

NOSC 2012 WINNING POSTERS

Education Beats Incentive\$ for Healthy Food Choices

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This project, funded through the University of Missouri College of Human Environmental Sciences Margaret W. Mangel Faculty Research Catalyst Fund was designed to assess the impact of nutrition education and the use of monetary support for food purchases on positive dietary behavior changes. This project relied on the Expanded Food and Nutrition Education Program (EFNEP) population, characterized as low-income (below 185 percent poverty). All participants were newly enrolled in EFNEP. Three treatment groups were established to compare the effectiveness of classroom education that included the addition of a hands-on grocery store tour, a \$25 grocery store gift certificate to aid in the selection and consumption of fresh fruits, vegetables, and whole grains, and basic food resource management skills. The goal of this project was to demonstrate the



THE IMPACT OF INCENTIVES ON NUTRITION EDUCATION

BY JO BRITT-RANKIN, MS, PHD, CANDY GABEL, MS, RD, LD, AND KIMBERLY J.M. KELLER PHD

This project was designed to assess the impact of nutrition education and the use of monetary support for food purchases on positive dietary behavior changes. This project relied on the Expanded Food and Nutrition Education Program (EFNEP) population, which is characterized as low-income (below 185 percent poverty). All participants were newly enrolled in EFNEP. Three treatment groups were established to compare the effectiveness of classroom education that included the addition of a hands-on grocery store tour, a \$25 grocery store gift certificate to aid in the selection and consumption of fresh fruits, vegetables and whole grains, and basic food resource management skills. The goal of this project was to demonstrate the effectiveness of incorporating of grocery store tours into the nutrition education of EFNEP.

OBJECTIVES

- 185% or more will improve at least one nutrition behavior related to dietary quality and physical activity.
- 80% report implementing one or more food resource management practices to effectively use their food dollars.
- 40% will sustain increased consumption of fruits and vegetables, low-fat dairy products and/or whole grains two months following the conclusion of the education.
- Participants who received a grocery store tour as part of their education will show more improvement in nutrition behaviors related to dietary quality and food resource management than those who receive classroom education only.

HYPOTHESIS

Our hypothesis was that the incorporation of a grocery store tour and a gift card will significantly improve food selection and food resource management skills of program participants.

METHODS

This project assigned EFNEP participants in the Kansas City and St. Louis metropolitan areas to three treatment groups. Standard EFNEP evaluations were used to evaluate the study. Participants completed a 24-hour diet recall and a food behavior checklist during the first and final class sessions. Participants were asked to repeat the checklists two months following their final class to determine if behaviors were sustained. Data was analyzed using the NERS-5 database that is used nationally with EFNEP participants.

TREATMENT GROUPS

TREATMENT 1	TREATMENT 2	TREATMENT 3
- Received a minimum of six Eat Smart • Being Active* lessons. - Completed a pretest, post-test and 2-month follow-up evaluation, which includes a dietary recall and behavior checklist.	- Received a minimum of six Eat Smart • Being Active* lessons. - Participated in a grocery store tour using the Shopping Matters** curriculum with a nutrition educator and/or a student. - Completed a pretest, post-test and 2-month follow-up evaluation, which includes a dietary recall and behavior checklist.	- Received a minimum of six Eat Smart • Being Active* lessons. - Participated in a grocery store tour using the Shopping Matters** curriculum with a nutrition educator and/or a student. - Received a \$25 grocery store gift card to purchase foods following the grocery store tour. - Completed a pretest, post-test and 2-month follow-up evaluation, which includes a dietary recall and behavior checklist.

RESULTS

	Percent of participants improving at least 1 nutrition behavior	Percent of participants improving at least 1 food resource mgmt behavior	Percent of participants who have a positive change in any food group
TREATMENT 1	67%	65%	100%
TREATMENT 2	73%	67%	93.3%
TREATMENT 3	79%	74%	95.8%

The table above addresses the first three objectives of the project. For Objective 1 and 2, positive behavior change was seen, however, not at the expected rate. There was also no significant difference between treatments. For Objective 3, the number of participants who made a positive behavior change within one or more food groups was well above expected rates for all treatment groups.

