

The Bonner Program: Student Impact Survey Report

*“Access to Education,
Opportunity to Serve”*



A program of:
The Corella & Bertram Bonner Foundation
10 Mercer Street, Princeton, NJ 08540
(609) 924-6663 • (609) 683-4626 fax

For more information, please visit our website at www.bonner.org



Dialogue Across Difference

Sustaining Life-long Commitment to Service & Deepening Civic Engagement

Cheryl Keen, Senior Researcher, Bonner Foundation
Faculty Chair, Walden University,
School of Education PhD Program

in collaboration with:

Robert Hackett, Vice-President, Bonner Foundation

The Center for Social Development, Washington University

Dr. Tom Plaut at The Richard L. Hoffman Center for Assessment and Research
Alliances (CARA) at Mars Hill College, NC

Kelly Hall, Assistant Professor, Community College Management
Graduate Management Program, Antioch University McGregor



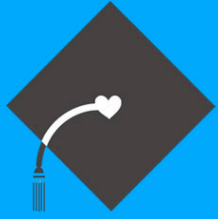
Presentation Outline

- ◆ Background on the Bonner Scholars Program
- ◆ Student Impact Survey Design
- ◆ Key Findings
- ◆ Some Surprises



Bonner Foundation: Mission Statement

*Through sustained partnerships
of colleges and congregations
the Bonner Foundation seeks to
improve the lives of individuals
and communities by helping
meet the basic needs of nutrition
and educational opportunity.*



The Bonner Program: Facts at a Glance

- Working with 68 colleges and universities in 20 states
- Engaging 2,500 students through 27 Bonner Scholar and 41 Bonner Leader Programs
- We've given \$120 million to campus programs over the past 15 years
- Each year, students are cumulatively providing 700,000 hours of service

