Mayerson Philanthropy Project
Survey Analysis and Recommendations

Hannah Dykes, M.S. Industrial/Organizational Psychology '21

Jacob Carter, M.S. Industrial/Organizational Psychology '21

Josh Lanning, M.S. Industrial/Organizational Psychology '21

Clare Pangallo, M.S. Industrial/Organizational Psychology '22

Dr. Philip Moberg

Department of Psychological Science

In partnership with the Scripps Howard Center for Civic Engagement

at Northern Kentucky University

Table of Contents

Figures

Appendixes

Acknowledgements

The research team would like to thank Scripps Howard Center for Civic Engagement Executive Director, Mark Neikirk, and Mayerson Student Philanthropy Project Faculty Coordinator, Dr. Kajsa Larson, for their guidance and support throughout the process of this capstone project. Your knowledge of the Mayerson Project and your willingness to consistently meet regarding the status and desired outcomes of the project were essential to the success of the project on both ends. We are happy to have been able to make an impact in the evaluation of the Mayerson Project and its successful implementation going forward.

We also would like to thank Shawn Clark, Institutional Research Analyst at NKU, for compiling and organizing the Mayerson survey student response data gathered during the Fall 2020 and Spring 2021 semesters. The data provided from these survey administrations was essential in allowing us to gain a better understanding of the functioning and efficacy of the current evaluation tool for the program.

Finally, we would like to thank Dr. Philip Moberg for his guidance and expertise throughout the course of this capstone project. Without his guidance, patience, and coordination this project would not have been possible.

Thank You,

Josh, Jake, Clare, and Hannah

Executive Summary

With the guidance of Dr. Philip Moberg, current students in the NKU MSIO program consulted with Dr. Kajsa Larson and Mark Neikirk, sponsors representing the Scripps-Howard Center for Civic Engagement, in regards to the Mayerson Student Philanthropy Project assessment survey initially developed by MSIO students as a capstone project in May 2020. The current project serves as a continuation of the work undertaken by the previous capstone project group working with the Scripps-Howard Center. The purpose of the current capstone project was to evaluate the efficacy of the assessment survey developed by the previous project group through the analysis of response data gathered from undergraduate student participants during the fall 2020 and spring 2021 semesters. This project also recommends future analyses to be conducted to evaluate the survey following the collection of additional data in upcoming semesters. The current assessment tool is being examined as a potential replacement for the previous assessment survey tool utilized for the past 20 years by the Scripps-Howard Center to measure student attitudes, beliefs, values, and intentions towards philanthropy, and the effect of the Mayerson class experience. Exploratory factor analyses conducted on response data collected during the fall 2020 semester and spring 2021 semester revealed encouraging signs for the validity and reliability of the newly-developed survey tool. A Q-sort analysis conducted to analyze the qualitative, free-response data collected during the two semesters revealed that most undergraduate students enrolled in courses containing a Mayerson community engagement component reported being satisfied with their experience and able to communicate the benefits of teamwork and learning about philanthropy.

Background and Explanation of Project

The Mayerson Student Philanthropy Project is an experiential classroom learning initiative managed by the Scripps Howard Center for Civic Engagement at Northern Kentucky University. The goal of the Center and Mayerson Project is to give students an opportunity to learn philanthropy first-hand by being grant makers in the classroom. The structure of the Mayerson Project consists of undergraduate classes in which students are given the opportunity, as a part of their classroom curriculum, to manage and allocate a semester budget to one of several local non-profit organizations that the students examine and discuss during the semester. Ultimately, the students are responsible for investigating and deciding which organization will receive their available philanthropy funds for the semester. Through this approach of learning through giving, students are able to learn about their community, its needs, and the ways in which they are able to address those needs as members of the community. The goal of this project is to instill a greater awareness of community needs, facilitate community engagement on the part of students, and evoke commitment on the part of students to act as stewards in their community. A secondary goal is the hope that, through taking part in a course which involves philanthropic giving, students also will be more engaged in the classroom, acquire increased course content, and choose to continue their education at the university.

