

**2016
COLLEGE CHANGES EVERYTHING
CONFERENCE**

**July 21, 2016
Tinley Park, Illinois**

Models of Civic Engagement for Student Success



Goals Today

- Discuss the positive impact of community engaged learning on students
- Share key elements of the Campus Compact Connect2Complete model
- Explore the partnership between Robert Morris University and Junior Achievement
- Discuss other programs and resources existing in Illinois

Established premise: service-learning and civic engagement are proven to have a positive affect on college student retention and success.



Intro to Illinois Campus Compact

Natalie Furlett, Executive Director

Mission: Illinois Campus Compact advances the public purpose of higher education by cultivating civic skills and learning, integrating community engagement with teaching and research, and building partnerships with communities throughout Illinois.

- ❑ Member of national Campus Compact
- ❑ 35 member institutions throughout Illinois, 1100 nationwide
- ❑ Focus on capacity building and support of faculty, staff, students and campus administrators in fulfilling the public purpose of higher education
- ❑ Campus Compact – four national priorities which guide ILCC programs and services
 - Establish meaningful, reciprocal community partnerships
 - Improve college access and retention
 - Enhance college readiness in K-12 education
 - Better prepare college students for their careers and for society



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Impact of Community Engaged Learning



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- **ACADEMIC DEVELOPMENT:** Community engaged learning provides an engaging, high-quality learning experience that develops students' academic skills and abilities.
 - Service learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development (Eyler & Giles, 1999).
 - Service learning courses contain qualities that are known to be associated with high quality learning, including collaboration, relevance, and active learning (Bringle, Hatcher, & Muthiah, 2010).
 - Service learning had its greatest influence of intention to persist through its relationship with academic challenges and engaging course content (Gallini & Moely, 2003).

Impact of Community Engaged Learning



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- **SOCIAL INTEGRATION:** Community engaged learning promotes students' social integration via the formation of key relationships and the development of social and cultural capital.
 - Students involved with service learning report stronger faculty relationships and greater interaction with faculty and staff on campus than those who are not involved with service-- learning (Astin & Sax, 1998; Keup, 2005--2006).
 - Service learning students indicated they were more socially active and engaged with peers (Wolff & Tinney, 2006).
 - Service learning promotes the students' acquisition of relevant cultural and social capital, thus enabling them to be more successful in college and the mainstream culture (Yeh, 2010).

Impact of Community Engaged Learning



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- **PERSONAL DEVELOPMENT:** Community engaged learning promotes personal identity formation, skill development, interpersonal abilities, and resilience.
 - Service learning has a positive effect on students' sense of personal efficacy, personal identity, interpersonal development, ability to work well with others, spiritual and moral development, and leadership and communication skills (Eyler, Giles, Stenson, & Gray, 2001; Astin, Vogelgesang, Ikeda, & Yee, 2000).

What Is Connect2Complete?

- ❑ A model for integrating Service-Learning and Peer Advocacy into Developmental Education Courses

C2C (pilot) involved nine community colleges and state Campus Compact affiliates in Florida, Ohio and Washington to utilize peer mentoring and service-learning to support the most vulnerable community college students in achieving academic success and engaging with their peers, the college and the broader community.

- ✓ Engaged more than 4,500 low-income, underprepared students enrolled in developmental education courses
- ✓ **Peer-to-peer advocacy** and **peer assisted community-engaged learning** serve as critical foundational strategies to support students.
- ✓ These two strategies encourage academic development, social integration, and personal development – all key factors for student persistence.



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C2C Student Engagement



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C2C Model – Course-Based

Service-Learning

Peer Advocates (PAs) collaborate with faculty to support C2C students with s-l during class time and during service projects.

