

INTRODUCTION

- The Citadel's mission is to educate and develop principled leaders in all walks of life. Service Learning and Community Engagement (SLCE) are considered essential components of our college's Leadership Development Model.
- On our annual Leadership Day (LD), in lieu of classes, all freshmen and sophomores participate in service to the community.
- Freshmen all serve in the SHARE program, a heroism themed outreach in 21 Title I schools throughout the low country.
- Sophomores can choose to lead SHARE teams or engage in service that supports veterans, empowers young adults with disabilities, contributes to home repairs or habitat construction, or addresses food insecurity or other community needs.
- Moely et al. (2002) report that students participating in service learning showed increases in future civic action, interpersonal and problem-solving skills, and leadership skills compared to students who did not.
- Simons & Cleary (2006) suggest that service learning contributes to students' academic, personal, and social development via social-emotional processes.
- Following service, students' confidence that they could impact their community through service increased significantly (Stewart, 2008).
- The purpose of this study was to examine the relationship between this single day of service, Community Service Self-Efficacy, and Wellbeing.
- It was hypothesized that the service experience would lead to changes in community service self-efficacy and student well-being in spite of the brevity of the service experience.

METHODS

Subjects

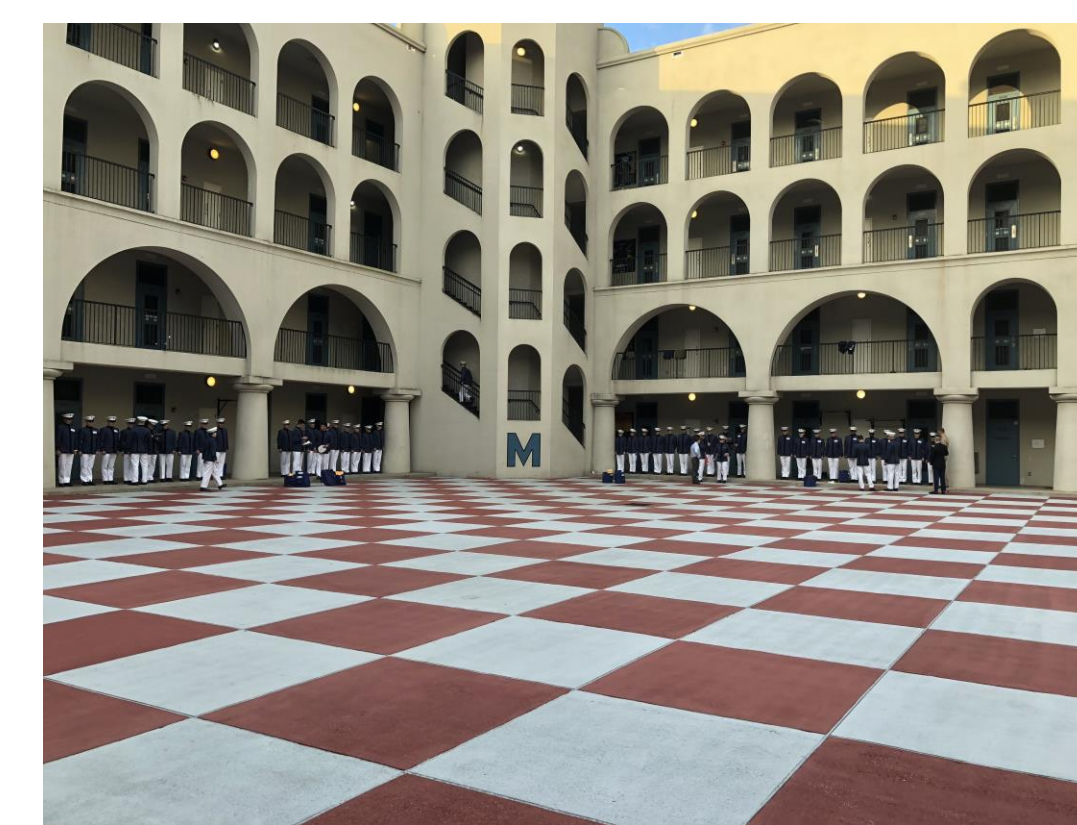
- Participants were 430 freshmen and 195 sophomores, aged 18-20, who engaged in a campus-wide service day in fall 2017.
- Per IRB approved protocols, students had the option to consent for their answers to be used for research at both pre and post assessment intervals.
- Respondent demographic characteristics, depicted below, were representative of our campus demographics, but not of the national college student population.