Alaska

University of Alaska, Anchorage

California

California State University Los Angeles

Pepperdine University

Saint Mary's College of California

Sonoma State University

University of California Berkeley

University of California Davis

University of California Los Angeles

University of California Santa Cruz

University of Southern California

Florida

Jacksonville University

Stetson University

Georgia

Berry College

Morehouse College

Oxford College of Emory University

Spelman College

Idaho

Brigham Young University

Idaho State University

University of Idaho

Indiana

DePauw University

Earlham College

Kansas

Washburn University

Kentucky

Berea College

Centre College

Lindsay Wilson College

Union College

University of Louisville

Maryland

Hood College

Massachusetts

Amherst College

Missouri

College of the Ozarks

North Carolina

Davidson College

Guilford College

Lees McRae College

Mars Hill College

Pfeiffer University

Warren Wilson College

New Jersey

Middlesex County College

Rider University

The College of New Jersey

New Mexico

University of New Mexico

New York

Hamilton College

Ohio

Antioch College

Defiance College

Oberlin College

University of Dayton

Oregon

Portland State University

Pennsylvania

Allegheny College

Dickinson College

Juniata College

Messiah College

Waynesburg College

West Chester University

South Carolina

Converse College

Wofford College

Tennessee

Carson-Newman College

Maryville College

Rhodes College

Tusculum College

Virginia

Emory & Henry College

Ferrum College

Lynchburg College

Southwest Virginia Community College

University of Richmond

Washington and Lee University

Washington

Central Washington University

NW Learning & Achievement Group

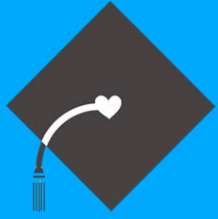
Whitworth College

West Virginia

Concord College

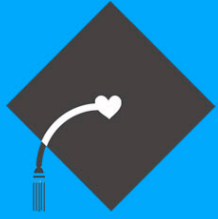
West Virginia Wesleyan

Wheeling Jesuit University



The Bonner Program: Profile of 25 Bonner Scholar Campuses

Antioch College	591	Private/none	Rural	Midwest (OH)
Berea College	1556	Private/none	Rural	South (KY)
Berry College	1878	Private/none	Suburban	South (GA)
Carson-Newman College	1889	Baptist	Rural	South (TN)
College of the Ozarks	1348	Presbyterian	Rural	Midwest (MO)
Concord University	2919	Public/none	Rural	South (WV)
Davidson College	1714	Presbyterian	Suburban	South (NC)
DePauw University	2391	United Methodist	Rural	Midwest (IN)
Earlham College	1190	Quaker	Urban	Midwest (IN)
Emory & Henry College	930	United Methodist	Rural	South (VA)
Ferrum College	941	United Methodist	Rural	South (VA)
Guilford College	2511	Quaker	Suburban	South (NC)
Hood College	1027	United Church of Christ	Urban	Midatlantic (MD)
Mars Hill College	1384	Baptist	Rural	South (NC)
Marville College	1080	Presbyterian	Urban	South (TN)
Morehouse College	2891	Private/none	Urban	South (GA)
Oberlin College	2805	Private/none	Suburban	Midwest (OH)
Rhodes College	1615	Presbyterian	Urban	South (TN)
Spelman College	2186	Private/none	Urban	South (GA)
Union College	N/A	Methodist	Rural	South (KY)
University of Richmond	2976	Private/none	Suburban	South (VA)
Warren Wilson College	792	Presbyterian	Rural	South (NC)
Waynesburg College	1634	Presbyterian	Rural	Northeast (PA)
Wofford College	1161	United Methodist	Urban	South (SC)
WV Wesleyan College	1486	United Methodist	Rural	South (WV)



The Bonner Program: Six Common Commitments

Civic Engagement: *Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.*

International Perspective: *Develop international understanding that enables Bonner Scholars to participate successfully in a global society.*

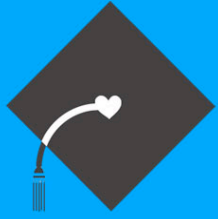
Community Building: *Establish and sustain a vibrant community of place, personal relationships and common interests.*



Social Justice: *Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.*

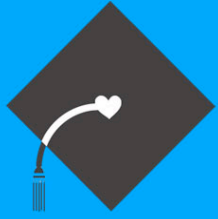
Diversity: *Respect the many different dimensions of diversity in our public lives.*

Spiritual Exploration: *Explore personal beliefs while respecting the spiritual practices of others.*