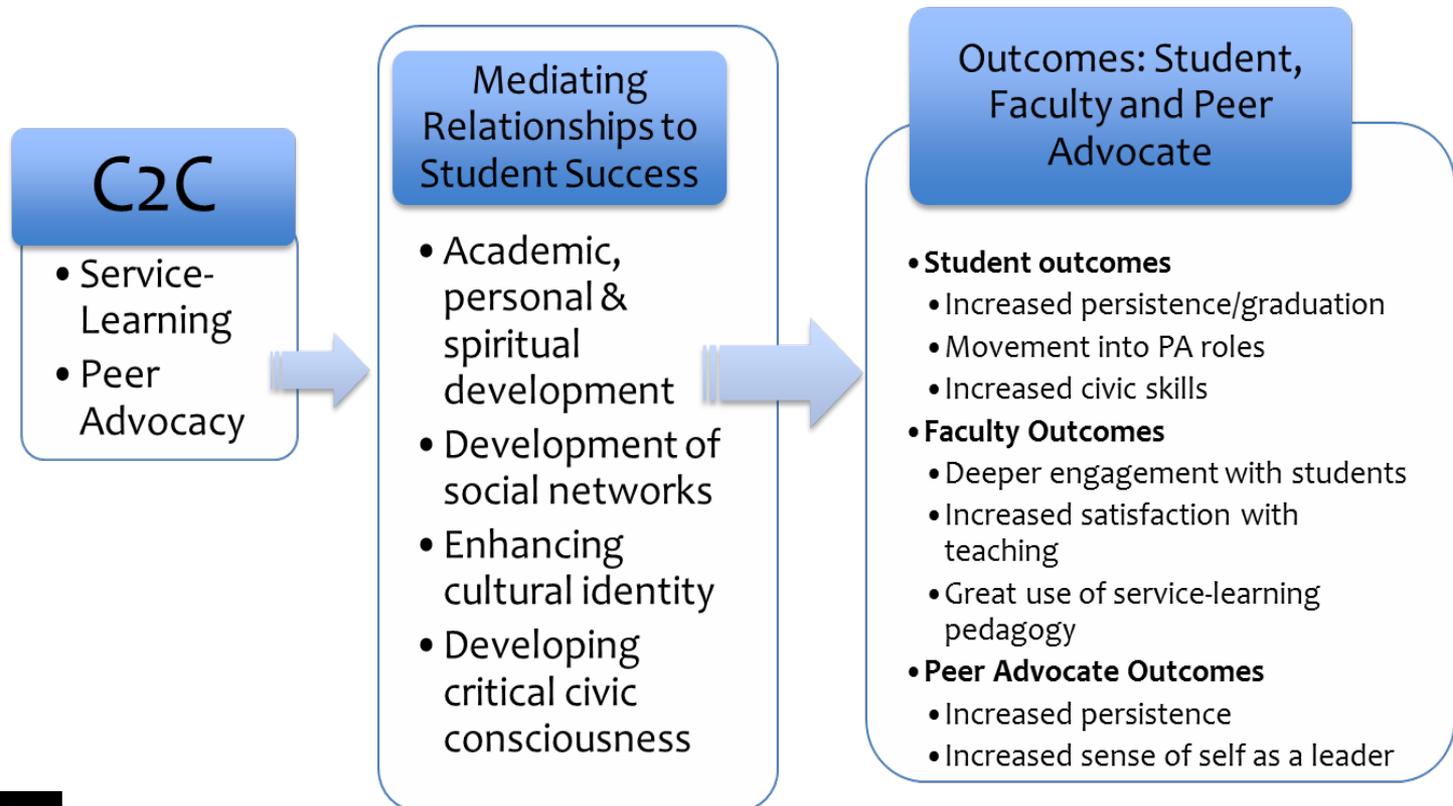
Peer Advocacy

As mentors, advisors and advocates, PAs support C2C students formally and informally during and outside of class time.