Objective 4 indicated that those who received a grocery store tour or a tour and gift card would significantly improve their behavior related to nutrition and/or food resource management. Overall, we saw little difference between the three treatment groups.

CONCLUSIONS

This study shows that regardless of treatment, participants report improvement in dietary choices, however, no significant differences were seen between groups other than the vegetable intake among Treatment 2 participants and grain consumption among Treatment 3 participants.

Although further studies are recommended, this study indicates that a monetary gift card incentive does not improve behavior change significantly. This study appears to indicate that classroom education (7 lessons or greater) provides the greatest influence on EFNEP participants. The addition of a grocery store tour and/or a monetary incentive do not significantly impact behavior change.

Two questions indicated further testing is necessary to determine the nature of the interactions. The first question was "How often do you plan meals ahead of time?" For this question, St. Louis participants, indicated that those who participated in Treatment 2 (grocery store tour and classroom education) were significantly more likely to plan meals in advance (p=0.005). The second question, "How often do you run out of food before the end of the month?" was significant only in the St. Louis participants. All St. Louis participants, regardless of treatment, indicated that they were less likely to run out of food at the end of the month (p=0.000). There was no significant difference for any of the Kansas City participants across all three treatment groups.

* developed by University of California, Davis and Colorado State University specifically for the low-income audience and EFNEP participants.
** curriculum developed by Cooking Matters

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Improving Classroom Instruction: Alabama Math, Science, and Technology Initiative

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The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's initiative to improve math and science statewide. A committee comprised of lead K-12 teachers and administrators, higher education representatives, and business leaders designed the program. Its mission is to improve student learning by providing all students with the knowledge and skills needed for success in the workforce and/or postsecondary studies. AMSTI currently serves about 50% of schools in the state. There are 11 sites in the state, each partnered with an institution of higher education. Each site serves the schools in a particular geographic location or region. Sites resemble large warehouses where materials are stored. Additionally, AMSTI sites provide office space for staff and meeting spaces for professional development. Schools apply to become official

AMSTI schools and, when accepted, agree to send all of their math and science teachers and administrators to two-week summer institutes for two consecutive summers. Participation is voluntary. Professional development, hands-on materials, and on-site support are three key services provided to schools. Professional learning teams are another dimension of support being developed. Team members learn about leadership and will be key in promoting and sustaining change in instruction throughout the schools. AMSTI also includes a pre-service component for elementary education majors at partner institutions of higher education. A three-year longitudinal study showed AMSTI had statistically significant positive effects on student learning in math, science, and reading. AMSTI is gaining national and international recognition as the most comprehensive math and science initiative in the nation.

AMSTI

ALABAMA MATH, SCIENCE, AND TECHNOLOGY INITIATIVE

What is AMSTI?

The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's initiative to improve math and science statewide. A committee comprised of lead K-12 teachers and administrators, higher education representatives, and business leaders designed the program. Its mission is to improve student learning by providing all students with the knowledge and skills needed for success in the workforce and/or postsecondary studies. AMSTI currently serves about 50% of schools in the state. There are 11 sites in the state, each partnered with an institution of higher education. Each site serves the schools in a particular geographic location or region. Sites resemble large warehouses where materials are stored. Additionally, AMSTI sites provide office space for staff and meeting spaces for professional development. Schools apply to become official

How do schools become Official AMSTI Schools?

Schools must apply to become official AMSTI schools. The application process includes a review of the school's current math and science curriculum, teacher qualifications, and student achievement data. If approved, the school must send all math and science teachers and administrators to the AMSTI summer institute for two consecutive summers. The school must also provide on-site support for teachers and administrators. Schools that do not meet these requirements may be considered for future participation.

Professional Development

Teachers and administrators participate in professional development activities throughout the year. This includes attending the AMSTI summer institute, participating in on-site training, and attending workshops and conferences. Teachers also receive ongoing support from AMSTI site coordinators and professional learning teams.

Equipment

AMSTI provides schools with the materials and equipment needed for math and science instruction. This includes textbooks, manipulatives, and technology. Schools are also provided with access to AMSTI site coordinators and professional learning teams for ongoing support.

On-Site Support

AMSTI provides schools with on-site support from site coordinators and professional learning teams. This includes providing materials, equipment, and training. Site coordinators also provide ongoing support for teachers and administrators.