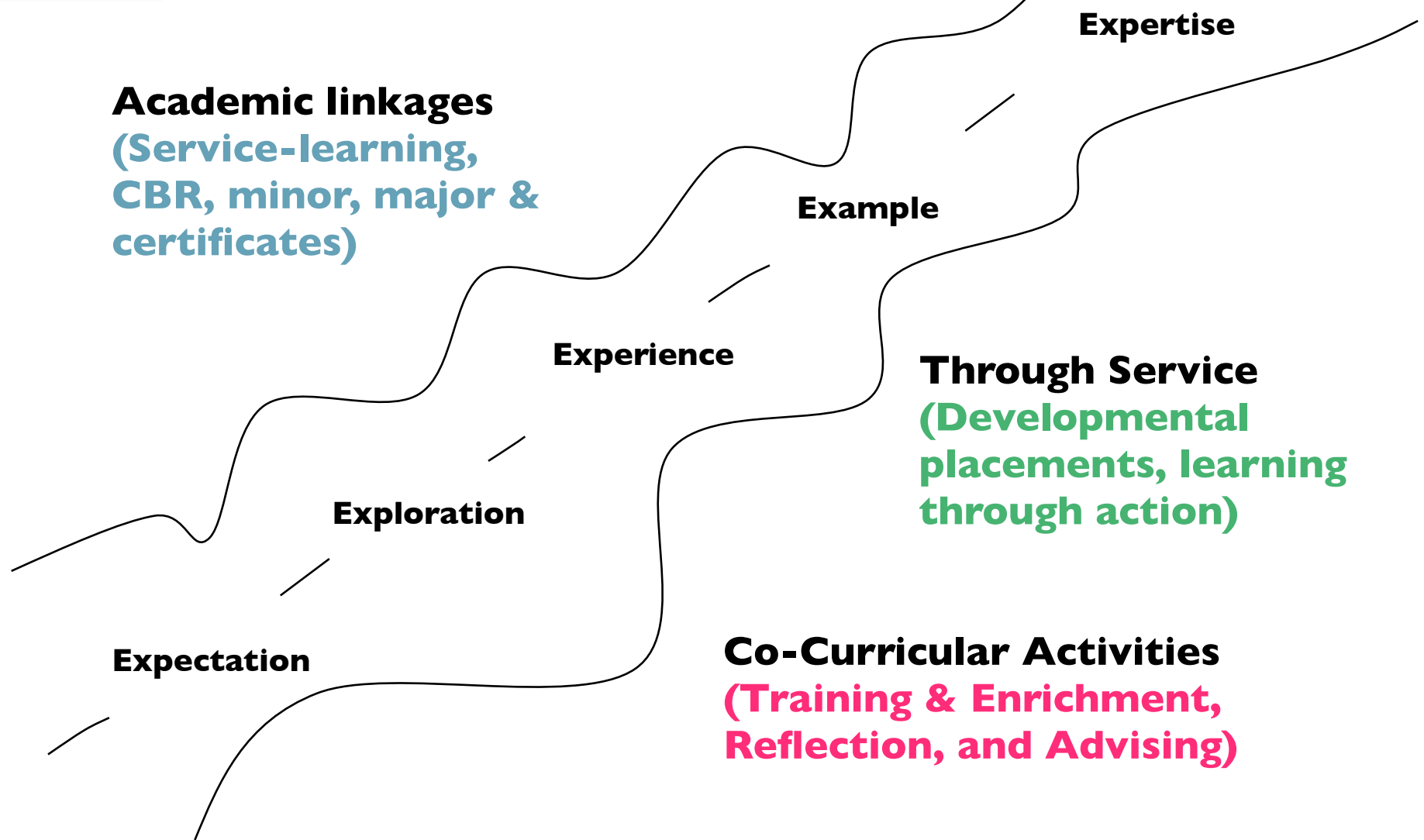


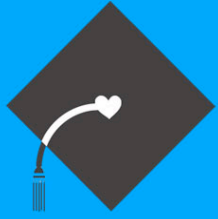
The Bonner Program: Key Features

- **Team-based Program**
 - Multi-year program with 10-100 Bonner Scholars/Leaders per campus (5-25 per class)
 - Coordinated by an on-campus director and coordinator
 - Partnered with site supervisors at each community agency
- **Community Outreach**
 - 10 hour per week plus full-time summers (summer optional for BLP based on funding availability)
 - 80% Direct service, 20% Training and Enrichment
 - Students select where they want to serve
 - Students also serve as service project leaders
- **Student Development**
 - Supported through regular training and enrichment activities
 - Increased expectations each year in the program



The Bonner Program: Developmental Roadmap (5 E's)





The Bonner Program: Increasing Leadership through Service

Placements evolve to offer increasing complexity and responsibility

Expertise - specialist

**Culminating project or capstone;
Academic connection;
Future-focused**

Example - team leader/coordinator

**Continued development of focus;
demonstrated knowledge and skill as
project coordinator
Possible third summer (abroad or career
connection)**

Experience - regular volunteer

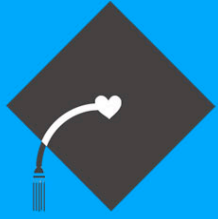
**Development of greater focus;
commitment to one agency and type
of placement; Exchange;
Summer in a new area**

