

Engaging Millennial Students Through Community-Engaged Experiential Learning

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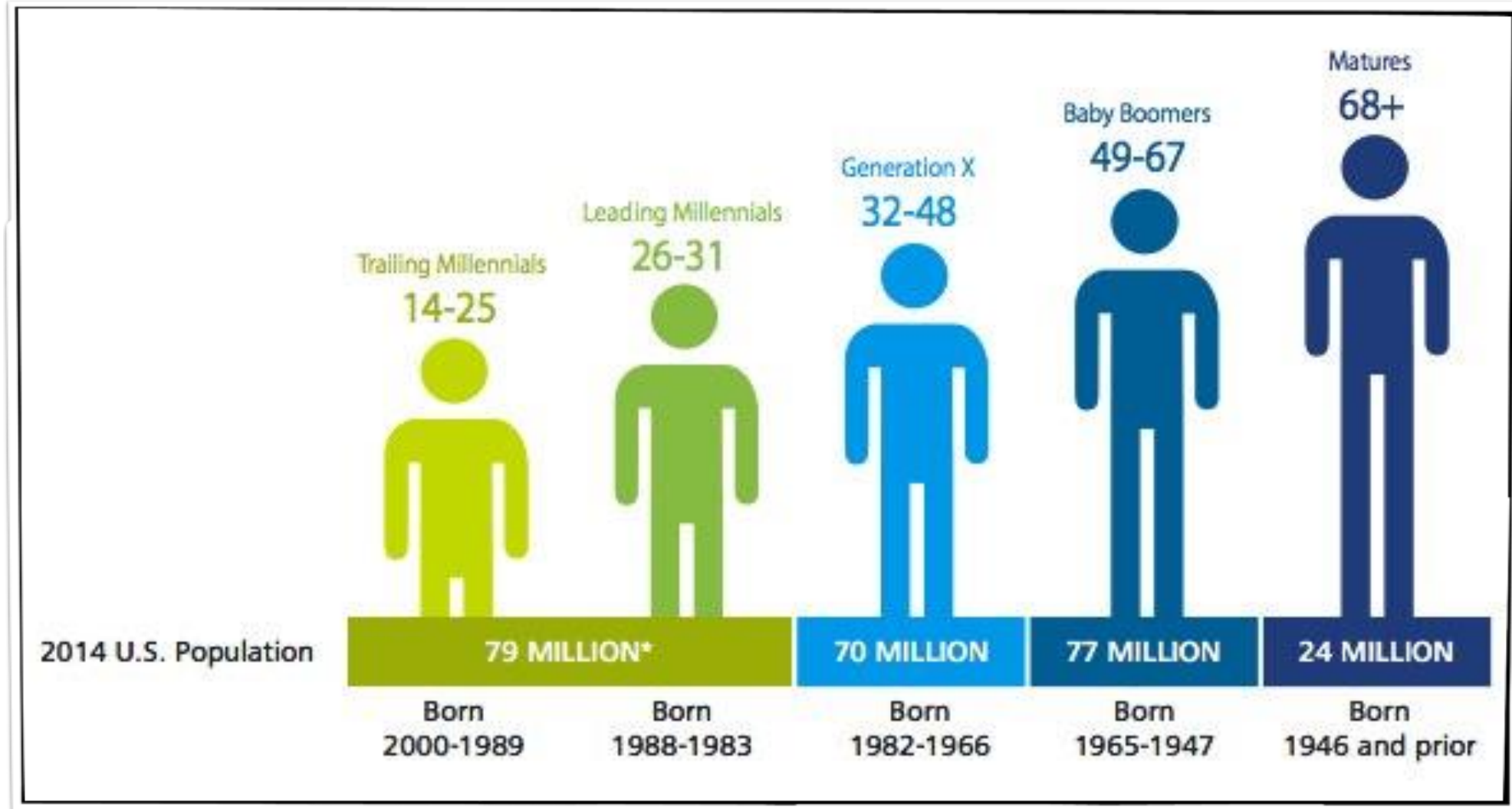
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Agenda

- What do we know about Millennial learners/workers?
- What is service-learning?
- Why service-learning?
- How do you do service-learning?
- What are we doing at Utah Valley University?
- How are we assessing the impact of service-learning?
- So What? How can service-learning help me engaged and prepare the Millennial learner/worker?

What do we know about the Millennial Learner/Worker?

Millennials Born Between Early 1980's-Late 1990's



Millennial Workers—Background

- Baby Boomers are leaving the workforce, and Millennials or Generation Y are coming in to fill the empty positions
- Millennials have become the largest generation in the U.S. workforce. In 2016, the Millennial workforce reached about 75 million-strong (Fry, 2016).
- Their attitudes toward employment, marketing, sales, and business are much different than the generations before them.
- If organizations are successful in motivating and engaging their Millennial employees, then they will have access to more than one third of the U.S. workforce.

What are Millennials?



Some Negative Characteristics

- Turnover Rates
- Obsession with Technology
- Entitlement Attitudes



Some Positive Characteristics

- Tech Savvy
- Passion about Purpose
- New Creative Ideas



Millennial Learner Characteristics

- Special
- Sheltered
- Team Oriented
- Confident
- Pressured
- Achieving

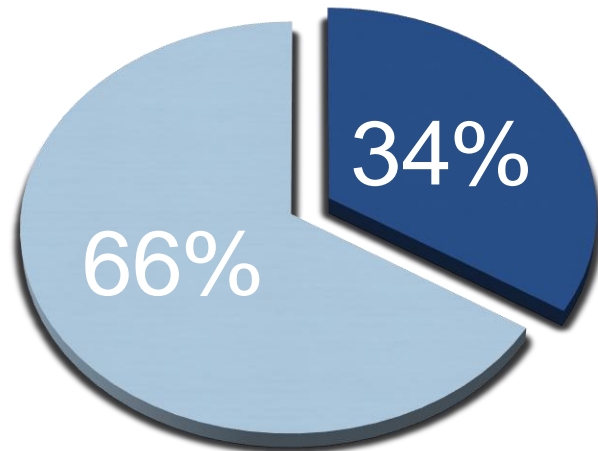


Monaco, Michele and Martin, Malissa, (2007) The Millennial Student: A New Generation of Learners, *Athletic Training Journal*, p. 44.

