

STLF Evaluation Report 2008

Prepared by: Irene Fernando
irene@STLF.net • 310-528-1245

pay
it
forward
tour



STLF Evaluation of Outcomes Report 2008

Pay it Forward Measurement on Multiple Levels

This report’s intent is to formally build a case of support around the impacts STLF is making on student’s lives. Through Fiscal Year 2007-2008, STLF has completed 84 Pay it Forward Tours on the college, high, and middle schools level. Over 3,200 students have contributed over 40,000 hours of service to the community—over 19 years of work for one full-time person.



This service is excellent, and can be quantifiable by the hour (considering the price of a volunteer hour). It is important to note that within STLF, service is a means to an end as well as an approach to leadership. STLF’s mission and vision statements are explicit:

- Mission Statement: To reveal leadership through service, relationships, and action.
- Vision Statement: To energize generations of servant leaders.

To ensure that STLF is remaining accountable to these statements, the organization has taken progressive strides towards measurement, evaluation, and research. This reflects STLF’s lasting commitment to positive stewardship and remaining relevant and innovative in the field.

There are three main sections included in this report. Each section involves a level of respondent information and statistical support within the methodology of the evaluation.

Please note: **KEY FINDINGS** are indented in yellow boxes, found under each section’s “Results” header.

Table of Contents

College Participant Measurement	3
Formal College Leadership Measurement	8
Minnesota At-Risk Youth	10

College Participant Pay it Forward Tours 2008

Outcomes Analysis Report

In February and March 2008, STLF sent out a total of 19 Pay it Forward Tours on the college level, over a four week span. STLF's 13 college chapters organized, planned, and executed all 19 Tours.

Nine Tours went to one end destination location (known as a 'Celebration City') over the same week. Those Tours were treated as a different respondent set, with outcomes measured by a researcher at the University of Minnesota. The remaining ten Tours are those involved in this report. They overlapped over three weeks, visiting three Celebration Cities. Seven college chapters organized this set of Tours.

Respondent Information

The ten Pay it Forward Tours were nine-day community service road trips. Six service projects in six different cities were completed. There were approximately 350 people that participated in this program. Of this total group, there were approximately 290 people that were eligible for this report because of its focus—the college student participant. Approximately 60 people comprised of STLF leadership and some adults.

Of the 290 students, 253 individuals completed at least one of the two tests administered. To have complete set, students had to complete both tests to be considered for this report. Included in the analysis are 174 total survey respondents, approximately 60% of the total college student participants. Ten Tours are represented from seven of STLF's college chapters. Three Celebration Cities are represented, over a three-week period.

Survey Information	#	%
Total College Student Participants	290	
Total Survey Respondents	174	60%
Celebration Cities Represented	3	

96% of students were in their undergraduate coursework, 4% were in their graduate work, and 6% were international students from abroad. With only a 5% deviation from STLF's historic data, 68% were female and 32% were male. Ages ranged from 18-24. Breakdown by year of school was as follows: 13% first year, 37% second year, 21% third year, 13% fourth year, and 2% other.

Student Breakdown	#	%
Undergraduate Students	167	96%
Graduate Students	7	4%
International Students	10	6%

Demographic Information	#	%
Male	56	32%
Female	118	68%
Age Range	18-24	

Year in School	#	%
First Year (typically freshmen year)	23	13%
Second Year (typically sophomore year)	65	37%
Third Year (typically junior year)	37	21%
Fourth Year (typically senior year)	22	13%
Other	3	2%

Respondent Framing

The Pay it Forward Tour's potential impacts are affected by the participants that are involved in its programs. There are countless factors that can affect the potential impact(s) and/or impression(s) someone has as a result of the Pay it Forward Tour. It is important to learn about some of these, to frame the outcomes.

Please note: this section's information was gathered in the POST survey, completed at the end of the experience.

47% of participants are enrolled, or have completed, one or more courses related to leadership. 81% are involved in extra-curricular activities outside STLF on campus, and 48% have formal leadership roles within those activities.