Exploration - occasional volunteer

**Exposure to the neighborhood,
agencies, issue areas and types of
placements; Service Trip;
Summer in the hometown**

Expectation

**Prior experience in "service"
including in one's family**



The Bonner Program: Skill Development through Co-Curricular

Training and enrichment opportunities support students to develop skills

Expertise

Academic Research
Career planning & vocation
Evaluation
Networking
Public Speaking
Skills for lifelong involvement

Example

Academic Connection
Leading inquiry & reflection
Personal and civic values
Project coordination
Resource development

Experience

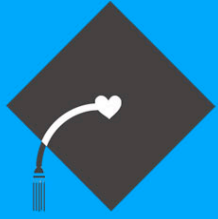
Critical thinking
Diversity awareness
Group dynamics & communication
Project planning
Introduction to social issues/civics

Exploration

Community knowledge
Personal exploration & reflection
Setting goals
Time management

Expectation

Introduction to Bonner
Work ethic & professionalism



The Bonner Program: Knowledge and Analysis through Academics

*Enhancing the rigor of
students' knowledge
development and learning*

Expertise

**Internships
Capstones**

Example

Coursework (varying orders):

- **As in “experience” level**
- **International**
- **Internships**

Experience

Coursework (varying orders):

- **Poverty**
- **Politics & policy**
- **Issue related (education, arts, race, etc.) & service learning**

Exploration

Lead-In Course

Expectation



Research Design

- ◆ **Focus Groups on several Bonner campuses guided the design of three distinct surveys:**
 - An Incoming Student Survey attends to demographic questions, past service experience, areas in which the BSP aims to engender growth, and the outlook and expectations students bring with them into the BSP.
 - A Mid-Point Impact Survey explores impact of the first two years of Bonner participation while yielding a view of the program from those who are in the midst of their Bonner involvement and allows for a focus on the summer of service experience.
 - The Graduating Student Impact Survey gathers data on the full four-year impact of the program. This survey focuses both on impact and introduces questions regarding outlook and plans beyond college.



Research Questions...part I

◆ **Compared:**

- Freshmen to seniors
- Juniors to seniors
- '02 juniors to '03 juniors
- '03 seniors to '04 seniors
- Clusters of colleges

◆ **Relationship of co-curricular program design to:**

- Program desired outcomes
- Academic development
- Personal development
- Civic development
- Skills for service



Research Questions...part 2

- ◆ **Relationship of program outcomes to:**
 - Type of service reported by juniors
 - Type of college (faith based, Urban, Elite, Confluence, and high campus diversity in “race” and financial need)
 - Number of years in program
 - Juniors vs. Seniors
 - Freshman entrants vs. replacements
 - Personal financial concerns
 - Reflection variables
 - Dialogue variables
 - Involvement with academic S-L
- ◆ **Data mining surfaced other findings**



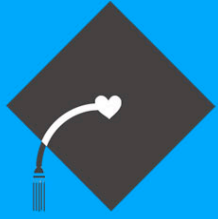
Description of Population...part I

- ◆ **Traditionally-aged** college students at private institutions
- ◆ **Financially needy:** entering classes each year must have average estimated family contribution to tuition less than \$4,500. The entering class in 1999 had an average EFC of \$3,000.
- ◆ **Self-selected students:** they had to complete an application to enter the program
- ◆ **Comparison Group:** Bonner Leaders program with similar program design, funded by Federal Work Study Program rather than Bonner Scholarships (analysis not yet completed)
- ◆ Student experience may have changed over time, but **wording of survey stayed the same.**



Who are these students?

- ◆ **Survey respondents:** 64% female, 36% male.
- ◆ **Race:** 64% Caucasian, 23% African-American, 4% Asian, 4% Hispanic, 1% American Indian
- ◆ **Leadership outside Bonner:** 84% of the seniors this year held campus leadership outside the Bonner Scholars Program.
- ◆ **Service beyond Bonner:** 81% felt they were able to strengthen service on their campus beyond the Bonner Program.
- ◆ **Voting:** 56% reported voting in the last election compared to less than 33% of 19-24 year olds nationally.



