SERVICE LEARNING
TWO APPROACHES TO GROWING QUALITY AND QUANTITY

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“Connecting the campus and the community.”
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• Mayerson Student Philanthropy Project
• Project Hope: The 505 Initiative
Mayerson Student Philanthropy Project

- 15 years
- 10-20 classes per year
- 35 disciplines
- Service learning pedagogy
- 300 nonprofits
- $960,000 in investment
- Assessment
- National model
- Published scholarship
Project Hope: The 505 Initiative

- Finishing our fifth semester
- 50+ classes
- 15 disciplines
- Academic Community Engagement
- Co-curricular engagement
- Assessment
Why service learning?

“...service learning increases student learning.”

- Barbara Moely and Vincent Ilustre, Tulane University
“The Impact of Service Learning Course Characteristics on University Students’ Learning Outcomes”
Michigan Journal of Community Service Learning, Fall 2014
High Impact Practices Educational Practices

“...practices (that) have been widely tested and have been shown to be beneficial for college students from many backgrounds.”

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- **Service Learning**
- Internships
- Capstone Courses and Projects
Service-learning improves student academic outcomes as demonstrated through complexity of understanding, problem analysis, critical thinking, and cognitive development (Astin et al., Eyler et al., Eyler and Giles).

Students reported that they learned more and were motivated to work harder in a service-learning class than in traditionally taught classes (Eyler and Giles).

Students and faculty report that service-learning improves students' ability to apply what they've learned in the "real world" (Astin et al., Eyler et al., Eyler and Giles).
Why at NKU?

- Strategic plan: Community engagement goal
- RRT: Engagement valued
- QEP: Engaged learning
- Carnegie community engagement designation
- Culture
- Faculty recruitment
- Community expectation (Vision 2015)
Mayerson: Student impacts

Learning outcomes improved

- 81% said the student philanthropy component improved their learning of the course material
- 85% said their application of the course information and ideas were improved
- 85% said their interest in the course was greater because student philanthropy was included

Functional life skills got a boost

- 86% said such skills as decision-making, communication, and assertiveness were improved
Mayerson: Student impacts

Stewardship improved

- 90% agreed at the end of the semester with this statement: “I am aware of the needs and problems of people living in our region.”
- That was up 32 percent points for a survey at the beginning of the semester.
- More students agreed “strongly” that they have a personal responsibility to help others.
- More students said they intend to donate money to charities in the future.
- The results hold up after graduation
Service Learning

Two approaches to growing quality and quantity

Mayerson: Student impacts

“It gave the writing class a purpose. We were able to learn from an English course and give back to our community at the same time.”

“Anyone can make a difference. There is never a reason not to help someone. You hear that statement a lot, but this class really put it in perspective for me.”

“I plan to increase the amount of community service I perform. I wish to be more involved in my community and help to make it better.”
Mayerson: Community impacts

- For the 2013-2014, 12 nonprofits receiving funds returned a post-award survey. Ten reported doing something they otherwise would have been unable to do. Together, they reported direct benefits to 2,008 people. That’s 167 people impacted for each $1,000 invested.

- The black curtain.

- A focus group conducted this semester with nine recipient nonprofits found high levels of satisfaction with the program and the interaction with the students: “The focus group voiced very consistent and positive views of NKU’s Mayerson philanthropy classes....”

- Mentoring Plus: “We very much enjoyed the opportunity to share the possibilities of our work with and a civic-minded group of young people. In our experience, NKU students make great mentors, and the chance to work with these students was invaluable.”
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Mayerson case study: The Henry Hosea House

This food pantry in Newport’s Westside requested funding for a vegetable garden in 2011 and in 2014 asked for funding to cover the beds in order to lengthen the growing season. The covers allow Hosea House to grow vegetables into fall and to start planting as early as March. Hosea House was also able to buy educational materials on preparation of fresh vegetables.

• “The educational material has been wonderful. We have been able to put info out on our dining tables to show our diners what different vegetables and fruits are and benefit they are to them. The fliers have also helped the kids identify the plants in the garden.”

• “In our meal program, we average 175 meals a night and serve seven days a week. Naturally, we do not serve something from the garden every night but we do several times a week when in season…. The garden produced bib lettuce for our meals through November of this year...
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505: Newport’s Westside
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505: Newport’s Westside

Median income

<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th>KY</th>
<th>505</th>
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<tbody>
<tr>
<td>Income</td>
<td>$51,144</td>
<td>$41,576</td>
<td>$23,578</td>
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</tbody>
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Other demographics

- Single mothers: 72.7%
- High school diploma: 42.1%
- Food stamps: 30%
- No household car: 37%
- Grandparents raising children: 16.4%
- Vacant housing rate: 18.2%
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505: Newport’s Westside

Examples of classes

• Photography: Essays in the Westside
• Journalism: Feature stories (published)
• Psychology: Hope survey
• Honors: Service learning special topics
• Public administration: Asset inventories
• Social work: Mentoring
• Public history: A book
• Nursing: Health survey
• Sculpture: Public art
• Student philanthropy: Investment
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505: Student Impacts

The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.

88% agree or strongly agree (10% neutral)

The community work I did helped me to better understand the lectures and readings in this course.

76% agree or strongly agree (16% neutral)

The idea of combining work in the community with the university course work should be practiced in more courses at this university.

94% agree or strongly agree (5% neutral)
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THANK YOU
QUESTIONS?

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FREE RESOURCE FOR FACULTY