Enrollment and/or Completion of Leadership-Related Courses	#	%
Currently enrolled /have completed 1-2 leadership-related courses	65	37%
Currently enrolled/have completed 3-5 leadership-related courses	12	7%
Currently enrolled/have completed 6+ leadership-related courses	5	3%

Non-STLF Extra Curricular Activities on Campus	#	%
Currently participate in 1-3 extra curriculars	101	58%
Currently participate in 4-7 extra curriculars	33	19%
Currently participate in 8+ extra curriculars	7	4%

Formal Leadership Roles within Above Activities	#	%
Hold current leadership position in 1-3 activities	77	44%
Hold current leadership position in 4-7 activities	5	3%
Hold current leadership position in 8+ activities	2	1%

A respondent's plans and intents after college can also help frame for the type of person that is participating in this program. 29% of respondents have a definite intent to pursue an advanced degree with 32% probably pursuing, totaling at 61%. 17% have definite intent to work in a field related to education with 14% probably, totaling at 31%. And 10% have definite intent to work in a field related to nonprofits with 28% probably going to work in a field related to nonprofits, totaling at 38%.

Pursuing Advanced Educational Degrees	#	%
Considering pursuing an advanced degree	55	32%
Will probably pursue an advanced degree	55	32%
Definite intent to pursue an advanced degree	51	29%

Future Work in Education	#	%
Considering working in a field related to education	77	44%
Will probably work in a field related to education	25	14%
Definite intent to work in a field related to education	30	17%

Future Work in Nonprofit Sector	#	%
Considering working in a field related to nonprofits	90	52%
Will probably work in a field related to nonprofits	48	28%
Definite intent to work in a field related to nonprofits	18	10%

The Pay it Forward Tour is a traveling experience that incorporates service. 61% of respondents have traveled outside of North America, with 16% having traveled outside of North America four or more times. 56% of respondents had experienced a significant service-related experience in the past, a large portion of these experiences had also involved travel. 74% of respondents were interested in learning more about AmeriCorps, an experience that involved service and can involve travel.

Number of Times Outside of North America	#	%
Has traveled outside of North America 1-3 times	79	45%
Has traveled outside of North America 4-7 times	19	11%
Has traveled outside of North America 8+ times	9	5%

Background Breakdown	#	%
Have experienced a significant service-related experience	97	56%
Interested in learning more about AmeriCorps	129	74%

Methodology

For the purpose of measuring potential changes within Developmental Outcomes (*see Appendix Item A*), STLF took the singular approach of administering a pre-test as participants first departed, and a post-test as they returned. The analysis is representative of any changes that may have occurred over the nine-day experience.

The pre instrument was a 48 item test and the post instrument was 63 items, each self-reporting with items answered on a seven-point scale (ranging from 1= never true for me, and 7 = absolutely true for me).

Both tests were created specifically to measure the Developmental Outcomes created by STLF. Of the nine Outcomes, the tests administered measured five of them: Leadership Skills, Collective Action, Service, Social Awareness, and Civic Efficacy.

To ensure legitimacy, the *Cronbach's Alpha* was used to test reliability, and a *Paired T-Test* to see significance.

Within the instrument, each Outcome is considered to be a factor. Each factor is comprised of five to eight questions, or items. Each factor's reliability was tested by measuring its cronbach's alpha, a statistic designed to see how well the individual (items) collectively represent the entire factor (Outcome). As a best practice, this number should be greater than 0.70 to ensure reliability, although it is not required.

For all factors measured in this test, cronbach's alpha was greater than 0.70. Leadership Skills = 0.889, Collective Action = 0.830, Service = 0.834, Social Awareness = 0.846, and Civic Efficacy = 0.821.

This statistic was obtained by completing the cronbach's alpha for the average of each factor, testing the pretest and posttest averages separately. The averages were calculated averaging the responses for each item from each respondent, specific to each factor.

