and communities were being impacted in unprecedented ways. The data collected does not consider personal stressors on individual's lives that may have impacted the way they participated in the service learning program.

Additionally, while the evaluation looked at age and gender, there was no indicator that measured a student's personal learning style, personality, or previous experience. Each of these factors could be a direct correlation on the positive or negative experience a student may have in a remote service learning setting or an in-person service learning setting.

Implications

The findings of this evaluation and project show that there is not a clear determination regarding the more effective way of conducting service learning, remote or in-person. Different key elements of service learning are both positively and negatively impacted by each design. While it was observed that one's sense of self may be heightened in a remote service learning opportunity, there may be less sense of community when a student is not physically able to be in the environment with which they are working. Similarly, a student may feel more connected to the work of an organization when they are physically in the environment, however, not

necessarily express a desire to continue working with the organization beyond their experience.

A remote service learning connection could lend itself to further engagement, simply because it

is more accessible. Additionally, different styles of service learning, such as remote service

learning, may be a more effective option for connecting students that have different personality

types or learning styles.

  Moving forward, service learning programs may want to consider ways in which they can

incorporate both remote and in-person opportunities for students, depending on the goals of the

program and the learning styles and personalities of the students. If the true goal of service

learning is connecting academic work to community work and personally, socially, and

academically developing individuals, it may be possible to have a successful service learning

program, whether remote or in-person, if each of the key elements of experiential learning is

clearly implemented and executed.

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Appendix A

Minnehaha Academy Memorandum of Understanding

This Memorandum of Understanding, made as of February 2, 2023 by and between Minnehaha Academy (hereinafter called "Partner") and Jessa Anderson (hereinafter called "Student"), candidate for a Master of Education in Community Engagement in the Winston School of Education and Social Policy at Merrimack College to fulfill the mutual objectives as set forth below.

Time Period:
Student project created for this capstone will occur during the period of February 1, 2023 to March 17, 2023.

Project Description and Responsibilities:
The project will include reviewing and analyzing student journal reflections and evaluations of the Community Formation Program during the years of 2020-2022. The goal of this research evaluation is to look at different elements of experiential service learning and its impact on the transformation of students by comparing remote service learning opportunities.

Partner Responsibilities:
Partner shall provide access to documents including the following:
- Student CFE Journal Reflections (2020-21 & 2021-22)
- Student CFE Evaluations for 2020-21 & 2021-22 school years
- Opportunity to meet with faculty committee to review findings of evaluation

Student Responsibilities: Student will gather, evaluate, and present data findings using the documents listed above. Student will then present this information to a Minnehaha Academy faculty committee to review and offer feedback, recommendations, and questions.

Project Deliverables:
- A better understanding of the impact of the overall CFE program on students at Minnehaha Academy
- Action steps for developing a more effective service learning program
- A report and recommendations on service learning

Information Supplied by Partner:
Partner agrees that no confidential information will be given to Student. Any information, data, parts, and knowledge disclosed to Student by Partner shall be at the sole discretion of Partner and shall be in the form and detail deemed appropriate by Partner.

Project Publication:
It is understood that the principal product anticipated from this experience will be a final Masters Capstone paper that will be published in Merrimack College ScholarWorks. If requested, Student will provide Partner with link to publication.

Student Signature _____ **Date** 2/21/2023

Partner Signature _____ **Date** 2/21/2023

Faculty Signature Melissa Nemon **Date** _____

Appendix B

Confidentiality Agreement

Respecting the privacy of our families, students, members, staff, volunteers and of Minnehaha Academy itself is a basic value of our school. Personal information is confidential and should not be disclosed or discussed with anyone without permission or authorization.

Care shall also be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information and that documents containing confidential information are not left in the open or inadvertently shared.

Employees may be exposed to information which is confidential and/or privileged and proprietary in nature. It is the policy of Minnehaha Academy that such information must be kept confidential both during and after duties are completed. Employees are expected to return materials containing privileged or confidential information at the expiration of duties.

Unauthorized disclosure of confidential or privileged information is a serious violation of this policy and will subject the person(s) who made the unauthorized disclosure to immediate disciplinary action.

Certification

I agree to treat as confidential all information about families, students, staff, volunteers and of Minnehaha Academy itself that I learn during the performance of my duties, and I understand that it would be a violation of policy to disclose such information to anyone without checking first with the Executive Director of Human Resources. I agree to abide by the requirements of the policy and inform the Executive Director of Human Resources immediately if I believe any violation (unintentional or otherwise) of the policy has occurred.

Signature: _Jessa Anderson_

Name: JESSA ANDERSON

Date: 2/21/2023

Appendix C

RUBRIC #1

Key Evaluation Question #1: Is there a notable difference of transformational impact on students when comparing remote service learning to in-person service learning?