Millennial Workers

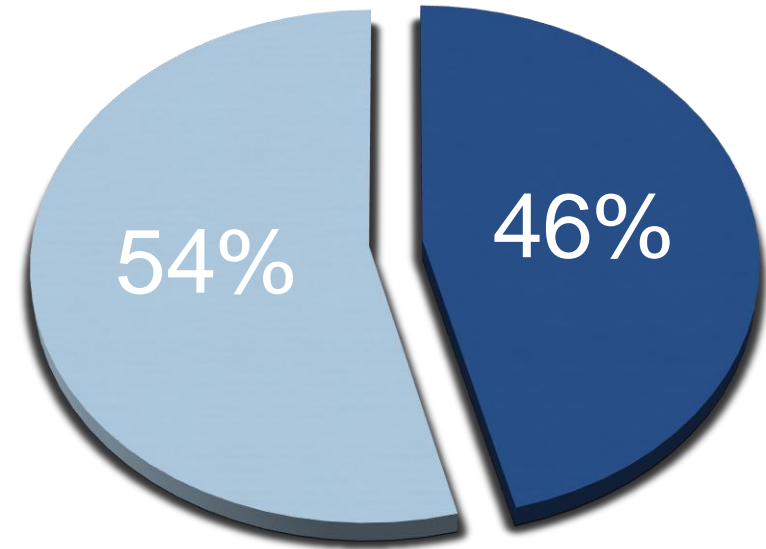
■ Millennials ■ Older Generations

Millennials in the Workforce - 2014



■ Millennials ■ Older Generations

Millennials in the Workforce - 2020



(Brack & Kelly, 2012)

<http://www.kenan-flagler.unc.edu/executive-development/custom-programs/~media/DF1C11C056874DDA8097271A1ED48662.ashx>

Millennial Workers

- 21% switched jobs in the past year (more than 3x higher than non-millennials)
- 60% open to different job opportunities
- 50% would consider taking a job with a different company for a raise of 20% or less
- Millennial turnover costs the U.S. economy \$30.5 billion annually

Gallup, 2016

What is Service-Learning?

Service-Learning as Pedagogy

“A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development; service learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service” (Jacoby, 1996, 5).



UVU Service-Learning Definition

Service-learning at Utah Valley University is an engaged teaching and learning strategy in which students participate in structured service activities that:

- Meet identified community needs
- Enhance discipline-based knowledge and skills
- Strengthen the community
- Encourage in-depth understanding of course content and a broader appreciation of the discipline
- Immerse students in the subject matter and its application
- Enhance students' sense of civic responsibility and community engagement.

Why Service-Learning?

High-Impact Educational Practices that are Utilized by Many Service Learning Classes

In no particular order:

- **First-Year Seminars and Experiences**
- **Common Intellectual Experiences**
- **Learning Communities**
- **Writing-Intensive Courses**
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- **Service Learning, Community-Based Learning**
- Internships (not directly related, but many SL projects act as mini-internships and do lead to regular internships for our students)
- **Capstone Courses and Projects**

Service-Learning's Impact

- **Faculty Report:**
 - Satisfaction with increased depth and quality of student learning
 - Service-learning projects create an avenue for community-based research with immediate impact
 - Barriers to Service Learning:
 - Lack of resources, recognition (RTP), and difficulty in developing and maintaining service-learning community partnerships
- **Institutions and Communities Report:**
 - Increases student retention/completion
 - Enhances university / community relations
 - Community partner satisfaction with student contributions

Service-Learning's Impact on Students

- Service-learning project placement impacts student personal and interpersonal development
- Experiences with diversity impacts identity development and cultural understanding
- Creates a sense of social responsibility and citizenship
- Duration, intensity of service, and quality of reflection positively impacts student learning
- Application of service to academic content positively impacts range of student learning outcomes
- Quality of faculty and community partner feedback positively impacts student learning, skills development, and commitment to service
- Contributes to student career development

How do you do service-learning?