A paired t-test is a test of factor change. By measuring the pre- and post-average of each factor, this test determines whether the factor increase is statistically significant (i.e. that it did not happen by chance). To reflect significance, rho is to be less than 0.05 ($p < 0.05$).

For all factors measured in this test, $p < 0.05$. Leadership Skills = 0.000, Collective Action = 0.000, Service = 0.000, Social Awareness = 0.000, and Civic Efficacy = 0.000.

This statistic was also obtained by completing the paired t-test for the average of each factor, testing the pretest and posttest averages separately. The averages were calculated averaging the responses for each item from each respondent, specific to each factor.

A summary of the above numbers can be seen in the table below:

STATISTICAL SUPPORT			
	Significance (2-Tailed)	Cronbach's Alpha	Number of Items
<i>Leadership Skills</i>	0.000	0.889	12
<i>Collective Action</i>	0.000	0.830	10
<i>Service</i>	0.000	0.834	8
<i>Social Awareness</i>	0.000	0.846	10
<i>Civic Efficacy</i>	0.000	0.821	10

Results

The average percent change in each factor represents the overall growth for each Outcome among the sample size. There were major increases for each factor. This change was calculated by first taking the differences for each item from each respondent, and then averaging the differences.

From before the Pay it Forward Tour to afterwards, the following growths occurred among students: 40% in Leadership Skills, 28% in Collective Action, 21% in Service, 45% in Social Awareness, and 41% in Civic Efficacy.

These percentages represent change relative to their starting point, meaning that these numbers show growth in average capacity for each specific Developmental Outcome. They equal the average appreciation within each factor, for the group as a whole. These are number are not intended to denote a quantifiable level; rather they are to reflect any changes based in each respective starting point.

AVERAGE FACTOR IMPACT					
	<i>Leadership Skills</i>	<i>Collective Action</i>	<i>Service</i>	<i>Social Awareness</i>	<i>Civic Efficacy</i>
Overall Factor Increase	40%	28%	21%	45%	41%

Positive, neutral, or negative impacts on each individual can also be tracked. This is calculated by the positive, neutral, or negative difference from the post response as compared to the pre response on the seven-point scale.

After the Pay it Forward Tour, the large majority of students showed a neutral or positive impact: 81% in Leadership Skills, 77% in Collective Action and Service, 79% in Social Awareness, and 81% in Civic Efficacy.

There are respondents that were not impacted, meaning there was no change from their pre response to their post response. In addition, there are a small percentage of students that show a negative impact, meaning that their post responses were lower on the seven-seven point scale than their pre responses.

This self-reporting instrument does not allow respondents to view their previous response, so they are unable to answer in regards to a reference point. These negative impacts can be accounted for through a change in perspective, capacity, or point of view from the students while on the experience.

For example, a participant may believe he or she possesses a great knowledge on social issues. The Pay it Forward Tour may expose this participant to more than he or she had initially known to be true, thus resulting in a lower number on the posttest.

In terms of a strictly positive impact, the majority of students' post responses were higher than their pre responses, reflected in 73% of students being positively impacted in Leadership Skills, 62% in Collective Action, 58% in Service, 66% in Social Awareness, and 68% in Civic Efficacy.

A complete breakdown of the positive, neutral, or negative impacts on students are in the table below:

IMPACT ON RESPONDENTS					
	<i>Leadership Skills</i>	<i>Collective Action</i>	<i>Service</i>	<i>Social Awareness</i>	<i>Civic Efficacy</i>
Positively Impacted	127	108	101	114	119
% of Total Respondents	73%	62%	58%	66%	68%
Neutrally Impacted	14	25	33	22	21
% of Total Respondents	8%	14%	19%	13%	12%
Total Neutrally or Positively Impacted	141	134	135	137	141
% of Total Respondents	81%	77%	77%	79%	81%

College Leadership for College Pay it Forward Tours 2008

Outcomes Analysis Report

To execute the college level programming outlined in the previous section, STLF had 92 volunteers that were specifically focusing on the college level Pay it Forward Tours. STLF has two main trainings to prepare for this leadership experience, as well as a leadership training opportunity after the Tours. Of these several points of contact, 53 college volunteer leaders completed two to five surveys, over a six month period. This section outlines any changes that are quantifiable during this time period.