Measures & Procedures

- Freshmen completed paper surveys the week they arrived at The Citadel and again on Leadership Day immediately following their service. Sophomores completed online surveys in a monitored computer lab class and again in a computer lab two weeks after leadership day.
- The surveys included quantitative and qualitative questions beyond the scope of this study as well as two published measures:

- Ten-item *Community Service Self-efficacy Scale* (Reeb et al, 1998)
- Five-item *Satisfaction with Life Questionnaire*

This study measured the impact of the LD service experience by separately examining both freshmen and sophomores responses to Community Service Self-Efficacy and Wellbeing.



RESULTS

FIGURE 1 - COMMUNITY SERVICE SELF-EFFICACY CHANGES

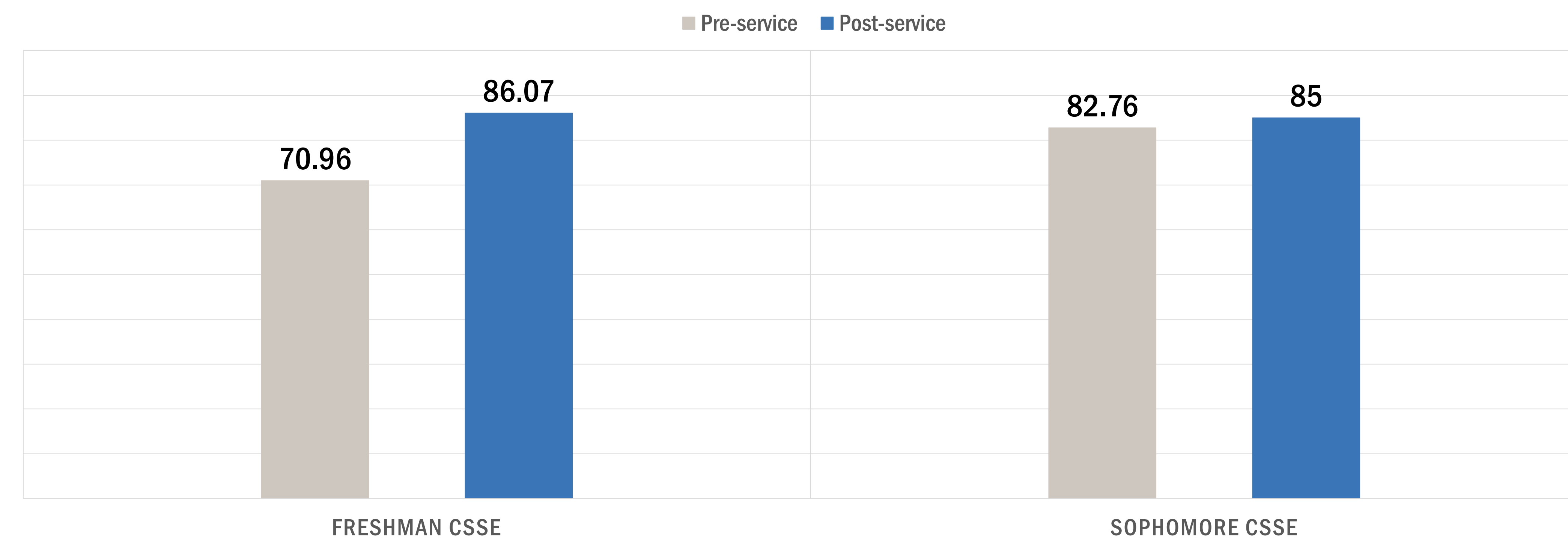
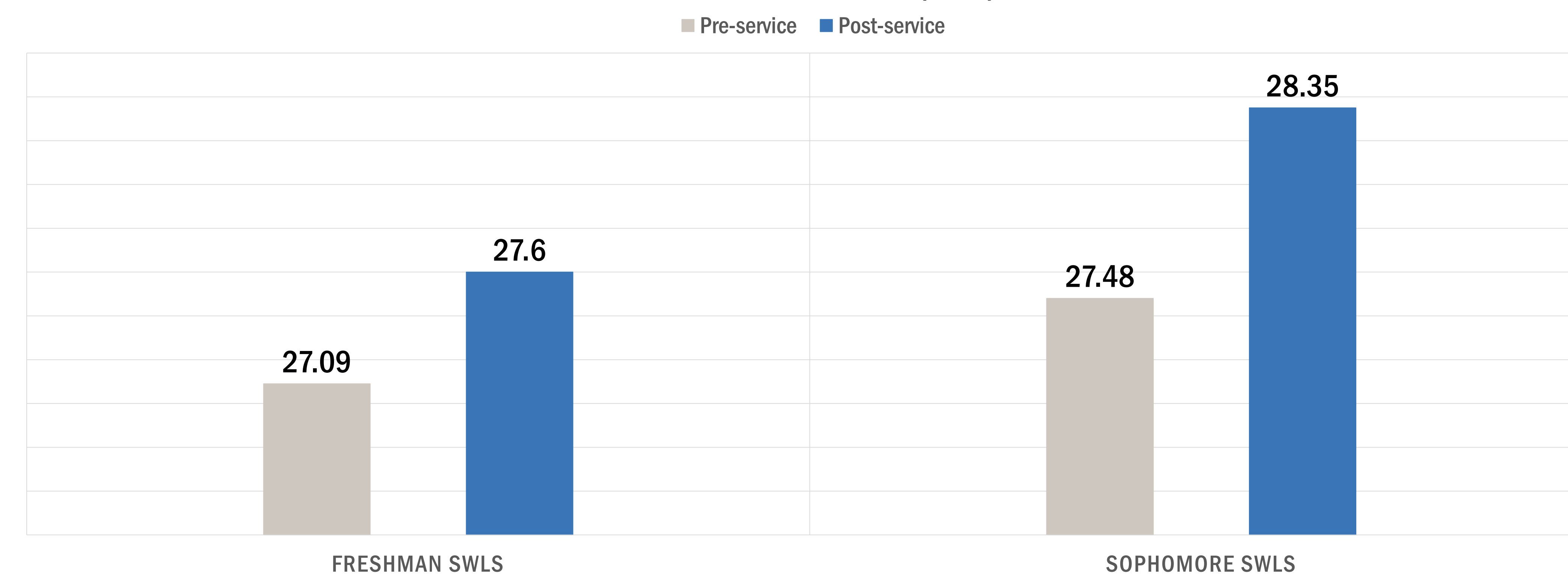