	3 Exceeds Expectation	2 Meets Expectation	1 Does Not Meet Expectation
Sense of Community		Student can articulate their role in community site work	
		Student expresses a sense of connection to community site	
		Student expresses sense of connectedness with their group	
Sense of Engagement		Student demonstrates a desire to become more engaged in the work and/or knowledge of community organizations beyond their time in the program	
Concept of Self		Student demonstrates and/or expresses a change in their own personal attitudes or beliefs	
		Student expresses a better understanding of their own strengths or interests	

RUBRIC #2

Key Evaluation Question #2: What is the value of service learning programs when they are remote?

	3 Exceeds Expectation	2 Meets Expectation	1 Does Not Meet Expectation
Benefit to Organization		Student demonstrates understanding or belief that their work helped to contribute to the ongoing work of the organization	
Creating Sustainable volunteer opportunities		Student demonstrates desire to continue to work with organization beyond service-learning experience	
		Student exhibits a desire to engage others in the work of the organization	
Sense of self-worth and awareness in student		Student demonstrates an attitude or belief that the work that was done was important to themselves	
		Student demonstrates growth in empathy and importance of role in community service.	

RUBRIC #3

Key Evaluation Question #3: What is the value of service learning programs when they are in-person?			

	3 Exceeds Expectation	2 Meets Expectation	1 Does Not Meet Expectation
Benefit to Organization		Student demonstrates understanding or belief that their work helped to contribute to the ongoing work of the organization	
Creating Sustainable volunteer opportunities		Student demonstrates desire to continue to work with organization beyond service-learning experience	
		Student exhibits a desire to engage others in the work of the organization	
Sense of self-worth and awareness in student		Student demonstrates an attitude or belief that the work that was done was important to themselves	
		Student demonstrates growth in empathy.	

RUBRIC #4

Key Evaluation Question #4: Is the type of service learning experience impacted by the grade of a student?			

	3 Exceeds Expectation	2 Meets Expectation	1 Does Not Meet Expectation
9th Grade		Student writes a thoughtful reflection sharing a unique perspective and explains how service experience affected it.	
10th Grade		Student writes a thoughtful reflection sharing a unique perspective and explains how service experience affected it.	
11th Grade		Student writes a thoughtful reflection sharing a unique perspective and explains how service experience affected it.	