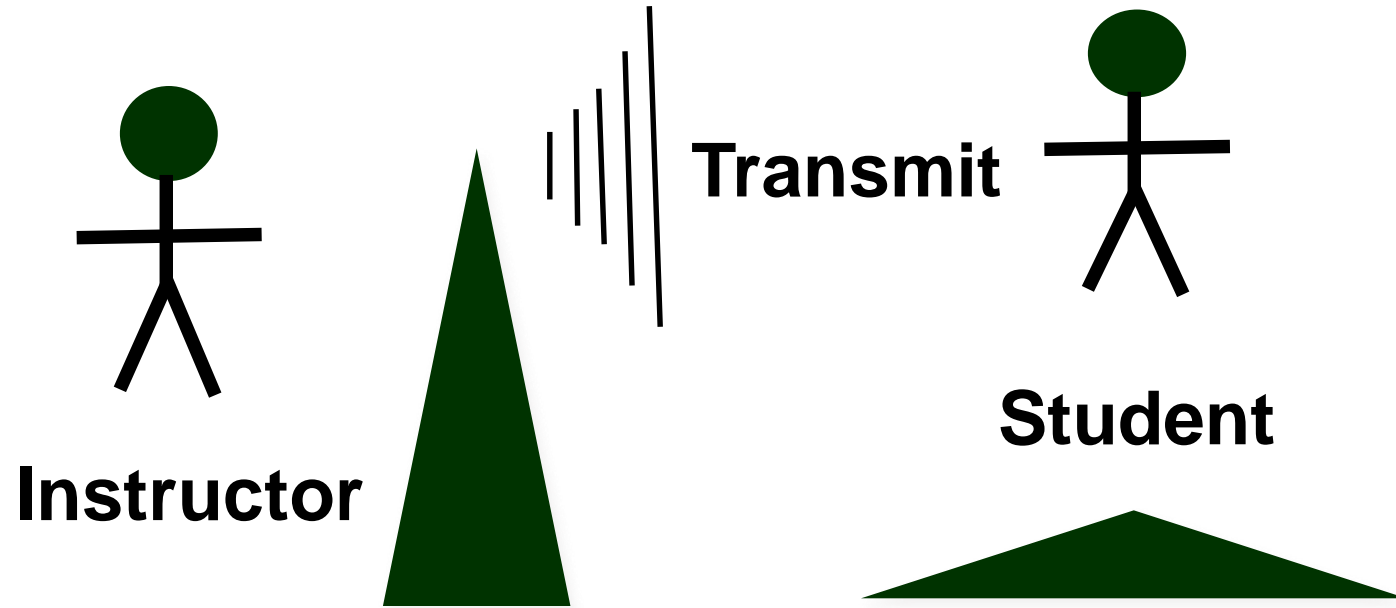
How Do You Do Service-Learning

- **Roles**
- **Relevance**
- **Reciprocity**
- **Reflection**
- **Risk Management**
- **Reporting**