Sustainability

AMSTI provides schools with the resources and support needed to sustain the program. This includes providing materials, equipment, and training. Schools are also provided with access to AMSTI site coordinators and professional learning teams for ongoing support.

Evaluation of the Effectiveness of AMSTI

AMSTI has been evaluated by the Alabama Department of Education and the National Center for Education Statistics. The evaluation found that AMSTI had statistically significant positive effects on student learning in math, science, and reading. The evaluation also found that AMSTI had a positive impact on teacher effectiveness and school climate.

What is an AMSTI Site?

An AMSTI site is a location where AMSTI materials and equipment are stored. It also provides office space for staff and meeting spaces for professional development. Sites are located throughout the state and serve different geographic regions.

Pre-Service Programs

AMSTI provides pre-service programs for elementary education majors at partner institutions of higher education. These programs provide students with the knowledge and skills needed for success in the workforce and/or postsecondary studies. Pre-service programs also provide students with access to AMSTI site coordinators and professional learning teams for ongoing support.

Summary of Longitudinal Findings

The longitudinal study found that AMSTI had statistically significant positive effects on student learning in math, science, and reading. The study also found that AMSTI had a positive impact on teacher effectiveness and school climate. The study was conducted over a three-year period and involved a large number of schools and students.

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Partnering with Local Communities with Innovative Strategies to Enhance Rural Mental Health

Chao-Hui (Sylvia) Huang, Latrice Vinson, Susan Guin, and Martha Crowther
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Partnering with Local Communities with Innovative Strategies to Enhance Rural Mental Health

Chao-Hui (Sylvia) Huang, M. A., M. Ed.^{1,2}, Latrice Vinson, M. A.¹, Susan Guin, MSN, CRNP³, & Martha R. Crowther, Ph.D., M.PH¹

Scholarly Merit of the Mobile Unit Project

1. Rural mental health disparities is a growing public health concern (Hartley, 2004). However, very few mental health professionals and resources are available to address identified needs.
2. Rural residents are one of the greatest at-risk groups for depression, suicide, and substance abuse (Mulder et al., 2001).
3. The West Alabama Mobile Unit Project aims to provide engaged scholarship and a community/university partnership in Alabama's Black Belt region to deliver accessible, innovative, and quality mental health care for rural residents.



Figure 1. Collaborating Efforts between University and Community

Objective I : Enhancing Engaged Scholarship

1. Faculty and students from departments of psychology, social work, nursing, rural medicine, and communication developed an interdisciplinary health care team and proactively cultivated a reciprocal partnership with the West Alabama rural communities.
2. Faculty and students routinely visit seven rural communities to deliver physical and mental health screens, flu shots, and brief psychotherapy on the mobile unit.



Objective II : Partnering w/ Local Communities

1. Research indicates that multifaceted barriers make it difficult for rural residents to receive mental health care (Letvak, 2002).
2. It is crucial to collaborate with local community partners in an innovative manner to overcome barriers which include an anti-stigma campaign.
3. Over the past five years, we have developed partnerships with local governments, community agencies, churches, and businesses to increase the accessibility of the mobile unit project.



Traditional Counties of the Alabama Black Belt

WAMHC Mobile Unit

Communities/County	Local Partners
Akron/Hale County	Akron Senior Center
Boligee/Greene County	Boligee Town Council
Eutaw/Greene County	Eutaw City Park
Funsdale/ Marengo County	Funsdale Post Office
Greensboro/Hale County	First Presbyterian Church Greensboro CVS Pharmacy
Newbern/Hale County	Volunteer Fire Department



Summary of Project Outcome

1. The community partners contributed to the anti-stigma campaign by assisting with continuous recruitment and enhancing community participation.
2. With the partnerships from local community agencies, the interdisciplinary team has successfully conducted mental and physical health screens to 2056 residents via mobile unit services.



Figure 2. Innovative Strategies to Enhance Rural Mental Health

Conclusion

1. Engaged scholarship provides valuable training opportunities for faculty and students to serve rural communities.
2. Using innovative strategies such as collaborating with local community agencies in rural Alabama to provide mobile healthcare delivery is crucial to offering accessible healthcare to enhance rural mental health.