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C2C Theory of Change



Impact of S-L on C2C Students

(% indicates C2C students who “Agree” and “Strongly Agree”)

- Showed me the importance of political participation. (90%)
- Increased my understanding of concepts taught in my classes. (61%)
- Showed me the impact I can have on solving problems that face my local community (64%)
- Motivated me to improve my community by being more involved in the near future. (61%)
- Made me aware that I am able to see a situation from someone else’s point of view. (61%)

Source: C2C student surveys Spring 2012- Spring 2014 from 5 of 9



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Impacts Identified from Qualitative Data



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- Helps students connect with each other and the campus
- Increases students' civic skills and awareness
- Enhances self-perception, motivation, optimism and confidence
- Increases attendance
- Develops transferable skills
- Develops sophisticated writing

“At first, I thought the whole idea of having a peer advocate/mentor/leader was just silly. After completing this course I am more aware of my community and the importance of social networking in the college. I enjoyed having the extra help from a peer/mentor. Honestly, I would like to do the same one day. I think there is a personal gain for both the student and the mentor.”

– C2C student



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GOAL
2025 COLLEGE
CHANGES
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**July 21, 2016
Tinley Park, Illinois**

SERVICE LEARNING: AN EXPERIENTIAL APPROACH

**Larry Nieman, Robert Morris
University-Illinois**



PARTNERSHIP OVERVIEW

- Mission “fit”
- Utilize Urban Environment
- Integrate Community Service in Classroom
- Structured Approach



RMU BACKGROUND

- Private, NFP
- Multi-campus
- Professional education
- Diverse community of students
- 4,500 undergraduate and graduate students
- No. 1 Value All-Star Nationwide



JA IMPACT AREAS



JA Chicago – Strong Record of Success

The largest JA office: 538,984 students in 2015-2016 with support of 13,700+ volunteers

Educators trust us: overall JA program rating of 9.3 on 10 point scale

Low cost model: only \$14 to reach each student per year; no United Way or government funding

Financial Literacy



Entrepreneurship



Work Readiness



JA/RMU PARTNERSHIP

- Student Services vs Academics
- Career Management – CMT110/220
- Business Courses
- University Model
- Grant
- JA Competition Day
- High School JAID offered at RMU



COMMUNITY IMPACT



Year	Volunteer # Classes Reached	Volunteer # Students Reached	# Volunteers (RMU)
2015-2016 (to date)	590	13,403	589
2014-2015	577	13,410	537
2013-2014	543	12,982	461
2012-2013	481	11,168	599
2011-2012	211	4,744	248
2010-2011	301	7,508	460
2009-2010	351	7,847	382
2008-2009	464	10,980	714
2007-2008	335	8,367	671
2006-2007	147	3,430	293
2005-2006	145	3,977	161
2004-2005	60	1,528	102
2003-2004	4	85	4
2002-2003	60	1,293	93
2001-2002	26	664	52
Total	4,295	101,386	5,366

FACULTY TESTIMONIAL

“The student volunteers recruit partners, study and prepare for the presentation, are flexible for last minute changes that can happen before and during the classroom experiences. Building rapport, making clear presentations, and practicing teamwork are just a few of the learning goals which students master. They apply the concepts of critical thinking and management skills to the entire experience.”

Dr. Ed Dixon, Professor, Robert Morris University



COMMUNITY TESTIMONIAL

“Junior Achievement is something that my whole school looks forward to. I have been working at Drake for 5 years now, and all of my staff still get excited for Junior Achievement. The Robert Morris volunteers are great and are very hands on with the students. The students constantly ask about volunteers, it’s amazing how responsive they are and how much they learn. I definitely see dedication from the RMU volunteers, I can tell that they prepare and are dedicated and that is what truly matters. I can’t wait until next year!”

Mrs. Keisha Warner, Principal, Drake Elementary School



RMU STUDENT IMPACT

- Community Service Is A Possibility
 - Presidential Service Award
 - RMU is No. 2 University Volunteer in Nation
- Outcomes
 - Public speaking ability
 - Teamwork
 - Project management
 - Networking
 - Leadership



STUDENT TESTIMONIAL

“Junior Achievement helped me gain numerous skills. Not only did it help with leadership towards younger students, but it helped increase my public speaking. Working as a team and finding ways to get things done also helped us get organized for the big day. I can apply these skills to everyday tasks, future professions, and situations.”

Jenny Degante, RMU Student, School of Business



Questions?

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