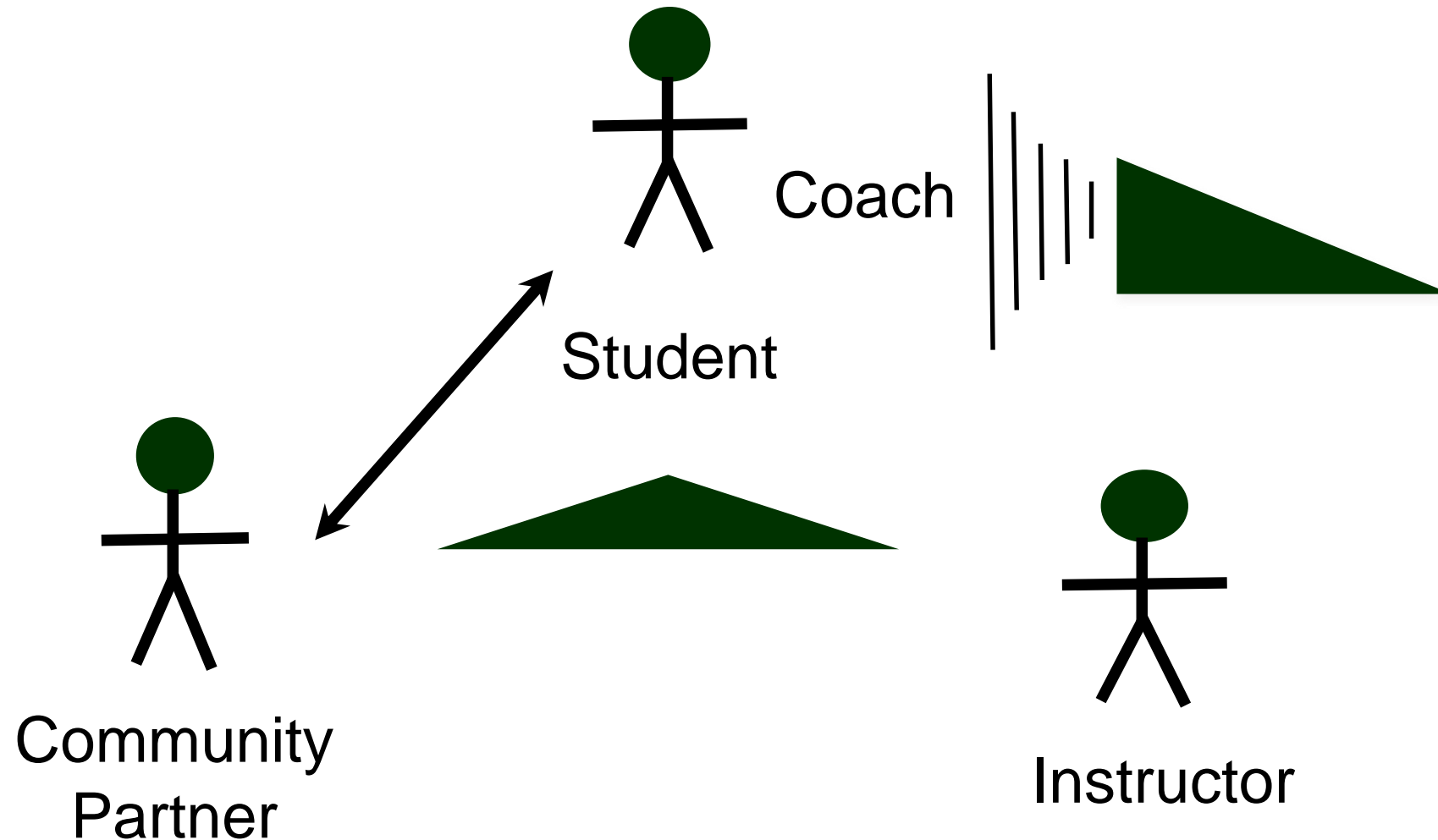


6 R's

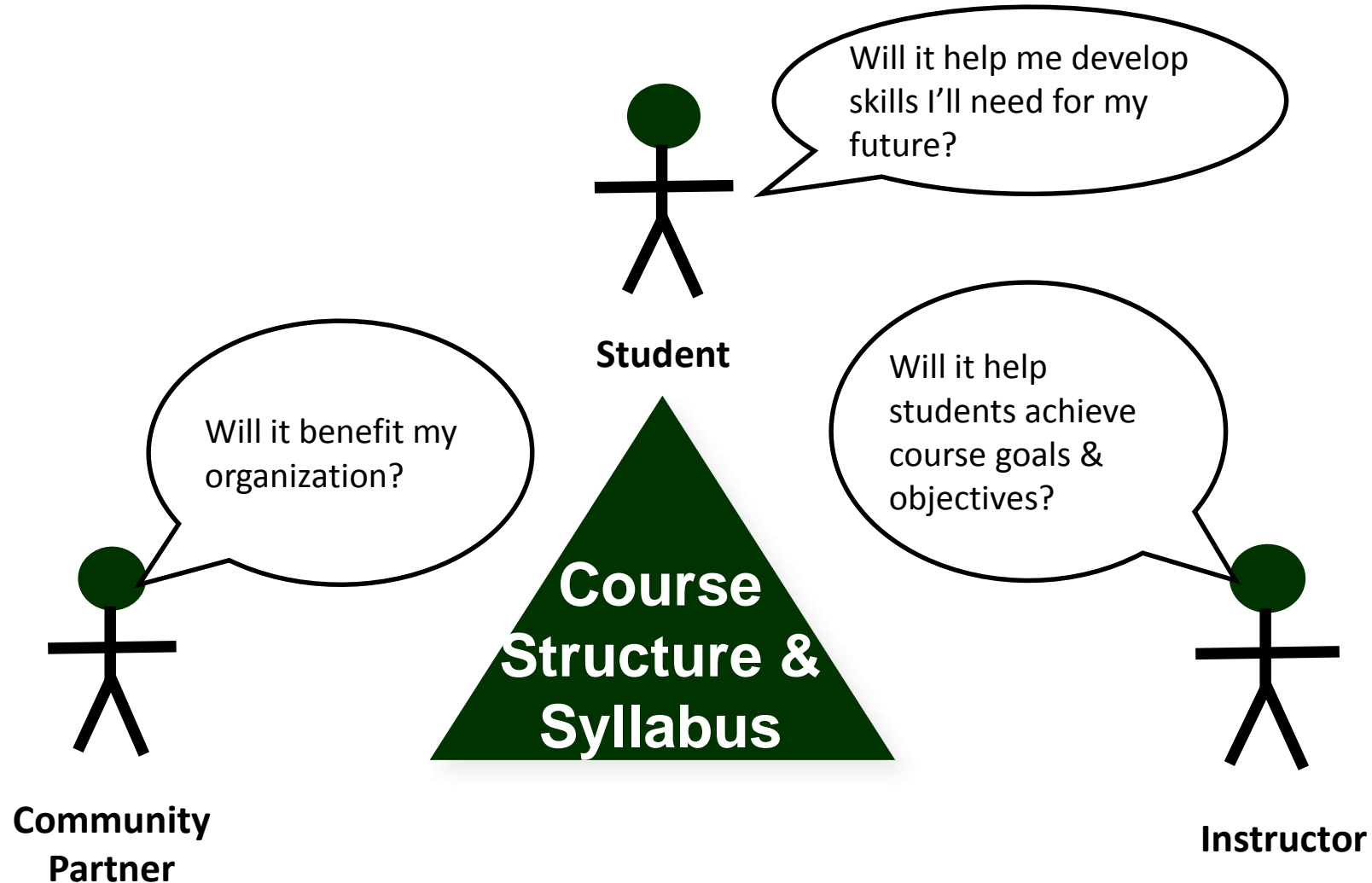
Teaching/Learning Roles



Teaching/Learning Roles Rethought



Relevance and Reciprocity



What are we doing at Utah Valley University?

Current Year Academic Service Learning Organizational Model and Programs

(Dark Green—current base budget: \$32,000; Light Green—one-time funding this year: \$92,000)



Service Learning Faculty Committee

-16 faculty members, two from each college and school across campus

Academic Service Learning Director

Volunteer and Service Learning Center

Community-Based Participatory Research Fellows

- \$25,000 in one-time allocated funds from Fred
 - Funding supports 5 fellows working on community-based participatory research projects in their service-learning designated courses, in collaboration with community organizations

Service Learning Faculty Development

-\$12,000 base budget
 - SL Faculty Fellowship (20+ a year)
 - SL Faculty Learning Circles (30+ a year)
 - SL Faculty Mentoring (5-10 mentors)

Service-Learning Designated Courses

- 175+ SL faculty, 375+ SL sections yearly
(90+ section increase from last year)
 - 8,000+ SL Students enrolled
(70% increase over last year)

High-Impact Community Partnership SEED Grants

- \$20,000 in one-time funding (possibly more in GEL funds available)
 - Matching grant project funding for high-impact community engagement projects with meaningful deliverable; up to \$5,000 per project