Appendix D

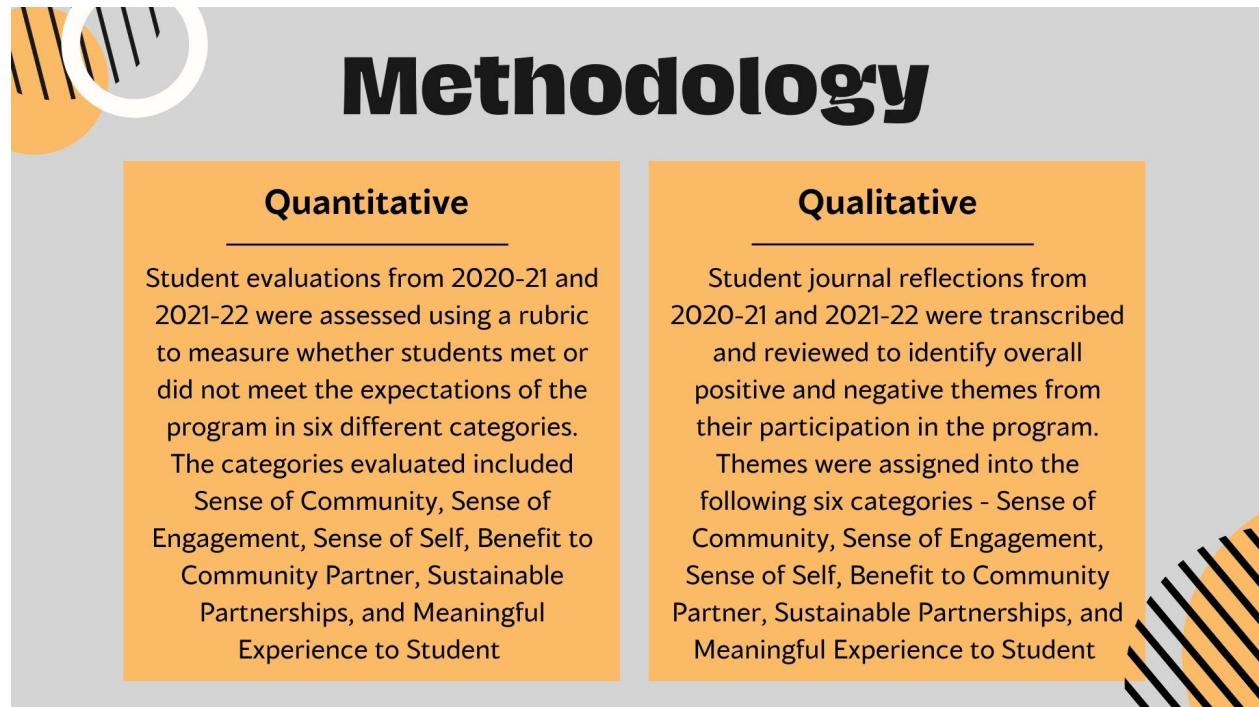**Merrimack College**

SERVICE
LEARNING
EVALUATION

JESSA
ANDERSON

Welcome

Thank you for participating today!

As a Community Engagement graduate student at Merrimack College, I am using this experience as a part of my capstone project. I look forward to your thoughts, opinions, and reactions to the data findings and I will be using some of your feedback to guide my recommendations. Please know that your feedback will be used solely for research purposes, and all responses will be kept confidential.

Methodology

Quantitative

Student evaluations from 2020-21 and 2021-22 were assessed using a rubric to measure whether students met or did not meet the expectations of the program in six different categories. The categories evaluated included Sense of Community, Sense of Engagement, Sense of Self, Benefit to Community Partner, Sustainable Partnerships, and Meaningful Experience to Student

Qualitative

Student journal reflections from 2020-21 and 2021-22 were transcribed and reviewed to identify overall positive and negative themes from their participation in the program. Themes were assigned into the following six categories - Sense of Community, Sense of Engagement, Sense of Self, Benefit to Community Partner, Sustainable Partnerships, and Meaningful Experience to Student

Project Overview

The goal of this research evaluation is to look at different elements of experiential service learning and its impact on the transformation of students by comparing remote service learning opportunities during the 2020-2021 school year versus in-person service learning opportunities during the 2021-2022 school year.

Objectives

Step 1

Analyze the data results from student reflections and evaluations during the 2020-2021 service learning program and the 2021-2022 service learning program

Step 2

Report thoughts, observations, and opinions on the data results from each Key Evaluation question

Step 3

Offer any Remaining Questions or Recommendations based on the results of the data and procedure

TAKE NOTES!

ALONG WITH WRITING DOWN YOUR THOUGHTS FROM THE INITIAL DATA, PLEASE ALSO WRITE DOWN ANY THOUGHTS, OBSERVATIONS, QUESTIONS, OR OPINIONS THAT YOU FIND THROUGHOUT OUR CONVERSATION!

Evaluation Question #1

How do students participating in remote service learning programs differ in their experience of sense of community, sense of engagement and sense of self compared to students participating in in-person service learning programs?

Themes for Key Evaluation Question #1

2020-2021		
	NEGATIVE	**POSITIVE**
SENSE OF COMMUNITY	• Concerns about COVID exposure • Remote interaction	• Gratitude for shared experience with others • Support from friends and community • Serving the community in various ways
SENSE OF ENGAGEMENT	• Nervousness or uncertainty about unfamiliar situations • Difficulty emotionally investing in day-to-day activities for the community • Nervousness how to engage with partner • Lack of knowledge or understanding about certain topics • School stress	• Appreciation for relationships and connections • Being in-person with students
SENSE OF SELF	• Struggles with patience and understanding • Self-doubt about one's skills or abilities • Fear of boredom or awkwardness • Personal stress	• Excitement for trying new things and stepping outside of one's comfort zone • Learning about oneself and adapting to different situations • Discovering new interests and abilities • Changing perspectives and gaining new insights • Joy in helping others and making a positive impact in the world • Satisfaction with Work Done

Themes for Key Evaluation Question #1

2021-2022

	NEGATIVE	POSITIVE
SENSE OF COMMUNITY	• Dealing with challenging behavior • Struggling to connect • Disagreement and conflict among students.	• Group Connection • Building connections and relationships with community partners. • Creating a welcoming and diverse learning environment.
SENSE OF ENGAGEMENT	• Communication barriers • Initial boredom and negative attitude towards the learning experience	• Empowerment and excitement to advocate for change • The joy of learning and helping others.
SENSE OF SELF	• Feeling out of one's element or uncomfortable • The difficulty of being patient in frustrating situations. • The challenge of adapting to unexpected changes in plans.	• Development of new skills • Sense of Accomplishment • Spiritual Growth • Having a positive attitude and being patient in difficult situations. • Growth from stepping out of one's comfort zone • Improved ability to notice and meet the needs of others

Evaluation Question #2

How does the value of service learning change when remote compared to in-person?

