



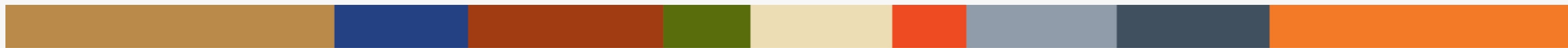
**CAMPBELL**  
UNIVERSITY

Spiritual Life

# SERVICE LEARNING PRINCIPLES

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MORGAN PAJAK



# UNIVERSITY MISSION

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.



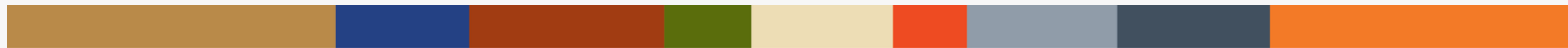
# **SERVICE LEARNING, COMMUNITY-BASED LEARNING**

In these programs, field-based experiential learning with community partners is an instructional strategy and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

# FIRST-YEAR STUDENT REFLECTION

”

I think it would be valuable to incorporate discussions about mental health in kinesiology courses, particularly how to communicate with athletes about their mental health when they are injured. Injuries can have a significant impact on an athlete's mental health, and it's important to address this aspect. Additionally, for my degree program, I believe it would be beneficial to connect with athletic trainers and physical therapists on campus to work with athletes.

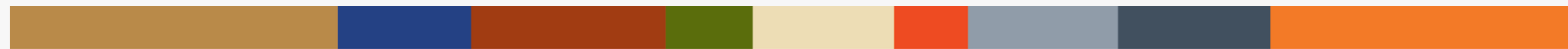


# NSSE

National Survey of Student Engagement

About how many of your courses at this institution have included a community-based project? (Service Learning)

First-Year	Senior
None 47%	None 30%
Some 45%	Some 58%
Most 7%	Most 9%
All 3%	All 3%



# NSSE

National Survey of Student Engagement

Ability to contribute to the well-being of your community

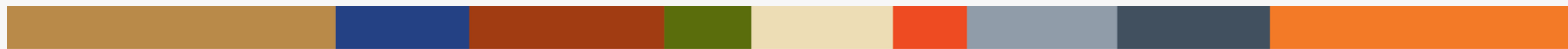
1=Poor 5=Excellent

First-Year

3.8

Senior

4.1



# NSSE

National Survey of Student Engagement

How much does your institution emphasize being an informed active citizen?

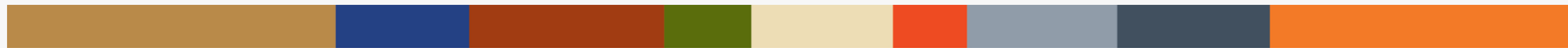
1=Very Little 4=Very Much

First-Year

2.7

Senior

2.6



# NSSE

National Survey of Student Engagement

How much do you feel encouraged addressing important social, economic, or political issues in course discussions/assignments?

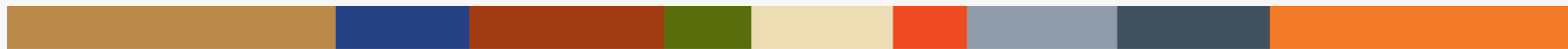
1=Very Little 4=Very Much

First-Year

Senior

2.5

2.6





# NSSE

National Survey of Student Engagement

During the current school year, whether course-related or not, how often have you organized others to work on campus or local issues?