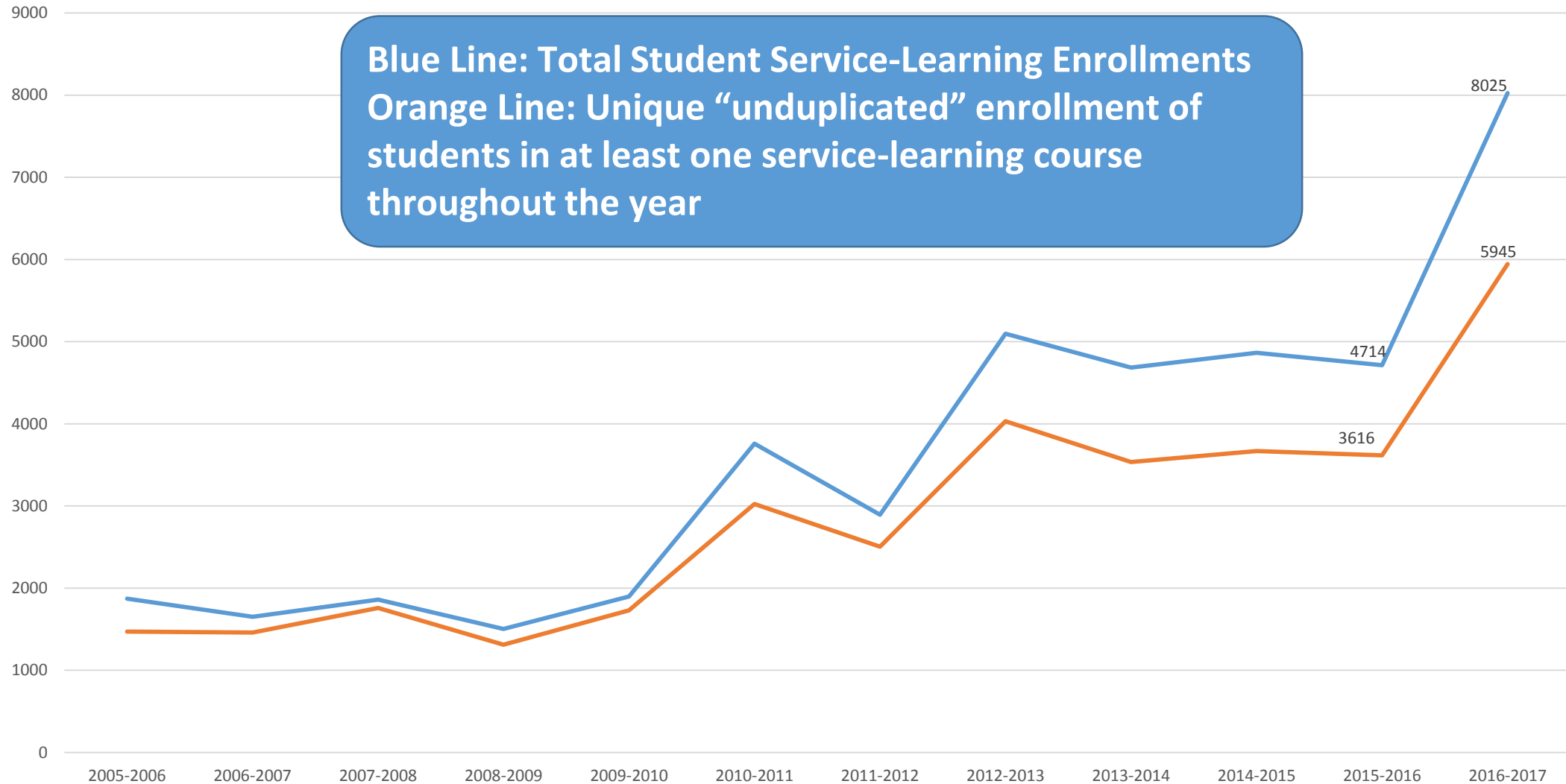
Service Learning Designated Programs

-\$20,000 base budget
 - 25 Designated Programs Across Campus
(108% increase from just 12 last year)

Title III HIELG Service Learning Project

- \$40,000 in one-time Title III money (may be renewed in the 2016-2017 academic year)
 - 12 new service-learning faculty (training, course development and course designation, service-learning course implementation, course outcomes assessment)
 - 8 faculty mentors

Corrected 2016-2017 Student Enrollments in Service Learning Courses (from UVU Institutional Research)



Conservative Calculation of UVU Service-Learning Economic Impact—Revised

This Year:

- **Total Students Enrolled in SL-designated Courses in the 2016-2017 Academic Year (from institutional Research): 8,025** (an increase in 70% over last year)
 - **\$4 of program** budget per enrolled student involved and impacted by service-learning designated courses
- **Total Current Value of all SL Student Time (160,000+ \$23.92* per hour) = nearly \$4,000,000** in direct hourly payback to the community; **ROI: 125 to 1 payback** (based on current \$32,000 SL program base budget)
- These economic impact numbers do not include other economic value of service-learning project deliverables for specific community organizations (e.g. value the organizations/market place on the project, potential cost savings and revenue generating potential for the organization) or long-term impact on the surrounding community (student lifelong employability, earning potential, etc.)

