



# Service Learning and Student Success:

## Applying Kalsbeek's "4Ps" Model of Institutional Retention Strategy

Caryn Chaden, Ph.D.

Associate Provost for Student Success and Accreditation

DePaul University

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# Overview

- Institutional Models for thinking about Service Learning
- “4 Ps” Framework for Institutional Retention Strategy
- Connections between SL and Retention Models
- Data from DePaul’s Community Service Studies Minor

Models for  
Thinking About  
Service Learning and  
Retention / Degree  
Completion

# George Kuh

- *“Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings.”*  
*Student Success in College, 2005*

# Vincent Tinto

*“ . . . Institutional success in enhancing retention and graduation is not merely the summation of various programs, but a reflection of the systematic nature of those programs and the capacity of an institution to align the actions of its various parts and members to the same goal, namely the success of all its students.”*

*Completing College: Rethinking Institutional Action, 2012*

# Barbara Holland

*“For the service movement to be sustained and institutionalized, each institution must develop its own understanding of the degree to which service is an integral component of the academic mission.”*

Analyzing Institutional Commitment to Service:  
A Model of Key Organizational Factors (1997)

# Enrollment Management Definition

“...an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments.” (Wikipedia)

# David Kalsbeek

*“Retention and graduation rates, like any other enrollment management goal, are broad enrollment measures to be assessed and addressed as institutional attributes and outcomes.”*

*Reframing Retention Strategy for Institutional Improvement (2013)*

# “4Ps” Framework for Institutional Retention Strategy

- Profile
- Progress
- Process
- Promise

# PROFILE

The type of student the institution attracts,  
based on

- test scores,
- high school grade point average,
- socioeconomic status,
- demographics,
- etc.

# PROGRESS

The extent to which students move forward in completing requirements for their degree.

While government agencies require reports on students' "persistence," simply returning from one term to the next without making "progress" will not lead to degree completion.

# PROCESS

How the institution interacts with students in all their business dealings,

including, e.g.

- the registrar
- the bursar
- housing
- advising offices
- the Community Service office
- etc.

# PROMISE

The set of expectations the university has created for the students it attracts and enrolls.

It is the “brand” the university has established in the marketplace.

Holland's "Levels of  
Commitment to Service,  
Characterized by Key  
Organizational Factors..."  
and the 4Ps

# “Promise” and Holland’s “Mission”

	<b>Level One Low Relevance</b>	<b>Level Two Medium Relevance</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
Mission	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is an element of our academic agenda	Service is a central and defining characteristic

# From DePaul's Mission Statement

“ . . . . Motivated by the example of Saint Vincent, . . . the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested . . . in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society.”

# From DePaul's Branding Statement

“WHAT MAKES DEPAUL UNLIKE ANY OTHER PLACE?

A purposeful education – an education that opens both minds and doors for our students. An urban environment – an environment where students gain a diverse, global perspective every day. And an ethos of Vicentian values – values that center on respect for others and an unwavering commitment to social good....

At DePaul, students become urban educated and world ready.”

# VIDEO

- <https://resources.depaul.edu/brand/Pages/default.aspx#MainFeature>

# “Progress” and Holland’s “Student Involvement”

	<b>Level One Low Relevance</b>	<b>Level Two Medium Relevance</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
Student Involvement	Part of extra-curricular student activities	Organized support for volunteer work	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum: student involvement in community based research

# Holland's "Faculty Involvement"

	Level One Low Relevance	Level Two Medium Relevance	Level Three High Relevance	Level Four Full Integration
Faculty Involvement	Campus duties; committees; disciplinary focus	Pro bono consulting; community volunteerism	Tenured / senior faculty pursue community- based research; some teach service-learning courses.	Community research and service-learning a high priority; interdisciplinary and collaborative work

# “Process” and Holland’s “Organization Structure”

	<b>Level One Low Relevance</b>	<b>Level Two Medium Relevance</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
Organization Structure	None that are focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service	Flexible unit(s) support; widespread faculty and student participation

# Profile

## When...

- Promise of the institution is aligned with SL pedagogy;
- Progress to degree incorporates SL courses;
- Processes and infrastructure support SL;