Learning through philanthropy is a tool for education that has been utilized in many forms and is increasing in popularity among educational and social service institutions. In his 2018 article "Teaching Leadership Through Philanthropy: The Experience of an MBA Course," Vaughan described the process and outcomes of a classroom philanthropy project with parameters similar to those experienced by students participating in Mayerson Project courses at NKU. Students in project courses also were tasked as a class with evaluating nonprofit options to choose an organization that would receive a $1,000 grant to utilize in their mission. In the

summary regarding project outcomes, Vaughn (2018) stated that, "[f]eedback from students indicates that the students benefit from being able to apply leadership skills in a setting where their decisions have actual consequences." Service-based learning also has been shown to generate positive outcomes in students in research concerning outcome variables that are impacted by taking part in a service-learning courses as a part of a student's university education. Meta-analytic research examining the impact of service-learning found that students reported major benefits of service-learning, growth in practical skills (i.e., critical thinking and application of knowledge), citizenship (i.e., social responsibility and making a difference), personal responsibility (i.e., trustworthiness and sensitivity to others), and interpersonal skills (i.e., ability to communicate and work with others; Burns, 2011; Hatcher & Studer, 2015; Toncar, Reid, Burns, Anderson, & Nguyen, 2006). While courses fully committed to service-learning in a university setting differ in some aspects from the experience of students enrolled in Mayerson courses, many similar outcomes have been reported by students participating in Mayerson courses in their responses to surveys analyzed for this project.

The indirect model of giving, which originated at NKU in its current form, also has received praise for its effectiveness in producing positive outcomes for students who participate in Mayerson courses. In writing about the value of direct and indirect giving models of philanthropic learning, Nikzad-Terhune and Taylor (2020) stated, "[b]oth models provide students with a valuable opportunity to obtain a more thorough understanding a community needs and structure of nonprofit organization." In addition, both models "empower students to serve as evaluators of small grant proposals." The data collected from students participating in Mayerson Student Philanthropy Project courses over the past 20 years have been analyzed in multiple published reviews during that time. One such review by Li, Xu, and McDougle (2019)

analyzed the data collected using the previous versions of the pre-project and post-project surveys administered to students participating in Mayerson courses. This review analyzed data from 973 participants who completed a Mayerson Project course between 2009 and 2013. In their analysis of this data Li, Xu, and McDougle (2019) wrote that, "[...] we found that the most significant things students believed they learned from experiential philanthropy related to helping the community, people, and nonprofit organizations." This confirms the conclusions of McDougle and colleagues (2017) who used pre- and post-project survey data to assert that experiential philanthropy classes significantly increased students' awareness, not only of the needs and problems of individual residents in their community, but also of the nonprofit organizations in their community."

Prior to the 2020 academic year, the Mayerson Project had utilized a single survey tool to measure the outcomes of student participation in Mayerson courses for 20 years. With an interest in improving the measurement tool utilized by the program, Mark Neikirk and Dr. Kajsa Larson worked with a group of Industrial and Organizational psychology graduate students of Dr. Philip Moberg in spring 2020 to create a new, updated measurement tool for potential use going forward. The newly developed measurement tool consists of pre-project and post-project surveys that examine multiple variables of interest regarding undergraduate participants in Mayerson Project courses and their experiences within the program. The dimensions assessed in the updated pre-project survey include attitudes toward stewardship, classroom engagement, and community engagement, and intention to stay at the university. In the corresponding, updated post-project survey these same dimensions are reexamined to evaluate changes that occurred in the attitudes, intentions, and behaviors of students during their participation in a Mayerson Project course. The post-project survey assesses two additional dimensions, student community

awareness and the student's Mayerson experience.

The purpose of the current project is to collect and evaluate evidence for the validity and reliability of the updated survey. We do so by examining response data gathered from multiple courses in two pre-project administrations (i.e., fall 2020 and spring 2021) and one post-project administration (i.e., fall 2020). Validity analyses are essential to understanding the meaning of survey contents by examining (a) constructs measured and (b) outcomes predicted by survey responses, while reliability analysis is essential to understanding the extent to which the survey assesses constructs in a consistent manner. Without evidence of validity and reliability, the potential usefulness of the survey to predict individual attitudinal and academic options is weakened.

The internal validity of a scale is evaluated by identifying constructs measured by the scale's constituent items. Clusters of items that evoke similar reactions from individual respondents reflect dimensions tapped by the scale, and are identified by conducting exploratory factor analysis. For example, when factor analyzed, a measure of normal personality would be expected to produce five clusters of item responses, one representing each dimension of normal personality (i.e., anxiety, extraversion, openness, agreeableness, and conscientiousness). Although one might offer subjective guesses based on a reading of the civic engagement literature about expected clusters and impose a structure on the items comprising an engagement scale (i.e., predict what dimensions are measured), we want to examine the response data on a exploratory bases to determine the number and nature of dimensions embedded in the updated survey as understood by and conveyed in the responses of participants.