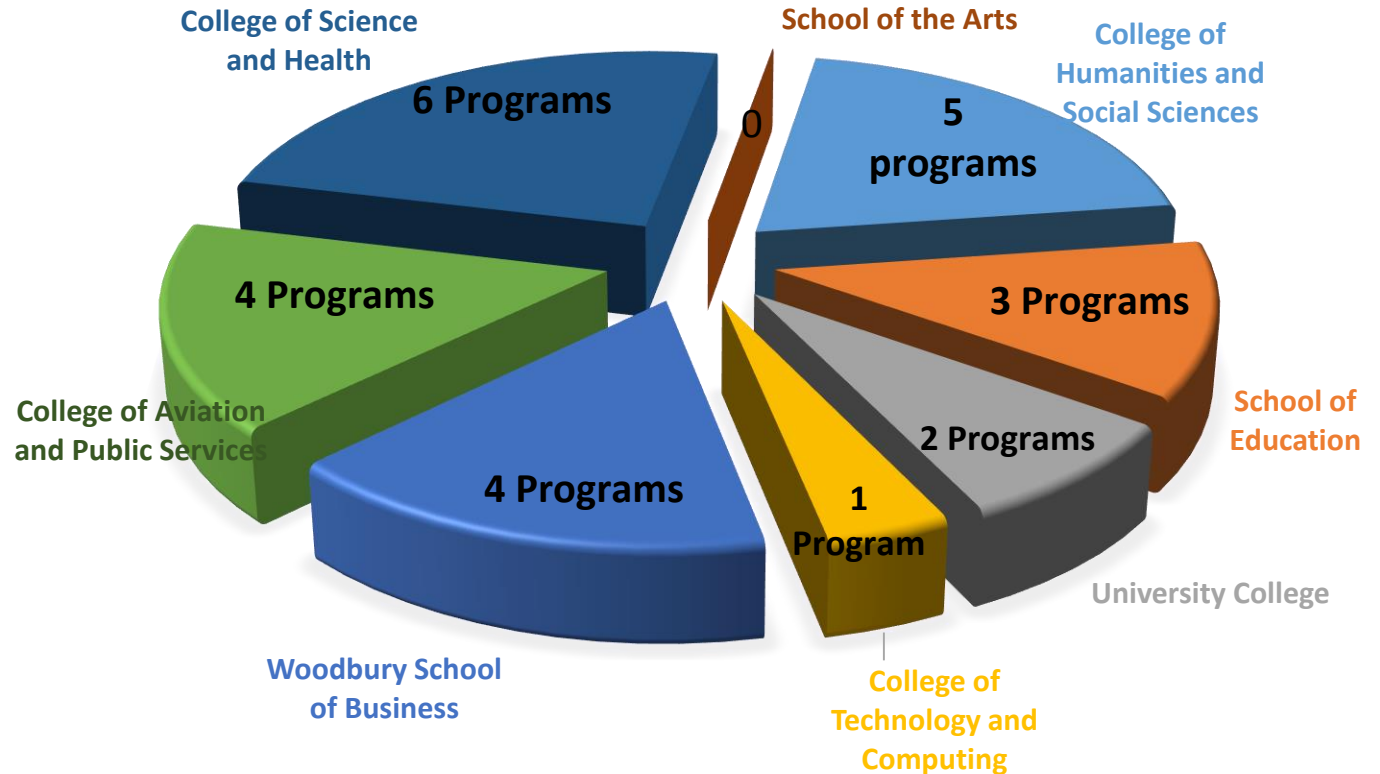
* Latest figure from 2015 Bureau of Labor Statistics data, indexed by Independent Sector in April 2016; see also Corporation for National and Community Service: National Data Volunteering and Civic Engagement in the United States (2014).

What Have We Done with the Extra 1-time Money This Year?

- **26 new trained service-learning faculty fellows who will implement new SL courses in future semesters** (these faculty will teach an average of 3 additional SL sections a year moving into the future)
- **90+ new designated service-learning course sections (30% increase over last year)**
- **A 70% increase in total service learning student enrollments over last year**
 - That is 3311 new student enrollments X a minimum of 20 hours each student = **66,220 new students SL hours**
- **New additional economic impact: \$1,583,982+ over last year**
- **A 108% increase in SL-designated programs across campus over just 12 last year (25 total)**
- **10 New High Impact Projects:** 5 high impact community partnership matching grant projects and 5 community-based participatory research fellows involving their students in solving community problems
 - Total Students Impacted by Matching Grant and Fellow Projects: 500+
 - Only \$100 in project budget per enrolled student
 - **Economic Impact:** Value of Student Time (\$23.92* per hour): **\$1,000,000+**
 - Total UVU Project Dollars Contribution: \$50,000
 - **ROI: \$20+ payback to the community for every dollar contributed by UVU**