FIGURE 2 - SATISFACTION WITH LIFE (SLWL) CHANGES



FINDINGS

- Paired Sample t-tests showed that student's report of community self-efficacy significantly increased after service for freshmen, [$t(429) = -24.22, p < .001$].
- Likewise, sophomore respondent reported significantly increased levels of community self-efficacy after a single day of service, [$t(194) = -2.16, p < .03$].
- Freshmen also reported Paired Sample t-tests showed that student reports on the satisfaction with life scale significantly increased after service for freshmen [$t(429) = -2.06, p < .04$].
- Satisfaction with life scores also significantly increase in sophomore participants after LD through Paired Samples t-tests, [$t(194) = -2.17, p < .03$].

DISCUSSION

- Our hypothesis that a one-day service experience would lead to changes in community service self-efficacy and student well-being was supported by the findings.
- Findings of the current study suggest that a single day of service can have significant increases in community self-efficacy and well-being.
- Freshmen students may experience a greater impact on CSSE from participating in SLCE than sophomores through SCLCE.
- Our results support the previous research suggesting that SLCE could be used as a tool to positively influence student development.
- Varying the timing and methods of survey assessment can help us zero in on the most reliable and enduring measurable impacts.
- Additional research is needed on the impact of ongoing service in relation to student CSSE & Wellbeing.

ACKNOWLEDGEMENTS

- We would like to express our deepest gratitude to The Citadel Foundation for funding this research and our travel to the Southeastern Psychological Association. We appreciate the opportunity to continue our growth and learning.

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