Basic Survey Information	#	%
Total Formal College Leadership	92	
Total Survey Respondents	53	58%
Male	25	47%
Female	28	53%
Age Range	19-22	

Methodology

Methodology is similar as in the above report. For this group, STLF measured six total Developmental Outcomes, adding 'Social Cognition' to the list. The survey instrument was administered to any college leader that attended a Training Session. Given the high experience of some of these college leaders, a portion of the 92 were not administered the survey.

There were five opportunities to receive the survey, outlined in the table below:

Leadership Training Opportunities	Month Executed
Fall Conference	October
Winter Retreat	January
Pre Tour	February
Post Tour	March
Spring Conference	April

Of the five opportunities to complete the survey, the respondents included in this report are those that were able to complete two or more, allowing the measurement of any changes to be visible over a longer duration of time, spanning two to six months. The number of respondents in each time frame is noted in the right-hand column.

Survey Range	# Months	# Respondents
Fall Conference to Winter Retreat	3	8
Fall Conference to Pre Tour	4	1
Fall Conference to Post Tour	5	5
Fall to Spring Conference	6	10
Winter Retreat to Post Tour	2	22
Winter Retreat to Spring Conference	3	7

For this group, the same statistical tests applied. All items maintained a strong cronbach’s alpha, although they were not all statistically significant.

STATISTICAL SUPPORT			
	Significance	Cronbach's Alpha	Number of Items
<i>Leadership Skills</i>	0.000	0.882	14
<i>Collective Action</i>	0.192	0.896	16
<i>Service</i>	0.357	0.751	12
<i>Social Awareness</i>	0.434	0.771	10
<i>Civic Efficacy</i>	0.189	0.793	10
<i>Social Cognition</i>	0.387	0.782	8

Results

Again, the average percent change in each factor represents the overall change relative to their starting point, meaning that these numbers show growth in average capacity for each specific Developmental Outcome. They equal the average appreciation within each factor, for the group as a whole. These are number are not intended to denote a quantifiable level; rather they are to reflect any changes based in each respective starting point.

On average, STLF’s college volunteer leadership continued to sustain and increase their Developmental Outcome capacities, months after completing the Pay it Forward Tour. The most notable increase is in Leadership, directly linking to STLF’s mission statement.

It is important to note that most college leaders first participate in a Pay it Forward Tour, before having the opportunity to lead the experience. Although not tracked, some of the positive changes outlined in the above report regarding the college participant, can be true for the college students prior to their formal leadership within STLF.

The percentages below reflect the positive changes that occurred over a two to six month time period.

AVERAGE FACTOR IMPACT						
	<i>Leadership Skills</i>	<i>Collective Action</i>	<i>Service</i>	<i>Social Awareness</i>	<i>Civic Efficacy</i>	<i>Social Cognition</i>
Overall Factor Increase	41%	11%	7%	8%	13%	3%

In line with STLF’s mission of revealing leadership, the college leadership reflect a significant increasing of their leadership skills throughout their formal roles within the organization, even months to a year after their initial Pay it Forward Tour experience.

STLF’s leadership training opportunities allow for consistent contact with the college students, which may affect their continued growth even months after their initial Pay it Forward experience.

Minnesota At-Risk Youth Pay it Forward Tours

Outcomes Analysis Report

STLF has made aggressive strides towards better embodying a focused emphasis on **increasing access** to youth—meaning a commitment to both affluent and under-resources communities. Specifically in this area, STLF has innovatively increased its access to at-risk youth on the high school level. STLF defines ‘at-risk’ youth as students who are *at-risk* of not completing secondary education, or not pursuing post-secondary education.