Acknowledgements

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Research shows many mental health disparities in rural communities. Rural residents are at-risk for depression, suicide, and substance abuse. The West Alabama Mobile Unit project aims to enhance engaged scholarship and establish a community/university partnership in Alabama's Black Belt region to deliver accessible, innovative, and quality mental health care for rural residents.

Method. Collaborations were established between The University of Alabama, the West Alabama Mental Health Center, and local community agencies in Alabama's Black Belt region. An innovative approach to enhance rural mental health was developed through engaged scholarship by forming an interdisciplinary health care team to deliver mental health services using a mobile unit. Faculty and students from

departments of psychology, social work, nursing, rural medicine, and communication participated in service delivery and proactively cultivated a reciprocal partnership with West Alabama rural communities.

Results. With the partnerships from local community agencies, the interdisciplinary team has successfully conducted mental and physical health screens to 2056 residents via mobile unit services in six Black Belt communities. The community partners contributed to the anti-stigma campaign by assisting with recruitment and providing resources. Strategies to overcome barriers and to engage rural residents in mental health services include: 1) collaborating with persons of and from the community in developing interventions, support groups, and outreach efforts, 2) understanding and respecting community-based values and

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cultures, 3) providing year-round services to rural communities to build up service stability and trust, 4) making services accessible and affordable, and 5) assuring confidentiality.

Conclusion. Engaged scholarship provides valuable training opportunities for faculty and

students to serve rural communities. Using innovative strategies such as partnering with local community agencies in rural Alabama to deliver mobile healthcare is crucial to enhance mental health for the rural population.

Voice Matters: Lessons Learned from Women in a Historically Marginalized Community About the Importance of Engaging Community As Research Partners

**Michelle Laws, Department of Social and Behavioral Health,
Virginia Commonwealth University School of Medicine**

Despite decades of research, health education, promotion campaigns, and behavioral interventions targeted at improving the disparate health outcomes in the Black community, Black women (and men) continue to share a disproportionate burden of disease and deaths. Researchers have found compelling evidence that social determinants are critical factors contributing to the persistence of health disparities in African American communities (Braveman, 2012; Braveman, Egerter, & Mockenhaupt, 2011; David, R., & Messer, L; Hayward, Miles, Crimmins, & Yang, 2000).

Population-level determinants such as social networks, core geographic areas, segregation, health care provision, under or no insurance, socioeconomic and poverty, and correctional experiences are interrelated and seem to play an important role in health disparities (Barrow, Newman, & Douglas, 2008; Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for Healthy People 2020, 2010).

However, all too often health interventions and research studies are designed without the input of the populations they are designed to treat or help. This seems especially true when the poor are the research subjects. This exclusion of the target population at the front end of the research process often lead to ineffective interventions that show little or no effect in terms of creating positive change in health behaviors and health status. Further, with a specific focus on using service learning to engage students in communities that are fertile with research opportunities, there is a need to better understand how to connect students

with community partners and stakeholders in a way that promotes mutual respect and symbiotic learning experiences. Cruz & Giles (2000) (in (Stoecker & Tryon, 2009) argue: "There are claims of the positive impact that service learning has on communities, but as we find, there is much less research to back up those claims." Using service learning as a primary step in a community-engaged research project can help to close the gaps in the literature. The research questions this study seeks to answer are:

1) How can service learning benefit community-engaged research? 2) Can a community engaged approach be effectively carried out in a semester-long service learning class? 3) What are the challenges and rewards of a community collaborative approach for a student? 4) What are the challenges and rewards when community partners are engaged in the research process through a service learning project?

Results from this research include the development and administration of community women's health and needs survey, which was created in collaboration with women in the community and the student researcher; based on preliminary analysis of survey data (n=35 African American women, aged 18 and older) common themes emerged from question about most pressing health needs of women including need for STD prevention and birth control/pregnancy prevention; established partnership with public health and public housing officials who expressed interest in using findings to inform development of health services for women in community; and the student used service learning project as background to write grant to launch larger-

scale, IRB-approved research study on women's health needs and barriers to health services (study currently underway). The challenges included time constraints (e.g. balancing research and course work); unexpected changes in terms of stakeholders (lead community outreach worker who played vital role helping researcher to gain access to women left her position with the lead community agency); and the burdens in terms of feeling overwhelmed and helpless by confronting the multiple social and health disparities and needs many women endure living in historically marginalized communities.