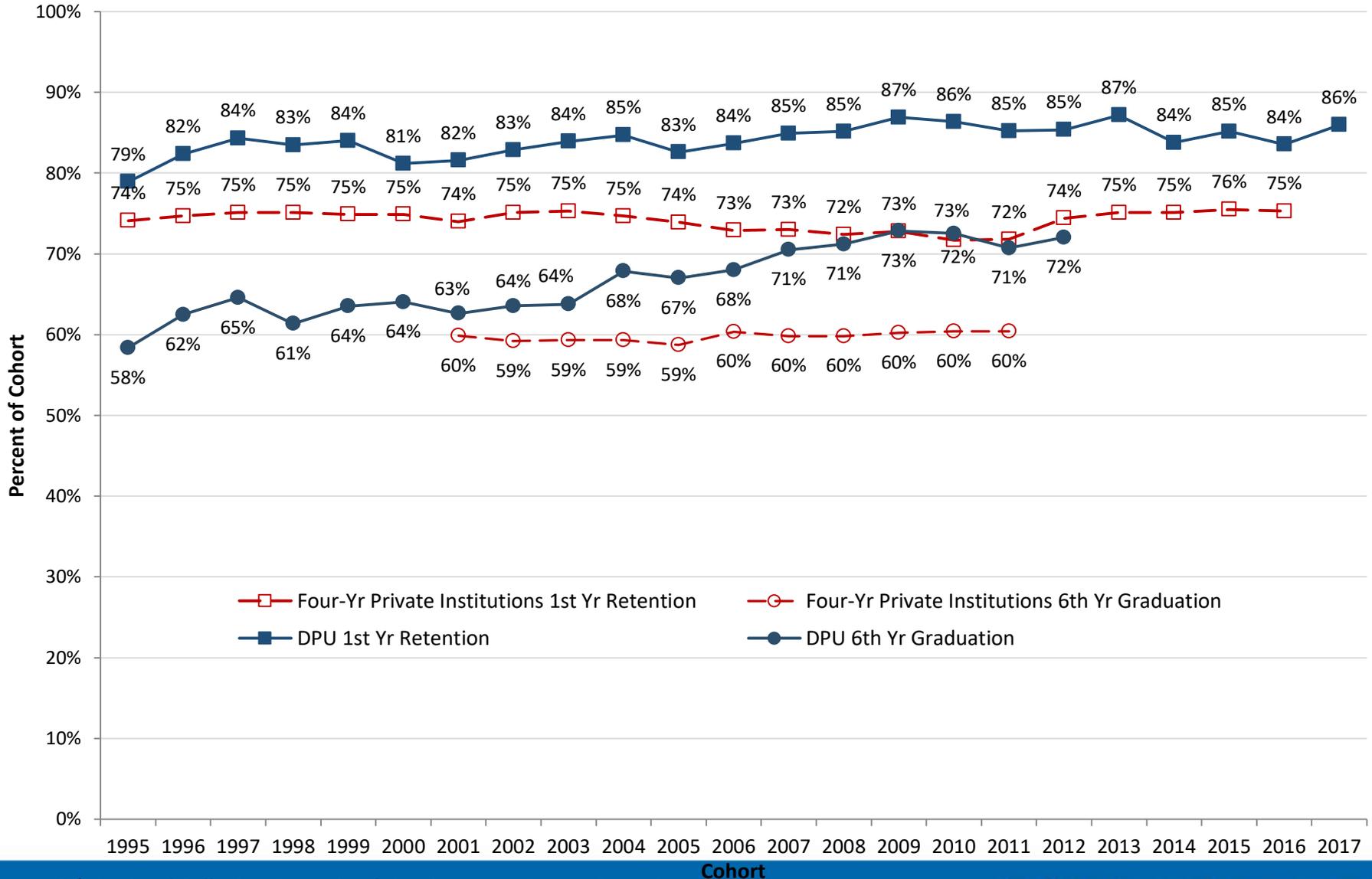
# Profile, cont.

Then, the students the institution attracts will

- Find this work meaningful,
- Blossom through these experiences,
- Stay in school, and
- Complete their degrees!

# DePaul Data

## First-Year Retention and Six-Year Graduation Rate Comparisons: DePaul and 4-Year Private Institutions



Source: ACT's National Collegiate Retention & Persistence to Degree Rates Report

# Community Service Studies Minor

- Six courses required for the minor:
  - CSS 201: Critical Community Engagement
  - CSS 300: Introduction to Non-Profit Management
  - CSS 395: Community Internship
  - One EL-CBSL courses from an Approved Electives list
  - Two additional electives from the Approved Electives list

# Community Service Studies Stats

Six-year graduation rate for freshmen who entered DePaul 2008 – 2012 and declared a CSS minor at ANY point in their time at DePaul:

**80.5%** (140 of 174 students),

compared to 72% for the general population

# Attributes of CSS Graduating Minors

Of the 97 students from the 2008-2012 cohorts who graduated with a CSS minor,

- 24.7% are 1st generation (compared with 29.8% for the class as a whole)
- **30.9% are underrepresented students of color (compared with 20.8%)**
- 26.8% are Pell-eligible (compared with 31.4%)
- **48.5% are low-prep (compared with 31.8%)**
- 73.2% are female (compared with 59.2%)

# Conclusions

The more Service Learning is embedded within the institution, the more impact it can have

- on outcomes related to SL;
- on outcomes related to retention and degree completion.

# Need for more studies

- Research on the impact of specific programs that incorporate Service Learning in multiple courses;
- Analysis of what threshold level of institutional involvement makes a difference for the impact of Service Learning.

# Questions?

# Contact Information

Caryn Chaden

Associate Provost for Student Success and  
Accreditation

[cchaden@depaul.edu](mailto:cchaden@depaul.edu)