During this past fiscal year, STLF had approximately 900 high school youth go through its programs, throughout the organization—around 350 of these considered to be at-risk.

This past year, STLF executed several programs that were comprised of predominately at-risk students, in addition to those that are involved in all programs. Within this area, STLF recognizes the varying needs of this market. Subsequently, the organization has customized its offerings to accommodate for this, specifically in the Twin Cities and Minnesota. This section outlines evaluation outcomes for some of these.

Within Minnesota in summer 2008, STLF executed three High School Pay it Forward Tours were five-day community service road trips. Four service projects in four different cities were completed. There were 85 total students, 28 total chaperones, and 18 college-age and STLF trained individuals served as the leadership for the three Tours.

Respondent Information

Of the 85 students, there were 81 survey respondents who completed pre- and post-tests. In line with STLF’s historic data, 63% were female and 37% were male. Ten schools participated, and ages ranged from 13-19.

Survey Information	#	%
Total Participants	85	
Total Survey Respondents	81	96%
Schools Represented	10	

Demographic Information	#	%
Male	30	37%
Female	51	63%
Age Range	13-19	

The Tours also represented various racial/ethnic backgrounds:

Background Breakdown	#	%
Total Students of color	38	47%
Caucasian or White	42	52%
African or Black	22	27%
Asian/Pacific Islander	1	1%
Latino/Latina	7	9%
Native American	1	1%
Other or multiple/mixed	7	9%

To support STLF’s strategic initiative for STLF is to **increase access** to youth. With at-risk youth defined above, STLF has outlined indicators to aid in this tracking, some of which are represented in the table below:

At-Risk Indicators	#	%
Respondents meeting at least ONE below indicator	67	83%
Respondents meeting at least TWO below indicator	33	41%
English Language Learner	7	9%
Below 2.0 gpa	19	23%
0 or 1 immediate family members completing college/university education	31	38%
Students of color	38	47%
Free/reduced lunch	35	43%

Methodology

Again, similar methodology with the same two statistical tests to ensure legitimacy.

The cronbach’s alpha for each factor are as follows: Leadership Skills = 0.823, Collective Action = 0.655, Service = 0.731, Social Awareness = 0.772, Civic Efficacy = 0.760, and Sense of Community = 0.800.

Rho for each, denoting statistical significance, are as follows: Leadership Skills = 0.000, Collective Action = 0.000, Service = 0.000, Social Awareness = 0.000, Civic Efficacy = 0.000, and Sense of Community = 0.000.

Results

The average percent change in each factor represents the overall growth for each Outcome among the sample size. There were major increases for each factor. This change was calculated by first taking the differences for each item from each respondent, and then averaging the differences.

From before the Pay it Forward Tour to afterwards, the following growths occurred among students: 87% in Leadership Skills, 78% in Collective Action, 64% in Service, 103% in Social Awareness, 66% in Civic Efficacy, and 94% in Sense of Community.

Increases can exceed 100% because this number represents growth relative to their starting point. For example, the sample size doubled their capacity for Social Awareness, reflected in a 103% increase.

AVERAGE FACTOR IMPACT						
	<i>Leadership Skills</i>	<i>Collective Action</i>	<i>Service</i>	<i>Social Awareness</i>	<i>Civic Efficacy</i>	<i>Sense of Community</i>
Overall Factor Increase	87%	78%	64%	103%	66%	94%

Positive, neutral, or negative impacts on each individual can also be tracked. This is calculated by the positive, neutral, or negative difference from the post response as compared to the pre response on the seven-point scale.

After the Pay it Forward Tour, the large majority of students showed a neutral or positive impact: 92% in Leadership Skills and Collective Action, 86% in Service, 90% in Social Awareness and Civic Efficacy, and 92% in Sense of Community.