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VCU

Voice Matters: Lessons Learned from Women in a Historically Marginalized Community About Importance of Engaging Community As Research Partners

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There are claims of the positive impact that service learning has on communities, but as we find, there is much less research to back up those claims (Cruz & Giles, 2000 in Stoecker & Tryon, Unheard Voices: Community organizations and Service Learning)

Results

Background

Despite decades of research, health education, promotion campaigns, and behavioral interventions targeted at improving the disparate health outcomes in the Black community, Black women (and men) continue to share a disproportionate burden of disease and deaths. Researchers have found compelling evidence that social determinants are critical factors contributing to the persistence of health disparities in African American communities (Hogben & Leichter, 2008; Hofrichter, 2003). Population-level determinants such as social networks, core geographic areas, segregation, health care provision, under or no insurance, socioeconomic and poverty, and correctional experiences are interrelated and seem to play an important role in health disparities (Barrow, Newman & Douglas, 2008). However, all too often health interventions and research studies are designed without the input of the populations they are designed to treat or help. This seems especially true when the poor are the research subjects. This exclusion of the target population at the front end of the research process often leads to ineffective interventions that show little or no effect in terms of creating positive change in health behaviors and health status.

The Process

Conclusions

Despite negative local perceptions about the community, the women expressed an extraordinary resilience and hope for improving their health outcomes and wellbeing. Their time was driven largely by the great expectations they have for their children.







Community and University Come Together Through Service Learning Class

Community-Engagement Method (Applying Core Principles of CBPR)

1. Identified and met with community gatekeepers to gain access to women in community through an existing community-based women's group.
2. Co-facilitated collaborative meetings to explore and develop shared goals and expectations
3. Used feedback from women to create community women's health needs assessment survey
4. Recruited women to share their stories, attitudes and beliefs about health issues and needs unique to women's experiences.

Research Questions

1. How can service learning benefit community-engaged research?
2. Can a community engaged approach be effectively carried out in a semester-long service learning class?
3. What are the challenges and rewards of a community collaborative approach for a student?
4. What are the challenges and rewards when community partners are engaged in the research process through a service learning project?

Student immerses self in community





Figure 1. Women attending WOW (Women of Worth) collaborative meeting to discuss health as part of research planning process

Long-Term Effects of Service-Learning on Students' Civic Engagement After College

Shannon O'Brien Wilder, David Berle, and David Knauff, University of Georgia, and Sarah Brackmann, Southwestern University

Long-Term Effects of Service-Learning on Students' Civic Engagement After College

Presented by: Dr. Shannon O'Brien Wilder, Office of Service-Learning, The University of Georgia

Research Collaborators: Dr. Sarah Brackmann, Director of Civic Engagement, Southwestern University; Prof. David Berle, UGA; and Dr. David Knauff, UGA



Abstract

Survey research examines the long-term effects of service-learning participation on civic engagement behaviors and beliefs of students enrolled in a specific service-learning course at one institution from 2004-2011 compared to a similar population of alumni who did not take this service-learning course.

What do we know about the long-term effects of service-learning?

- Overall Learning Outcomes of Service-Learning point to long-term effects (e.g., critical thinking skills, citizenship, personal and interpersonal development, understanding and applying knowledge)
- Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Little research on long-term effects of SL
- Astin, A. W., Sax, L. J., & Avalos, J. (1999). The Long-Term Effects of Volunteerism During the Undergraduate Years. *The Review of Higher Education*, 21(2): 187-202.
- Misa, K., Anderson, J., & Yamamura, E. (2005). The lasting impact of college on young adults' civic and political engagement. Unpublished manuscript.

Some previous studies point to . . .

- Positive effects on civic engagement
- Astin, A., Vogelgesang, L. J., Misa, K., Anderson, J., Denson, N., Jayakumar, U., et al. (2006). Understanding the effects of service-learning: A study of students and faculty. Final Report to the Atlantic Philanthropies, U.S.A.
- Positive effects on career development in service-related careers
- Fenzel, M., & Peyrot, M. (2005). Comparing college community participation and future service behaviors and attitudes. *Michigan Journal of Community Service-Learning*, 12(1), 23-31.