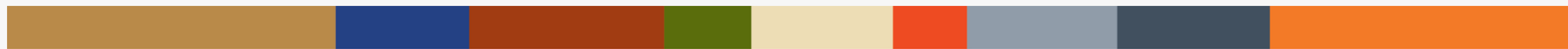
1=Never 4=Very Often

First-Year

Senior

1.6

1.7



# SERVICE LEARNING IMPACT

Student Engagement

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Community Empowerment

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Civic Engagement

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Faculty Impact

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## **LEARNING OUTCOMES**

- Positive impact on student academic learning
- Improves student ability to apply what they have learned in the real world
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

## **PERSONAL OUTCOMES**

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

## **CAREER DEVELOPMENT**

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

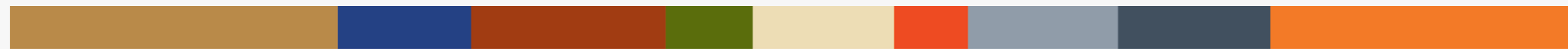
## **RELATIONSHIP WITH THE INSTITUTION**

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

## **SOCIAL OUTCOMES**

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

# **STUDENT BENEFITS OF COMMUNITY ENGAGEMENT**



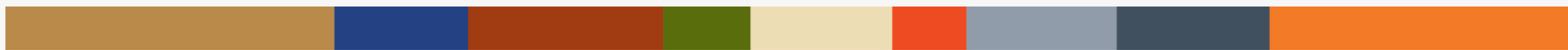
## **FACULTY BENEFITS OF COMMUNITY ENGAGEMENT**

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to research

## **COLLEGE AND UNIVERSITY BENEFITS OF COMMUNITY ENGAGEMENT**

- Improved institutional commitment to the curriculum
- Improved student retention
- Enhanced community relations

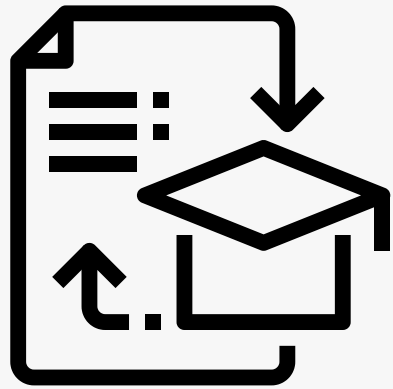
## **COMMUNITY BENEFITS OF COMMUNITY ENGAGEMENT**

- Satisfaction with student participation
  - Valuable human resources needed to achieve community goals
  - New energy, enthusiasm and perspectives applied to community work
  - Enhanced community-university relations
- 



## **Exploring Potential for Service Learning**

- Can you identify any areas within your course where students could apply their knowledge in a community setting?
- How might integrating service learning enhance student understanding of the course material?
- Are there particular community issues or needs that align with the topics covered in your course?



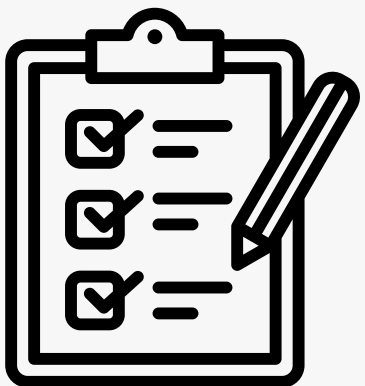
## **Understanding Current Curriculum and Goals**

- How do you currently engage students with real-world issues in your courses?
- How do you see service learning fitting into the broader goals of your department or program?



## **Collaboration**

How would you envision collaborating with community partners to create meaningful service opportunities for students?



## **Assessment and Reflection**

What methods could you use to facilitate student reflection on their service learning experiences and incorporate students' reflections and experiences into future iterations of the course?

# QUESTIONS TO CONSIDER



# GRADUATING STUDENT REFLECTION

”

I find service learning to be at the intersection of a life of faith and a life of inquiry. It puts what I learn everyday in the classroom to use in the community, and it is rooted in faith. Service to others makes me better as an individual, in how I practice my field and my faith.