Total SL-
Designated
Programs for
2016-2017
Academic
Year: 25

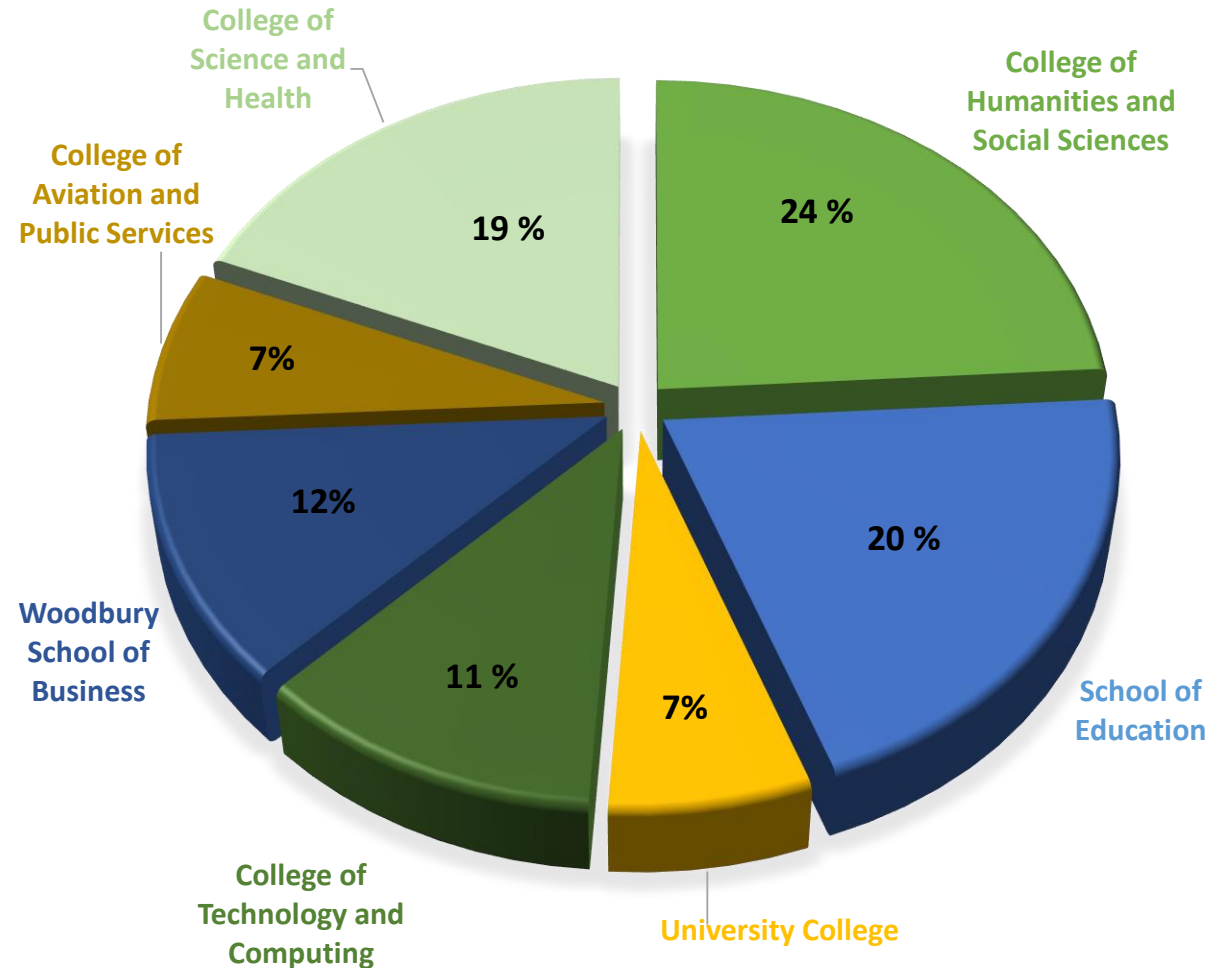
TOTAL NUMBER OF SERVICE-LEARNING DESIGNATED
PROGRAMS WITHIN COLLEGES/SCHOOLS



An increase from just 12 designated programs last year

Total Current Unique SL-Designated Courses for 2016-2017 Academic Year: 333

UTAH VALLEY UNIVERSITY PERCENTAGE OF SERVICE-LEARNING COURSES BY DESIGNATED COLLEGE/SCHOOL FALL 2016-SPRING 2017



86 new designated course sections already this year

Summary

1. We have **8,000+ student enrollments** (nearly 400 SL-designated sections; \$4 of program budget per unique student)
2. We work with **hundreds of civic, corporate and governmental entities** each semester
3. We have a **ridiculous ROI: \$125 to 1 payback** (based on \$32k base budget); conservative **\$4,000,000 direct payback to community** this year
4. Academic Service Learning is carefully and sustainably **embedded in curriculum and programming** across campus (175+ SL faculty, nearly 400 courses, 25 designated programs)

How are we assessing the impact of service-learning?

Service Learning Assessments

Student/Class Assessments

- Volunteering and Civic Responsibility Attitudinal Pre/Post Test Assessments
- End of Semester Student Learning Reflection Self-Assessment
- Community Partner Evaluation (of student professional attributes, value of the project, etc.)

UVU Institutional Research:

- Monitor student course completion, program completion, and graduation
- Monitor overall student retention

Service-Learning Faculty Survey at the end of each academic year

Title III HIELG—Service-Learning Study

- **Sample: 12 faculty members from 6 departments, from 3 colleges and schools (16 sections, 565 enrolled students); Economic Impact: \$270,296**
 - **University College (5 total sections):**
 - SLSS1000 X5
 - **Woodbury School of Business (7 total sections)**
 - MGMT1010 Intro to Business X1
 - MKTG2390 Professional Bus Presentations X1
 - MGMT2340 Business Statistics I X2
 - MGMT3000 Org Behavior X1
 - MKTG 3680 Social Media Marketing X2
 - **College of Humanities and Social Sciences (4 total sections)**
 - ENGL2020 Inter Wrtg Sci/Tech X2
 - PSY 1010 Intro Pyschology X2

Community Organizations' Assessment of Student Competencies and Project Value (N=183, 1-6 Likert scale)

	All	UC	WSB	CHSS
N	183	3	150	30
Understanding of the specific problem/question your company posed	4.68	5.33	4.54	5.33
Attitudes	4.89	5.33	4.75	5.53
Self-motivation	4.84	5.33	4.72	5.37
Project planning	4.71	5.33	4.62	5.10
Organizational skills	4.75	5.33	4.67	5.10
Communications skills	4.84	5.33	4.73	5.37
Leadership skills	4.98	5.33	4.89	5.37
Sense of responsibility	4.96	5.67	4.83	5.53
Emotional Maturity	4.93	5.67	4.81	5.43
Time management	4.72	5.33	4.62	5.17
Team work	4.84	5.33	4.70	5.47
Task completion	4.96	5.33	4.87	5.33
Professional approach/ professionalism	4.94	5.33	4.81	5.53
Quality of final project	4.93	5.33	4.84	5.33
Value of this project for your firm	4.75	5.33	4.63	5.27

“Please indicate how important or accurate each of the following possible reasons for volunteering via a service learning class is for you:”
 (Total N=833; 1-5 Likert scale)