External validity refers to evidence supporting the inference that a scale measures what was intended by the developer based on the relation of the scale, and its dimensions, to external

constructs. These external constructs may be cognitive (e.g., belief in philanthropy, value of altruism), affective (e.g., attitude toward philanthropy), or behavioral (e.g., intention to engage in philanthropy in the future, intention to engage in community activities, intention to return to the university). More tangible outcomes might incorporate grade point average (GPA) in some capacity. The intended outcomes of the current project are to identify dimensions that emerge from analysis of the updated survey, assess the adequacy of their item content (e.g., need to modify or add items), and generate evidence to support inferences of validity and reliability.

To achieve this understanding, the data collected from the pre-project and post-project surveys administered in the Fall 2020 semester, and the pre-project survey administered during the Spring 2021 semester have been analyzed independently through separate exploratory factor analyses. The rationale for analyzing these independently is to examine the stability of the factors (i.e., dimensions) that emerge. Should the exact same number of factors comprised of identical items emerge from all three factor analyses, evidence of factor invariance exists, a desirable quality that lends confidence to the belief that the dimensional structure of the survey is stable. If different factors emerge or if the same identified factors are comprised of different constituent items, then concern arises about the stability of the construct being measured. Inconsistency in factor structure or item composition prompts concern that other characteristics not part of the survey (e.g., number of the enrolled students, instructor, class focus, nature of project, student major, or academic department) may influence survey responses in undetectable ways and present confounds to interpretation of the survey and resulting data.

Additional validity evidence is generated by examining factor correlations with criterion variables such as attitudinal ratings of community engagement, classroom engagement, stewardship, intention to stay (i.e., continue at the university), community awareness, and the

Mayerson experience.

To analyze the qualitative, free-response data, we sorted and categorized responses based on a qualitative methodology referred to as a Q-sort. The purpose of the Q-sort is to transform qualitative response data into a meaningful format to be more readily interpreted for future examination. The current project summary will report the results of these qualitative analyses and their inferred meaning, recommend information to be gathered in future semesters, and identify next steps to ensure the continued refinement of the updated survey.

Method

Participants

Participants included students enrolled in undergraduate classes at Northern Kentucky University in the fall 2020 and spring 2021 semesters whose instructors partnered with the Mayerson Project. For fall 2020 the pre-project sample consisted of $N = 192$ students comprised of 44 males and 148 females whereas the post-project sample consisted of $N = 161$ students comprised of 37 males and 124 females. For the fall 2020 cohort, the average age of participants was 21.7 years and ethnicity varied in percentage from White (83.3%), Latinx (3.4%), two or more (3.7%), Black/African-American (6.2%), Pacific Islander (0.6%), and Asian (1.1%) to Unknown (1.1%).

The spring 2021 pre-project sample consisted of $N = 207$ students from multiple classes and was comprised of 52 males and 155 females. The average age of participants for the spring 2021 pre-project sample was 25.4 years and ethnicity varied in percentage from White (82.6%), Latinx (3.9%), two or more (3.9%), Black/African-American (6.8%), American Indian or Alaskan Native (0.5%,), Asian (0.5%), and Unknown (1.4%). One noticeable difference between the fall 2020 and spring 2021 cohorts is mean age, 21.7 years for the former and 25.4 years for

the latter. This suggests that fall 2020 classes may have been predominantly first- or second-year classes whereas spring 2021 classes may have been third- or fourth-year classes, a difference in participant academic status, experience, and maturity that may account for potential differences between fall and spring survey findings.

Procedure

Students in Mayerson Project courses were invited to complete the survey twice, initially at the beginning of the semester prior to initiation of the philanthropy project and again at the end of the semester following completion of the philanthropy project. Completion of the surveys was voluntary and without incentive; students received neither compensation nor course credit for completing the surveys. After completing the survey, students simply were thanked for their participation. The survey was confidential to allow for matching pre-project with post-project survey responses. No identifying information other than student ID was collected. Because data were collected digitally via Qualtrics survey administration software, then compiled by the Office of Institutional Research, project researchers did not have access to the identities of individual respondents.