Purpose

- How does participation in Project FOCUS (a UGA service-learning course) effect civic engagement behaviors and beliefs in the years following graduation?
- Is there a difference in civic engagement behaviors and beliefs between university graduates who participated in Project FOCUS and graduates who did not?

Study Framework

Astin and Vogelgesang (2006) studied the effects of service-learning on post-graduation civic beliefs and behaviors, specifically studying:

- Community/civic engagement: civic leadership, working with communities, volunteerism, charitable giving and involvement with alma mater
- Political engagement: general political engagement and its four subfactors: political activism, political expression, commitment to political/ social change, and voting behavior
- Civic values/goals: pluralistic orientation, self-efficacy, and the goal of promoting racial understanding

Their national sample could not control for different teaching styles, reflection strategies, service experiences, and conceptions of service-learning. Studying FOCUS graduates controls for these variables.

Project FOCUS Course Overview

AESC(FCID) 4920S/6920S - FOCUS (Fostering Our Community's Understanding of Science):

- 3-hour (A-F graded) course created in Fall 2002 in College of Agricultural and Environmental Sciences
- Elective course open to all UGA students with at least 12 hours of college science (actual avg. 35 hours) and 2.5 GPA (actual avg. 3.47 GPA)

Course Goals

- Expose children to science through interactive and hands-on lessons.
- Provide support to K-5 teachers to enhance science instruction.
- Create opportunities for university students to interact with teachers and children in the local community.

Community & Civic Engagement: Working with Communities 1				
Working with Communities 1	Mean FOCUS	Mean Comp.	t	Sig
Worked on a community project with government	1.84 (1.16)	1.53 (1.08)	2.054*	.042
Worked with others to solve a community problem	1.97 (1.18)	1.69 (.87)	2.475*	.014
Played a leadership role in improving community	1.96 (1.12)	1.52 (.78)	3.150**	.002
***p < .01 **p < .05 *p < .10				
Community & Civic Engagement: Working with Communities 2				
Working with Communities 2	Mean FOCUS	Mean Comp.	t	Sig
Participated in community/ neighborhood group	3.16 (1.04)	3.57 (.77)	3.298**	.001
***p < .01 **p < .05 *p < .10				
Community & Civic Engagement: Working with Communities 3				
Working with Communities 3	Mean FOCUS	Mean Comp.	t	Sig
Participated in a community action program	2.46 (.93)	1.98 (.84)	3.581**	.001
Becoming a community leader	2.40 (1.03)	1.88 (.94)	3.410**	.001
***p < .01 **p < .05 *p < .10				

Community & Civic Engagement: Volunteer Work 1 and 2				
Volunteer Work 1	Mean FOCUS	Mean Comp.	t	Sig
Frequency of volunteer work in past year	2.33 (.612)	1.91 (.655)	4.464**	.001
Volunteer Work 2	Mean FOCUS	Mean Comp.	t	Sig
Hours per week volunteering	2.88 (1.56)	2.27 (1.63)	2.463**	.015

Community & Civic Engagement: Charitable				
Charitable	Mean FOCUS	Mean Comp.	t	Sig
Donated money to an education organization	1.98 (1.02)	1.63 (.73)	2.348**	.018
***p < .01 **p < .05 *p < .10				

Community & Civic Engagement: Involvement with Alma Mater				
Involvement with Alma Mater	Mean FOCUS	Mean Comp.	t	Sig
Attended an alumni event	1.48 (.68)	1.29 (.51)	1.212*	.036
Used an alumni association	1.46 (.68)	1.28 (.57)	1.209*	.046
Recruited new students to college	1.64 (.70)	1.38 (.57)	2.709**	.008
***p < .01 **p < .05 *p < .10				

Survey Instrument

Our survey instrument is based on the Higher Education Research Institute's (HERI) Life After College Survey: A Survey of Former Undergraduates (LAC), and modified to capture the data needed for our study. LAC was developed in 2003 to study post-graduate values, opinions, and activities. Developed by UCLA's Higher Education Research Institute and reviewed by a working group of service-learning experts, the survey was designed to "gain a deeper understanding of the various ways in which young adults are involved in their communities approximately six years after graduation" (Astin et al., 2006).