	All		UC		WSB		CHSS	
	Average	% Change	Average	% Change	Average	% Change	Average	% Change
Protective	18.9	7.6%	19.1	1.9%	18.8	8.0%	19.0	8.4%
Values	21.8	1.2%	22.8	0.0%	21.5	0.6%	22.6	1.5%
Career	20.7	2.2%	20.7	-0.3%	20.6	2.7%	20.9	-0.5%
Social	18.6	8.9%	18.9	8.8%	18.7	8.7%	18.3	12.1%
Understanding	21.3	1.1%	22.2	-0.5%	21.0	0.8%	21.9	0.7%
Enhancement	20.3	5.1%	21.6	5.9%	20.1	4.5%	20.2	6.8%

Regression of SL and Civic Engagement Attitudes and Likelihood of Course Completion

OLS Regression Results of Study Variables on Likelihood of Course Completion, by College/School

Variable	UC		WSB		CHSS		All	
	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error
Employment Opportunities	-0.195	0.175	0.252****	0.089	-0.150	0.134	0.154***	0.069
Genuine Concern	0.384*	0.137	0.186***	0.076	0.078	0.226	0.195****	0.065
Career Exploration	0.438**	0.135	0.069	0.090	0.593***	0.205	0.152**	0.074
Comfort with Diversity	0.383**	0.180	0.064	0.106	0.359**	0.228	0.143**	0.085
Feel Needed	-0.125	0.123	0.169**	0.078	-0.106	0.173	0.101*	0.064
Build Resume	-0.069	0.142	-0.094	0.096	-0.269*	0.177	-0.105*	0.075
Make a Difference	0.243*	0.145	0.089	0.086	0.015	0.158	0.083*	0.068
College/School	—	—	—	—	—	—	-0.084*	0.094
Lower/Upper Division Class	—	—	-0.107**	0.150	—	—	-0.113**	0.098
N	37		238		51		326	
Adjusted R-square	0.428		0.290		0.334		0.295	
F	4.84****		13.11****		4.59****		16.13****	

Level of significance: * = $p < .1$; ** = $p < .05$; *** = $p < .01$, **** = $p < .001$

Regression of SL and Civic Engagement Attitudes and Likelihood of Program Completion

OLS Regression Results of Study Variables on Likelihood of Program Completion, by College/School

Variable	UC		WSB		CHSS		All	
	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error	Beta Coef.	Stand. Error
Employment Opportunities	0.207	0.195	0.267****	0.094	0.139	0.154	0.266****	0.072
Genuine Concern	0.229	0.167	0.171***	0.079	0.089	0.223	0.166***	0.067
Career Exploration	0.226	0.164	0.034	0.095	0.591***	0.246	0.111*	0.078
Comfort with Diversity	0.046	0.150	0.203***	0.082	0.092	0.197	0.150**	0.067
Feel Needed	-0.312*	0.198	-0.109	0.099	-0.394**	0.199	-0.163**	0.079
Build Resume	0.246	0.224	0.147*	0.115	-0.016	0.218	0.150**	0.089
Make a Difference	0.327**	0.174	0.108*	0.095	0.139	0.177	0.144***	0.075
Help Others without Pay	-0.063	0.223	-0.124*	0.113	0.000	0.347	-0.112**	0.096
College/School	—	—	—	—	—	—	-0.036	0.098
Lower/Upper Division Class	—	—	-0.039	0.155	—	—	-0.023	0.103
N	37		238		51		326	
Adjusted R-square	0.405		0.311		0.307		0.323	
F	4.06***		12.86***		3.77***		16.490	

Level of significance: * = p < .1; ** = p < .05; *** = p < .01, **** = p < .001

So What? How can service-learning help me engaged and prepare the Millennial learner/worker?

Methods to Engage Millennial Students and Workers

- **Task Variety**: growth opportunities and variety in the tasks performing in a job
 - In 2012, a survey of nearly 8,000 college students was conducted by Achievers and Experience, Inc.
 - This survey found that the most important component in selecting a place of employment was **career advancement opportunities, beating salary 54 percent to 51 percent.**
 - In 2017, The U.S unemployment rate is less than 6% (Gallup, 2017).
 - Salary is no longer everything
 - Employees choose jobs based on **career advancement** and **interesting and complex tasks.**
 - Organizations need to understand the importance of investing in growth and trainings not just in Millennials but in all employees.
 - Worry that these employees will then take the knowledge and leave the company, but research supports the adverse (Stewart, Oliver, Cravens, & Oishi, 2017; Jung, Young, & Nam, 2015; Kahn, 1990).
- Having variety, growth, complexity, and varying positions will allow organizations to attract and get the most of Millennials.

Methods to Engage Millennial Students and Workers

- **Feedback**: extent to which a job provides performance information
- Millennials grew up in an environment where children received trophies just for showing up. Self-esteem became a household word, and parents desired to build their child's self-esteem. This was done by showering their children with continual praise and guidance (Tapscott, 2009).
- Led researchers to conclude that **Millennials seek frequent feedback and close contact with superiors** (Gursoy, Maier, & Chi, 2008; Martin, 2005).
- **Organizations can successfully implement this strategy by**
 - accompanying onboarding and early development programs with hiring new employees
 - Offering mentors throughout the organizations can continue the consistent feedback.
 - peer-to-peer, one-on-one, and group mentoring (Thompson, 2011).
 - Mentoring is a more time-consuming process, and management and leadership may argue that they do not have the time or resources for this method. **Thompson argues that this attitude will need to change because it can yield serious results in recruiting and retaining Millennials**

Methods to Engage Millennial Students and Workers

- **Task Significance**: how much a job impacts others' lives
 - A study in 2008 found that
 - 61% of Millennials feel they have a personal responsibility for making a difference in the world.
 - 79% of Millennials desire to work for an organization that cares and contributes to society
 - 69 % of Millennials refuse to work for a company that is not socially responsible (Cone, 2008)
- Knowing that the employee's values are upheld by the company, will further engage the employee in their position (Kowske, Lundby, & Rasch, 2009).

Q & A

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