Exploratory Factor Analyses Method

Exploratory factor analysis is a commonly-applied statistical technique employed in the development and evaluation of measures and scales to reduce the number of items forming the scale to a smaller number of constructs that underlie item responses. For example, a 90-item scale comprised of 30 verbal items, 30 mathematical items, and 30 items representing different shapes would reduce to three dimensional scores, one each for verbal ability, quantitative ability, and spatial ability. When developing a new scale in the absence of extensive prior research, however, the number of dimensions to expect is unknown and must be discovered.

According to Tabachnick and Fidell (2013), items that intercorrelate at least moderately strongly with one another, but weakly with other items, combine to form a factor. These clusters of intercorrelated items represent factors, and are thought to reflect constructs that underlie the correlations observed between items and reflect how participants perceive, understand, and respond to items on the scale.

After screening data and transferring to SPSS for analysis, an EFA was conducted on each data set. As an EFA is performed, it seeks groupings of items that elicit similar item responses from participants. Items that evoke similar responses from individual participants, whether each agrees or disagrees with the items, form clusters. In the present study, we are interested in learning which items form these clusters. We do so by examining how individual items "load" together on unspecified underlying factors. Observed correlations between two items that load on the same factor reflect the multiplicative product of their respective item factor loadings. SPSS seeks to find the combination of factor loadings that best represents the initial interitem correlations found in the data. According to Moberg (personal communication), SPSS begins with arbitrary values for factor loadings, multiples them to estimate correlations, and notes how closely they replicate the observed correlations found in the data. SPSS then iterates by adjusting these factor loadings to see if it can improve the estimation of observed correlations. The EFA typically requires multiple iterations to arrive at one combination of items that best reproduces the observed correlations, and will continue to iterate until the single best combination of factor loadings is discovered. When SPSS arrives at a single best solution, it is said to converge and generates a pattern of factor loadings to reveal which items load together to comprise or "form" each underlying factor (i.e., dimension).

As a researcher examines the factor pattern matrix table, it is important to note factor

loadings to learn which items load onto (comprise) each factor. To meet the criteria of loading onto a factor, an item's loading must be of magnitude .35 or above on that primary factor and must not be .30 or above on any secondary factor. An item that simultaneously loads onto two factors at .30 or higher is ambiguous in meaning, because it is unclear to which item cluster (factor) the item "belongs." While problematic in that the item must be set aside, this is a normal part of the measure-building process. For example, when 50 items appear on a scale, all 50 items load on all factors, as many as 50, but more strongly on some than others. The factor matrix reports these loadings in a table containing columns of item loadings on each factor. EFA sorts these loadings into groups, or blocks of strongly intercorrelated items. The researcher looks for factor loadings that are .35 or greater, skipping those that are below .35, then moves to the next column and seeks another block of items. Again, it is important to note items with loadings of .35 that simultaneously loaded at .30 or above on a second factor. When this occurs, it is unclear to which factor the item "belongs" and it is discarded because it does not load solely one factor. After the items comprising first factor are identified and all item loadings noted, the next factor, its constituent items, and factor loadings are examined. These steps are repeated to identify each factor until the entire factor pattern matrix is thoroughly examined. Based on an examination of the content of items forming each factor, the meaning of the factor is determined by the researcher and a descriptive label is assigned.

The overall goal of an exploratory factor analysis (EFA) is simplify and summarize data by identifying variables (i.e., scale items) that are interrelated because they share a common underlying dimension, or factor. For instance, when first creating a scale, a researcher might initially start with 50 items on the scale, collect data from participants, and run an EFA on items responses. The EFA, depending on which type of rotation is used, would then seek items from

the scale that correlate with each other, explain the maximum variance shared, and load onto

various factors. At an overarching level, the current scale seeks to assess a student's growth in

terms of knowledge, attitudes, and beliefs about the Mayerson philanthropic project experience

at NKU. However, in terms of the EFA, we are able to gain a more detailed view into what

specific constructs the scale is measuring, how participants are responding to items, and the

extent to which these items are related to one another. In other words, while scale items may

measure student perceptions of individual aspects of the Mayerson philanthropy experience over

time, the EFA identifies subsets of items that reflect broader constructs embedded within the

scale. In the current study, these constructs are expected to reflect community engagement,

classroom engagement, interest in philanthropy, and intention to remain at the university.