Survey Responses

Total Seniors (two graduating classes): N = **537**

Total Juniors (two classes): N = **467**

Total Freshmen (two entering classes): N = **790**

1999	2000	2001	2002	2003	2004
Freshmen N=415			Juniors N=202	Seniors N=243 83% return	Freshmen N=375
				Juniors N=265 76% return	Seniors N=294 70+% return



Analyzing Data

- ◆ Used SPSS to compute a variety of coefficients, including those resulting from regression analysis, correlation coefficients, etc.
- ◆ While many of our results provided good p values (less than .05), measures of association such as Pearson's r, Somer's d, Cramer's V, etc. varied in strength from weak to moderate with a few being strong in strength. We can say with confidence that our findings would be replicated in future survey data. Partial correlations and their standardized betas perhaps are most helpful in determining the relative strengths of the impact of program design on outcomes.
- ◆ We used the chart for determining the power of the association from E. Babbie, F. Halley, & J. Zaino, *Adventures in Social Research: Data Analysis using SOPP 11/11.5 for Windows*. Pine Forge Press, 2003. They credit Healey et al. (1999, 84)
- ◆ R^2 = the percentage of variance in the outcome (dependent) variable explained by the combined independent variable(s). It is a predictor of explanatory value. Adjusted R^2 takes into account the population size.
- ◆ Standardized betas explain the amount of change in the dependent variable caused by a change of one standard deviation in the independent variable.



Survey Analysis: Selected Program Support Activities

These are the activities we queried about on the survey [**independent variables**] that we hope result in growth and achievement of the program's goals:

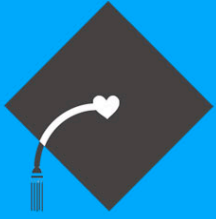
- ◆ realistic performance standards and enforced them
- ◆ support by Bonner staff on your campus
- ◆ training, supervision and support by service site staff
- ◆ opportunities to understand root causes of social justice issues such as homelessness
- ◆ opportunities to work at service sites with staff from backgrounds different from your own
- ◆ opportunities to serve people with backgrounds different from your own

We dropped # of summers of service and location of service off of this list because they seemed to have little impact on the outcomes.



Survey Analysis: Desired Outcomes...part I

- ◆ **Gained skills:**
 - listening carefully to other people
 - helping groups overcome differences of opinion
 - understanding of a person(s) of a different background from your own
 - skills needed to do effective community service
- ◆ BPS affected your sense that you **can make a difference**



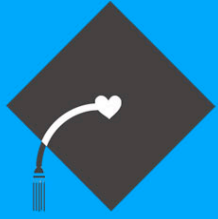
Survey Analysis: Desired Outcomes...part 2

- ◆ The BSP provided:
 - **training, supervision** and **support** by service site staff
 - **understanding** of the community surrounding your college
- ◆ **Community service** within and outside BSP (importance of and hours spent)
- ◆ To what extent has the BSP helped you explore **how to continue to act** upon your service commitments after college?



Survey Analysis: Desired Outcomes...part 3

- ◆ As an aspect of your service work, **how important** is it to you that you:
 - develop an international perspective, further your faith development, build community-based partnerships,
 - maintain or develop civic engagement (voting, participating in democratic deliberation, etc.),
 - work for social justice and
 - respect and engage the many different dimensions of diversity



Essential or Very Important Values: Change over four years

Value	Freshmen 1999 & 2000	Seniors 2003 & 2004	F	Sig.
Raising a family	62% (u=3.71)	69% (u=3.90)	3.49	0.062
Influencing social values	59% (u=3.67)	66% (u=3.84)	4.16	0.042
Developing a meaningful philosophy of life	63% (u=3.89)	70% (u=4.04)	3.94	0.047
Helping to promote racial understanding	56% (u=3.64)	67% (u=3.89)	6.79	0.009
Influencing the political structure	28% (u=2.86)	42% (u=3.23)	1.5	0.211
Being very well off financially	34% (u=2.97)	39% (u=3.09)	0.021	0.884