Methodology

Sample Selection

- All graduates who enrolled in Project FOCUS from 2004-2011
- n=475

Comparison Group

- Sample of alumni who graduated with similar majors as the Project FOCUS sample, and who graduated during the same time period

Data Collection & Survey Administration

- Administered using the Qualtrics survey research suite
- 187 alumni finished the survey (87=FOCUS Sample, 100=Control Sample)
- 23% response rate from Project FOCUS alumni

Results

FOCUS alumni compared to other UGA alumni were significantly more likely to:

- Continue with civic and community engagement activities after graduation (e.g., volunteering, serving in community leadership roles, and working on community projects.)
- Attend alumni events
- Use the alumni association for professional and social support
- Recruit others to attend UGA
- Donate money to an educational organization

For more information on the Office of Service-Learning and its programs, see www.servicelearning.uga.edu
Or contact us at osl@uga.edu or 706-542-8924

Evidence of service-learning's impact on civic and community engagement behaviors is generally restricted to short-term evaluations of student learning outcomes (Eyler & Giles, 1999; Vogelgesang & Astin, 2000). While previous stud-

ies have examined the effects of service-learning and volunteerism on students' civic behaviors after college (Astin et al., 1999; Fenzel & Peyrot, 2005; Warchal & Ruiz 2004), few compare results with alumni who did not participate in service-learning

(Astin et al., 2006), and no available studies control for consistently defined and implemented service-learning experiences. In this study, survey research examines the long-term effects of service-learning participation on civic engagement behaviors and beliefs of students enrolled in a specific service-learning course at one institution from 2004-2011 compared to a similar population of alumni who did not take a service-learning course.

In 2002, a course entitled “Project FOCUS – Fostering Our Community’s Understanding of Science: Service-Learning Experience” was created at the University of Georgia in collaboration with the local public school system. Each semester, university science students and elementary school teachers are partnered to enhance science education in grades K-5. This study of Project FOCUS and a comparison group of alumni builds on Astin et al.’s (2006) study of a national sample of alumni who participated in service-learning experiences during college. Civic leadership, charitable giving, and overall political engagement were all identified as being more common among individuals who had participated in service-learning compared to those who had not. However, Astin et al.’s (2006) national sample could not control for different teaching styles, reflection strategies, service experiences, definitions of service-learning, and service-learning course design. Since its inception, Project FOCUS has had the same structure, syllabus, reflective journal requirements, service requirements, and community partners, allowing researchers to control for these variables.

Participants in this study included all students who enrolled in Project FOCUS from 2004-2011 (475 alumni). The comparison group of alumni graduated with comparable majors during the same time period (2000 alumni). 187 alumni completed the survey; 87 of these respondents were FOCUS alumni (a 23% response rate), while 100 were from the comparison group.

Results indicate that after graduation, individuals who participated in Project FOCUS were more likely to continue involvement with community and civic engagement activities. FOCUS students reported greater participation in all survey categories measuring work with communities and volunteer activities, including working on community projects, assisting in solving community problems, and serving in leadership roles. Participants also reported stronger affinity to their alma mater as a result of the experience. They were significantly more likely to attend alumni events, use an alumni association for professional and social sup-

port, and recruit others to attend their alma mater. They were also more likely to donate money to an educational organization. Study results provide valuable evidence to support claims of significant long-term civic benefits resulting from service-learning experiences. Results also have implications for how higher education institutions view and support service-learning experiences in order to cultivate long-lasting relationships with alumni.

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NOSC 2012

MAGRATH WINNERS

At NOSC 2012, initiatives by East Carolina University (ECU), Miami University (Ohio), Colorado State University (CSU), and North Carolina A&T State University were named regional recipients of the 2012 Outreach Scholarship W.K. Kellogg Foundation Engagement Award.