Q-Sort Method

An often-used approach to analyze qualitative data is the Q-sort method. The purpose of

the Q-sort method is to reveal common themes, attitudes, and responses that appear in

qualitative, free-response data. A typical Q-sort begins by defining a construct, then asking

multiple "judges" to sort statements into various levels representing greater or lesser amounts of

the construct. However, the Q-sort methodology also can be used to identify dimensions or

common themes within a broad sample of responses. The item responses can be sorted into either

a fixed number of categories (e.g., "sort these statements into six categories") or into as many

categories as needed by the judges (e.g., "sort the statements into distinct categories"). The latter

approach of sorting statements into as many categories as needed was used to analyze the

qualitative data from the open-ended questions on the Mayerson Project survey. When using this

approach, it is recommended to have more than one judge conduct a Q-sort to reduce subjectivity

and potential bias. Thus, two members of our research group separately conducted an initial Q-

sort, then met to compare results, resolve discrepancies, and reach consensus on response

categories or themes.

To begin the Q-sort, data for each qualitative question were sorted into as many

categories as seen fit by individual judges. For example, statements such as "Working with a

team successfully" and "the ability to interact with other classmates" were sorted into a category

for teamwork while statements such as "Real world applications are always more interesting and

engaging than theory" and "I liked the experience because we could implement what we were

learning" were sorted into a category for real world applications. This method of sorting

statements into categories was repeated for each qualitative question on fall 2020 pre-project, fall

2020 post-project, and spring 2021 pre-project Mayerson surveys. After completing the

independent Q-sorts for each survey, differences in categories and sorting decisions were

examined and resolved, resulting in a final Q-sort category set to help identify common themes

in the qualitative data.

EFA Results

Using SPSS, we conducted independent exploratory factor analyses on the fall 2020 pre-

project, fall 2020 post-project, and spring 2021 pre-project survey data. The purpose of separate

analyses was twofold, to (1) identify the factor structure contained in each, and (2) compare

structures for stability across survey administrations. Survey data were analyzed using principal

axis factoring with direct oblimin rotation to allow for correlated factors.

Fall 2020 pre-project survey. For the fall 2020 pre-project data, eight factors were

extracted having Eigenvalues greater than 1.0. Examination of total scale variance explained

revealed three of these nine factors to be meaningful. Factor one explained 35.4% of scale

variance, factor two, 7.4%, and factor three, 6.17%. Figure 1 presents a scree plot which visually

displays all factors present in the scale, with the number of meaningful factors interpreted as those appearing above the "elbow" in the figure indicated by arrows (n = 3).

Based on review of item content, the relevant literature, and subjective judgment, we assigned labels to the three meaningful factors (see Appendix A). Factor one consisted of four items (Q19_9, Q19_11, Q19_2, and Q19_6), had internal consistency reliability of .90, and was labeled "Community Engagement." Factor two consisted of four items, three normally coded and one reverse coded (Q18_8, Q17_4, Q18_3, and Q19_10R), had internal consistency reliability of .83, and was labeled "Classroom Engagement." Factor three consisted of two items, one normally coded and one reverse coded (Q19_5 and Q19_12R), had internal consistency reliability level of .92, and was labeled, "Intention to Stay." It is worth noting that internal consistency reliability levels of .90, .83, and .92 are strong and exceed the minimum threshold of .80 recommended for use in applied settings.

Because we had no theoretical basis or empirical evidence to suggest that affective, cognitive, and behavioral factors should be independent, we allowed factors to correlate. Examination of the results supported this decision, revealing that Community Engagement correlated significantly with Classroom Engagement ($r = .37$, $p < .001$). However, neither correlated significantly with Intention to Stay ($r = .10$, n.s. and $r = .07$, n.s respectively). As community engagement increased, so did classroom engagement. But somewhat surprisingly, neither community engagement nor classroom engagement were related to intention to stay in the present sample. It is essential to emphasize, that this correlational evidence is associative in nature, but not causal. Thus, it cannot be asserted from this study that community engagement impacted, influenced, or caused classroom engagement or the opposite relation.

Fall 2020 post-project survey. For the fall 2020 post-project data, nine factors were

extracted having Eigenvalues greater than 1.0. Examination of total variance explained revealed four factors that were meaningful. Factor one explained 36.0%, factor two, 6.7%, factor three, 6.37%, and factor four, 5.1% of scale variance. Figure 2 presents a scree plot that visually displays all factors present in the scale, with meaningful factors appearing above the elbow, or abrupt bend, in the figure and indicated by arrows.