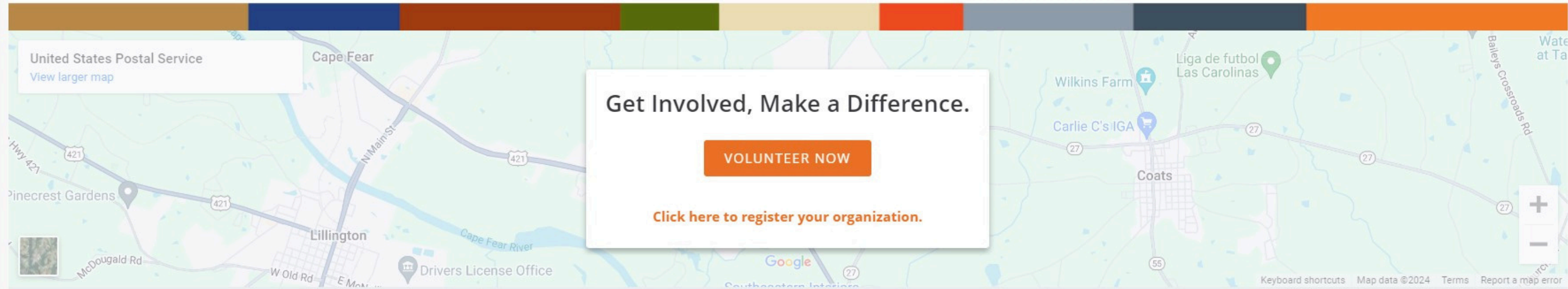
# CAMPBELL SERVE

CAMPBELL UNIVERSITY

# SERVE



PURPOSEFUL LIVES *of* MEANINGFUL SERVICE



United States Postal Service  
View larger map

Cape Fear

Wilkins Farm

Liga de futbol Las Carolinas

Carlie C's IGA

Coats

Pincrest Gardens

Lillington

Drivers License Office

Google

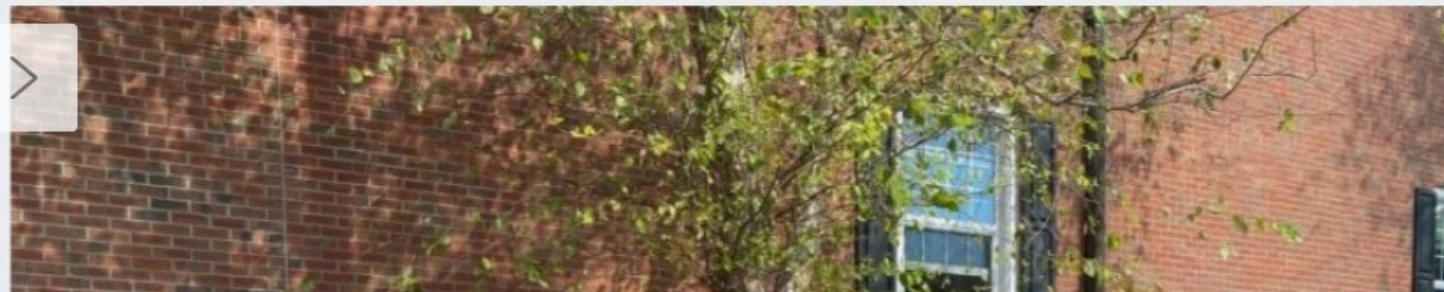
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Get Involved, Make a Difference.

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[Click here to register your organization.](#)

## Our Community



## Recent Needs



Multiple Shifts Available  
**Open Market Hours**  
Nourish Market

# Community Engagement Day

September 12th in the Student Union  
from 12-2 to meet local organizations and  
learn more about the new website

Download the Causer-Get Connected app  
today to start serving your community

CAMPBELL UNIVERSITY

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SERVE 

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PURPOSEFUL LIVES *of* MEANINGFUL SERVICE



# REFERENCES



## University Mission and Purpose | About

The mission of Campbell is to graduate students with exemplary academic and professional skills...

 Campbell University /

## NSSE

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities.

 Evidence-Based Improvement in Higher Education



## Campbell Serve

 galaxydigital.com



## High-Impact Practices

The teaching and learning practices listed and described below are designated as "high-impact practices," based on evidence of significant educational...

 AAC&U

<https://cft.vanderbilt.edu/guides-subpages/teaching-through-community-engagement/>