Themes for Key Evaluation Question #2

2020-2021

	NEGATIVE	POSITIVE
BENEFIT TO ORGANIZATION	• Nervousness about impact • Lack of knowledge or understanding about benefit of work to community partner	• Being able to make an impact on someone's life • Serving the community in various ways • Strenthening bond with advisory group and school
CREATING SUSTAINABLE OPPORTUNITIES	• Difficulty emotionally investing in day-to-day activities for the community • Boredom • Poor communication	• Building new relationships and connections • Learning new ways to serve in the community • Finding more ways to serve after COVID
MEANINGFUL EXPERIENCE TO STUDENT	• Self-doubt about one's skills or abilities • Nervousness or uncertainty about unfamiliar situations • Negative group dynamics	• Being able to make an impact on someone's life • Learning more about self and others • Feeling good about serving community

2021-2022

	NEGATIVE	POSITIVE
BENEFIT TO ORGANIZATION	• Not enough work to do at site • The work was tiring and more difficult than expected • Feelings of being unuseful	• Realization of the potential to make a positive impact • Better Understanding for work of partner
CREATING SUSTAINABLE OPPORTUNITIES	• COVID-19 and future impacts of it • Lack of work to do on site • Uninterested in work	• Interest in returning/sadness over leaving • Future Career • Connections to community leaders
MEANINGFUL EXPERIENCE TO STUDENT	• Struggle to Connect • Exhaustion	• Appreciation for what one has and taking nothing for granted • Making a difference in the community

Evaluation Question #3

How does student age and student gender influence their overall service learning experience?

Remaining Questions?

Recommendations for the Program or Research?

THANK YOU!!

Appendix E

Thank you for participating today!
As a Community Engagement graduate student at Merrimack College, I am using this
experience as a part of my capstone project. I look forward to your thoughts, opinions,
and reactions to the data findings and I will be using some of your feedback to guide my
recommendations. Please know that your feedback will be used solely for research
purposes, and all responses will be kept confidential.

Project Overview

The goal of this research evaluation is to look at different elements of
experiential service learning and its impact on the transformation of
students by comparing remote service learning opportunities during the
2020-2021 school year versus in-person service learning opportunities
during the 2021-2022 school year.

Evaluation Questions #1:
How do students participating in remote service learning programs differ in their experience of sense of community, sense of engagement and sense of self compared to students participating in in-person service learning programs?

FINDINGS for 2020-21 (n=192)	DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Sense of Community	50.7%	49.3%
Sense of Engagement	58.1%	41.9%
Sense of Self	41%	59%

FINDINGS for 2021-22 (n=91)	DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Sense of Community	38.1%	61.9%
Sense of Engagement	70.3%	29.7%
Sense of Self	48.4%	51.6%

THOUGHTS AND OBSERVATIONS *What stands out? What surprises you? What is interesting to you?*	
REFLECTIONS AS A LEADER *What about this data aligns with your experience? What differs?*	

Evaluation Questions #2: How does the value of service learning change when remote compared to in-person?

FINDINGS for 2020-21 (n=192)	DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Benefit to Organization	53.6%	46.4%
Creating Sustainable Volunteer Opportunities	74.4%	25.3%
Meaningful Experience to Student	38.8%	61.2%

FINDINGS for 2021-22 (n=91)	DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Benefit to Organization	30.8%	69.2%
Creating Sustainable Volunteer Opportunities	84.1%	15.9%
Meaningful Experience to Student	35.2%	64.8%

THOUGHTS AND OBSERVATIONS *What stands out? What surprises you? What is interesting to you?*	
REFLECTIONS AS A LEADER *What about this data aligns with your experience? What differs?*	

Key Question #3: How does student age and student gender influence their overall service learning experience?

FINDINGS for 2020-21 (n=192)		DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Grade	9th (n=71)	62.6%	37.4%
	10th (n=78)	42.8%	57.2%
	11th (n=43)	53%	47%
Gender	Female (n=109)	43.7%	56.3%
	Male (n=83)	64.7%	35.3%

FINDINGS for 2021-22 (n=91)		DOES NOT MEET EXPECTATION/DOES NOT MENTION	MEETS OR EXCEEDS EXPECTATION
Grade	9th (n=19)	54.8%	45.2%
	10th (n=48)	52%	48%
	11th (n=24)	46.5%	53.5%
Gender	Female (n=49)	46.9%	53.1%
	Male (n=42)	56.2%	43.8%

THOUGHTS AND OBSERVATIONS *What stands out? What surprises you? What is interesting to you?*	
REFLECTIONS AS A LEADER *What about this data aligns with your experience? What differs?*	

REMAINING QUESTIONS
What remaining questions do you have based on the results of the data?

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RECOMMENDATIONS FOR CONSIDERATION
Please offer any recommendations you have for further consideration in this evaluation.

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