**Values drawn from CIRP survey*



Most or very important aspect of the Bonner Scholars Program

Aspect	Frosh	Srs.	f	Sig.
Opportunity to serve	73% (u=3.99)	92% (u=4.55)	8.98	0.003
Opportunity to work with people	78% (u=4.06)	92% (u=4.43)	4.05	0.04
Opportunity for leadership development	63% (u=3.75)	83% (u=4.21)	22.38	0
Developing new skills	64% (u=3.77)	82% (4.13)	11.38	0.001
Opportunity to address financial need	44% (u=3.67)	74% (4.05)	11.43	0.001
Opportunity for dialogue	41% (u=3.05)	70% (u=3.92)	11.22	0.001
Exploring career options	59% (u=3.63)	71% (u=3.93)	33.6	0



Location of Summer of Service as reported by Senior Bonner Scholars

Location	%
Home community	61%
in US, away from home or college	42%
Community around campus	28%
International	23%
On campus	17%



Key Finding: Time in Program

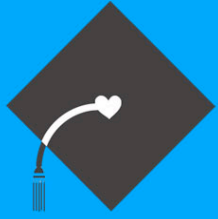
◆ **Time in the program matters**

- Using the program outcome questions that appear on both the jr. and sr. surveys, we found time in program to be a strong predictor of program outcomes.
- Using a t-test to compare juniors and seniors reporting of program outcomes, we found that there is a difference between juniors and seniors. On a scale from 0 to 40—measuring a composite scale of outcomes variables—the mean for Juniors was 28 and for Seniors, 37.



Key Finding: Academic & Intellectual Outcomes

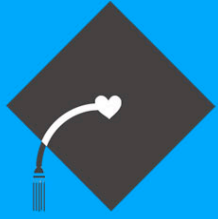
- ◆ Academic and intellectual outcomes were supported by co-curricular activities
 - The program support activities were strongly associated with questions about course work for the juniors. (less so for seniors)
 - Composite dependent variable included:
 - The BSP provoked thought about course material
 - Valued writing about Bonner work in journals and in academic courses
 - Dialogue with faculty at your college helped me understand BSP experience
 - Important of studying and doing homework.
 - Composite independent variable – Program delivery model
 - Juniors $R=.51$, $R^2 = 26\%$, $p < .001$
 - Seniors $R=.39$, $R^2 = 16\%$, $p < .001$



Key Finding: Dialogue Across Difference

- ◆ Dialogue across difference variables have predictive power in relationship to the composite program outcome variable.
 - The relationship is stronger for juniors than for seniors. For juniors: $R = .71$ Adj. $R^2 = 49\%$
For seniors $R = .62$ Adj. $R^2 = 37\%$

Jr	Sr	Beta coefficients for the independent variables measuring
.33	.26	Gave me opp. To serve people w/backgrounds different from
.33	.18	The BSP helped me understand a person of a different background
.20	.16	The BSP helped me listen carefully to other people
.07	.10	The BSP helped me help groups overcome differences in opinion
-.04	.15	Gave me opp. to work at sites with staff from a different background



Key Finding: Personal Development

- ◆ Personal development is related to experiences in the BSP co-curricular service learning program ($R=.48$, $R^2=23\%$)
 - Seniors' composite dependent variable:
 - the BSP's helping them manage their time better
 - increasing their appreciation for their own good fortune in life
 - sense that they can make a difference (efficacy, control and optimism)
 - importance of service and campus activities, clubs and groups (social development).
 - Composite independent variable: ideal program delivery model

Srs.	The two variables that have the highest beta weights:
.18	Gave me opp. To serve people w/backgrounds different from my own
.14	The BSP helped me understand a person of a different background