There are respondents that were not impacted, meaning there was no change from their pre response to their post response. In addition, there are a small percentage of students that show a negative impact, meaning that their post responses were lower on the seven-seven point scale than their pre responses.

This self-reporting instrument does not allow respondents to view their previous response, so they are unable to answer in regards to a reference point. These negative impacts can be accounted for through a change in perspective, capacity, or point of view from the students while on the experience.

For example, a participant may believe he or she possesses a great knowledge on social issues. The Pay it Forward Tour may expose this participant to more than he or she had initially known to be true, thus resulting in a lower number on the posttest.

In terms of a strictly positive impact, the majority of students' post responses were higher than their pre responses, reflected in 84% of students being positively impacted in Leadership Skills, 88% in Collective Action, 78% in Service, and 85% in Social Awareness, 79% in Civic Efficacy, and 83% in Sense of Community.

A complete breakdown of the positive, neutral, or negative impacts on students are in the table below:

IMPACT ON RESPONDENTS						
	<i>Leadership Skills</i>	<i>Collective Action</i>	<i>Service</i>	<i>Social Awareness</i>	<i>Civic Efficacy</i>	<i>Sense of Community</i>
Positively Impacted	68	71	63	69	64	67
% of Total Respondents	84%	88%	78%	85%	79%	83%
Neutrally Impacted	6	3	6	3	8	7
% of Total Respondents	7%	4%	7%	4%	10%	9%
Total Not Negatively Impacted	75	75	70	73	73	75
% of Total Respondents	92%	92%	86%	90%	90%	92%

APPENDIX ITEM A: STLF Developmental Outcomes

STLF centers all programs and partnerships on its mission **to reveal leadership through service, relationships, and action**. Our programs change the world through positive, intrinsic growth among young people. By providing a forum for an internal change within a young person, STLF believes that this can impact the individual as a whole—way of thinking, actions, values, and more.

If intrinsic growth is achieved, positive social impact will always continue because students involved in STLF would have the mentality and actions of common good ingrained in their lifestyles. The outcomes STLF hopes to achieve are:

Leadership Skills

For STLF participants, this involves being more comfortable with oneself—from speaking in front of groups to the desire to lead initiatives after the experience. For its volunteer leadership, STLF hopes to grow personal confidence, especially with heightened levels of responsibility.

Service

STLF hopes that service takes on a new meaning for all those it comes in contact. Service can happen every day, and it is an amazing vehicle to learn, reflect, and grow as an individual. It is fun way to create a sense of community and to positively impact the world.

Reflection

A key component within STLF is to constantly evaluate, process, and reflect. By doing so, students are able to take away much more than just the surface activity. It allows an increase in perspectives, as well as delaying judgment to consider multiple factors and points of view.

Social Awareness

STLF programs aim to broaden its participants' scopes through exposure to different cities, lifestyles, people, ethnicities, upbringings, ways of thinking, etc. As a result, students will have a better understanding of other people, situations, and cultures.

Affection for Others

Through STLF experiences, students gain a better sense of empathy. This can relate to their openness to for new experiences, understanding of people's situations, working with people of varying backgrounds, and respecting of differences.

Social Cognition

STLF encourages students to dream by exploring what the world has to offer and by imagining the possibilities each person possesses. Byproducts are an increased willingness to understand life on a deeper level and a level of resilience to overcome negative energy and experiences.

Civic Efficacy

It is important for students to know and believe they can make a difference in society and the world. With the ability to impact, comes the responsibility to impact in a healthy and positive manner, leaving students with a greater sense of civic duty.

Collective Action

STLF promotes a shared leadership model of equality and trust. By collaborating with others to achieve a greater purpose, students are able to harness the extraordinary power that a group of committed individuals can hold, to better the world and contribute to the common good.

Sense of Community

One of STLF's means towards revealing leadership is to build positive relationships. Students involved in STLF gain opportunities to be part of a community with inter-generational, inter-cultural, and inter-school relationships. This creates a network of support and positive modeling, positioning students for success.