Based on review of item content, the relevant literature, and subjective judgment, we assigned labels to the four meaningful factors (see Appendix B). Factor one, consisted of 12 items (Q5_1, Q2_9, Q5_2, Q2_5, Q5_9, Q5_5, Q5_12, Q2_3, Q6_11, Q2_1, Q6_13, and Q6_9), had internal consistency reliability of .93, and was labeled "Community Engagement." Factor two consisted of two normally coded items and one reverse coded item (Q5_8, Q2_4, and Q6_10R), had an internal consistency reliability of .82, and was labeled, "Classroom Engagement." Factor three consisted of six items (Q8_6, Q8_5, Q8_8, Q8_7, Q8_4, and Q8_1), had an internal consistency reliability of .91, and was labeled "Philanthropy Transfer." Factor four consisted of six items, Q8_6, Q8_5, Q8_8, Q8_7, Q8_4, and Q8_1, had an internal consistency reliability of .91, and was labeled "Intention to Stay." Again, it is worth noting that internal consistency reliability levels of .93, .86, .91, and .91 are strong and exceed the minimum threshold of .80 recommended for use in applied settings.

Examination of factor intercorrelations revealed that (a) Community Engagement correlated significantly with Classroom Engagement ($r = .52$, $p < .001$) and Philanthropy Transfer ($r = .36$, $p < .001$) while Classroom Engagement correlated significantly with Philanthropy Transfer ($r = .30$, $p < .001$). It is noteworthy, however, that Community Engagement, Classroom Engagement, and Philanthropy Transfer did not correlate with Intention to Stay (all r were n.s.).

Again, it is essential to emphasize that this correlational evidence is associative in nature, but not directional. Thus, it cannot be asserted that community engagement impacted, influenced, or caused classroom engagement of that philanthropy transfer impacted either community engagement or classroom engagement from the data gathered in this study (see Table 2).

Spring 2021 pre-project survey. For the spring 2021 pre-project data, eight factors were extracted with Eigenvalues greater than 1.00. Examination of the total scale variance explained revealed three factors that were meaningful. Factor one explained 36.4%, factor two, 7.9%, and factor three, 5.7% of scale variance. Figure 3 presents a scree plot which visually displays all factors present in the scale, with the number of meaningful factors interpreted as those appearing above the elbow in the figure indicated by arrows.

Based on review of item content, the relevant literature, and our subjective judgment, we again assigned labels to the three meaningful factors (see Appendix C). Factor one consisted of 11 items (Q19_2, Q18_12, Q19_11, Q19_6, Q19_13, Q18_9, Q18_1, 18_2, Q17_5, Q17_9, Q17_3), had an internal consistency reliability of .95, and was labeled, "Community Engagement." Factor two consisted of two normally coded items and one reverse coded item (Q17_4, Q18_8, and Q19_10R), had an internal consistency reliability of .88 (increased to 92 by omitting item Q19_10R), and was labeled "Classroom Engagement." Factor three consisted of two items, Q19_12R and Q19_5), had an internal consistency reliability of .93, and was labeled "Intention to Stay." Once again it is worth noting that internal consistency reliability levels of .95, .92, and .93 are exceptionally strong and exceed the minimum threshold of .80 recommended for use in applied settings.

Examination of factor intercorrelations revealed that (a) Community Engagement correlated significantly with Classroom Engagement ($r = .34$, $p < .001$) but that (b) neither

correlated significantly with Intention to Stay ($r = .09$, n.s. and $r = .04$, n.s). As community

engagement increased, so did classroom engagement. As with the fall 2020 findings, neither

community engagement nor classroom engagement was related to intention to stay. As before,

correlational evidence cannot be interpreted to suggest that community engagement impacted,

influenced, or caused classroom engagement or the opposite relation. Both are plausible

explanations.

Q-Sort Results

Qualitative, free-response data were examined by employing the Q-sort method described

earlier and are summarized in Tables 4 through 9. The categories with the highest percent of

responses for each question are indicated with an asterisk in each table.