In the **South Region**, ECU's Intergenerational Community Center was the ultimate 2012 recipient of the C. Peter Magrath University/Community Engagement Award for creating a dynamic community center that meets the urgent needs of the underserved community of West Greenville, N.C. ECU'S project, the Lucille W. Gorham Intergenerational Community Center, received the \$20,000 award and trophy during the 125th APLU Annual Meeting in Denver in November 2012.

Established in 2006, the Outreach Scholarship and Magrath University Community Engagement Awards recognize four-year public universities that have redesigned their learning, discovery, and engagement functions to become more deeply involved with their communities.

Award finalists come from four regions—South, North Central, West, and the 1890 university community (historically black land-grants). Each received a cash prize of \$6,000.

"These four projects exemplify the broad principles of outreach and engagement with the community and surrounding region embraced today by the public university community," said APLU President Peter McPherson. "We salute these outstanding initiatives that stand as model engagement programs for colleges and universities nationwide."

The national winner this year, from the South region, provides a comprehensive community-based system of services to residents of Greenville, N.C. that address a wide range of needs, including: educational programs, parenting classes, and helping juvenile offenders return to the community. The center is used for community meetings, strategic planning, and community-based research. Some of the key programs making a difference at the center include prevention and intervention in gang involvement; providing substance abuse counseling; and assistance with domestic violence, criminal activity, grief, racial disparities, and unemployment. The center also provides job training and apprenticeships, social activities, health screenings, and a variety of programs for all ages. The center is a partnership between ECU, the City of Greenville, Pitt Community College, and other community organizations. Kerry Littlewood is the center's executive director.

Miami University received the **North Central region** award for its Center for Community Engagement's Over-the-Rhine Residency Program. Twelve students integrate academics with a full immersion experience to live and work in the "school of social life" for a full semester in

the Cincinnati neighborhood of Over-the-Rhine. Each week students perform 15 hours of service at one or more nonprofit organizations within the community, including medical clinics, affordable housing developers, schools, homeless shelters, and advocacy groups. The center's firm conviction is that learning in support of broader community transformation is best served by direct social engagement that generates learning and knowledge based upon social participation within a cultural community of color.

The **West Region** Award went to CSU Crowdsourcing, Climate Change and Student Science: The Community Collaborative Rain, Hail and Snow Network won the West region award. In less than 10 years, this award-winning program has grown from one local community project to a nationwide crowdsourcing program engaging over 15,000 participants. Students of all ages at over 100 schools perform research, analyze data, and become future innovators for environmental and social issues. The resulting index of rain, hail, and snow measurements is publicly available at www.cocorahs.org. Its unique approach to data collection and research has made it one of the most innovative citizen science programs in the nation.

The **1890 region** award was given to North Carolina A&T State University in partnership with North Carolina State University for Building a Sustainable Local Food Economy in North Carolina through Partnership and Engagement. The Center for Environmental Farming Systems (CEFS), along with the North Carolina Department of Agriculture and Consumer Sciences found itself in the middle of a brewing crisis between agricultural and environmental groups demanding land-grant universities do more to help protect fish and waterways from hog containment facility spills. CEFS partnered with the groups to find positive ways to alleviate conflicts and tackle the emerging environmental issues. The partnership led to the creation of NC Choices, which promotes the advancement of local, niche, and pasture-based meat supply chains by facilitating educational and networking experiences for producers, processors, food professional and buyers. The project has built trust and laid the groundwork for future cooperation between the universities and engaged diverse partners, including the Carolina Farm Stewardship Association, the North Carolina Farm Bureau, the Environmental Defense Fund, and many others. The partnership has since expanded to include hundreds of nonprofit organizations, businesses, associations, and state agencies. In addition to the regional winners, the following projects were deemed exemplary and worthy of recognition:

- **South Region.** Shoulder to Shoulder Global: Improving the Health and Well-Being of Resource-Poor Communities in Ecuador, University of Kentucky. Knoxville Homeless Management Information System.
- **North Central Region.** Green Energy

Technologies, Michigan State University.
Community Economic and Entrepreneurial
Development Program, University of Missouri.

- **West Region.** Living with Fire, University of Nevada Cooperative Extension. Lionel Hampton International Jazz Festival Mentors and Masters: Partners Shaping Tomorrow, University of Idaho. Sustainable City Year Program, University of Oregon.