Key Finding: Civic Engagement

- ◆ The Bonner Program model supports civic engagement
 - Dependent variables:
 - # of summers of service, .
 - The BSP has provided opportunities to understand root causes of social justice issues such as homelessness.
 - Important common commitments: Maintain or develop civic engagement (voting, participating in democratic deliberation, etc.), Respect and engage the many different dimensions of diversity, Develop an international perspective, Build community-based partnerships
 - BSP provides opportunity to work for social justice
 - Independent variable $R = .61$ $R^2 = 37\%$



Key Finding: Social Justice

- ◆ Seniors' understanding of the BSP as an opportunity to work for social justice is strongly explained by a cluster of 13 variables ($R=.69$, $R^2= 48\%$)
 - Those variables we found mattered most were:
 - the degree to which the BSP provoked thought about course material
 - Opportunity to serve those from backgrounds different from my own
 - BSP effected the skills needed to do serve



Surprise: Service-Learning Courses & International Service

- ◆ The number of service-learning courses has a weak association with the outcomes ($R=.21$, $R^2 = 4\%$)
- ◆ International service did not effect program outcomes



Surprise: Money Concerns

- ◆ Money concerns did not affect outcomes
 - Extrinsic rewards nested in more important intrinsic rewards
 - Independent variable outcomes:
 - Dependent variables:
 - number of hours worked off campus ($r = .16$, $R^2 = 3\%$)
 - BSP as opportunity to address financial need ($r = .24$, $R^2 = 6\%$)
 - four questions about considerations of leaving college. ($R^2 = 7\%$)
 - “the BSP financial support influenced your decision to stay and finish college?” $r = .01$, $R^2 = 0\%$



Surprise: Skills Attainment & Future Service

- ◆ Skills attainment was not related to future service expectations
 - (You'll recall, skills for service were strongly related to the desire to work for social justice in a cluster of other important variables.)
 - The degree to which the BSP affected skills needed to do service and skills in listening, understanding persons from different backgrounds, and helping groups overcome difference of opinion was not related to their anticipation of being active in community service following graduation. ($R=.17$, $R^2=3\%$). The standardized beta coefficients suggested the four skills bore equal weight.



Surprise: Type of College

- ◆ Type of college the Bonners attended mattered little in regard to program outcomes — *Bonner Program design mattered more!*
 - We created clusters of colleges – faith-based, elite, confluent, racially and economically diverse, urban and those who sent Bonners on international service projects more. We evaluated the impact of membership in each college cluster against the program outcomes. Seniors from each cluster of colleges did not have a significantly different experience with the program than the students from the remaining group of colleges.
 - We did find that the students from faith based institutions had a significantly similar experience to those from economically and racially diverse campuses.
 - The relationship between outputs and inputs for students at elite schools was slightly negative.



Surprise: Type of Service

- ◆ Type of service done by scholars did not affect the program outcomes
 - Most types of service did not explain the differences in outcomes.
 - A test measuring outcome differences between the service types revealed that those students working with children and with the environment were most positive out of the program outcomes.
 - Most types of service did not explain differences in outcomes. Tutoring, working with elderly, public safety, or health did not make a difference in the outcomes.



Surprise: Voting in the '04 National Election

- ◆ No single variable correlated with voting in the last election



Summary of Findings: Positive Program Outcomes

- ◆ **The Senior Year Matters — 4 Yrs Matter**
 - Juniors need to have had several experiences of engagement with “otherness”
 - Seniors need dialogue, particularly with faculty, and a host of other campus variables to develop concern for social justice
- ◆ **Co-curricular activities supported:**
 - Academic and intellectual outcomes
 - Personal development
 - Civic outcomes



Summary of Findings: Surprises

- ◆ Variables that did not seem to support the program outcomes
 - International service (if you expect understanding by graduation)
 - Extrinsic rewards
 - Type of college student attends
 - Type of service done by a student
 - # of service-learning courses students took

*For more information,
consult the Bonner Foundation website
@ www.bonner.org.*