The first free-response question on the survey (Q9) asks students how satisfied or

dissatisfied they were with their Mayerson Project experience. The categories attracting the most

responses were "Learning About Philanthropy/Community" (24%), "Personal Takeaways"

(23.1%), and "Class Structure" (14.8%). This suggests that students are responding positively to

their work with the Mayerson Project and have indicated that they learned about philanthropy

and feel rewarded after helping their community (see Table 4).

The second open response question (Q10) on the survey asks students to explain any

valuable takeaways from their Mayerson Project experience. Almost a third of responses fit into

the category of "Knowledge of Nonprofits" (28.1%). The two other categories that most

responses fit into were "Helping Others" (18.1%) and "How to be Involved" (19.0%). These

responses indicate that students are gaining valuable exposure to philanthropy and are engaged in

the process of helping others. One goal of the Mayerson Project is to show students that they can

use their skills and interests that are developed through their coursework to help others in a

philanthropy setting. Of the 110 responses only one response was categorized as

Neutral/Negative. This demonstrates that the overwhelming majority of students are gaining

knowledge/experience that is useful or meaningful to them (see Table 5).

The third question (Q11) asks students if they plan to make any changes to their

community involvement after taking a Mayerson Project course. Most responses fell into the

categories of "Yes- General" (53.5%) and "Yes- Volunteering/Donating" (18.8%). Only 10.7%

of responses indicated that they would not make any changes related to their community

involvement. This breakdown shows that a majority of students have indicated that their work

with the Mayerson Project has inspired them to be more involved in helping their community.

One of the main areas of focus for this survey is measuring stewardship, and these responses

suggest that the philanthropic experience has had a lasting effect on students who participate in

Mayerson Project courses (see Table 6).

The fourth question (Q12) asks students how their philanthropy project transferred to

their coursework. For this question, the majority of responses were categorized as "Course

Specific Information" (65.0%). Students were able to describe specific aspects of their course

that related to service with the Mayerson Project. These results show that students are able to

make connections between their course material and the service learning that they are conducting

through the Mayerson Project (see Table 7).

The fifth open response question (Q13); asks students to state any additional thoughts

they had about their experience with the Mayerson Project. While a majority (55.0%) of

responses indicated that they had no additional thoughts, 25.0% of responses were categorized as

"General Positive Comments". The few negative comments were related to workload issues or

having trouble communicating with an organization (see Table 8).

The sixth and final open response question (Q14) asks students to describe what they have learned about philanthropy through their work with the Mayerson Project. Almost half of responses (46.6%) stated that they learned about the importance of philanthropy and 28.8% indicated that they learned how to be involved with philanthropy. Utilizing open response questions allowed students to demonstrate which parts of the experience was useful and where students may be experiencing challenges (see Table 9).

Discussion

Future Research

Examination of results from the three exploratory factor analyses conducted during this project revealed similar factor structures in the fall 2020 pre-project, fall 2020 post-project, and Spring 2021 pre-project program data. The assertion that the survey is tapping the same construct across administrations is enhanced when the same factors emerge from each survey, and those factors are comprised of the same items. When this occurs, confidence is increased in the stability of the construct being assessed and the meaning of each measure. When differences in factors or constituent items emerge, however, confidence is decreased in the stability of the construct and in the meaning of each measure.

Analysis of pre-project survey data from fall 2020 and spring 2021 revealed three identical factors, each comprised of the same items. Based on examination of item content, we labeled these factors, "community engagement," "classroom engagement," and "intention to stay." Analysis of the post-project survey data from fall 2020 revealed four meaningful factors, however. Based on examination of item content, we labeled these factors, "community engagement," "classroom engagement," "intention to stay," and "philanthropy transfer." The change from the pre-project to the post-project factor structures lies in the emergence of a fourth

factor, "philanthropy transfer" in the post-project survey. This is not unexpected in that these philanthropy transfer items were added to the post-project survey but did not appear in the pre-project surveys.

Although items comprising the "classroom engagement" and "intention to stay" factors were identical across the three pre-project and post-project survey administrations, the items comprising the community engagement factor differed in number. This inconsistency is not unexpected in that perceptions of and attitudes toward community engagement may evolve in their complexity and depth of understanding while participating in philanthropy projects.

Examination of the qualitative, free-response data revealed consistently positive feedback about the Mayerson Project experience. When prompted by open-ended, free response items, students described specific aspects of projects that resonated with them and noted their relation to coursework. One goal of the Mayerson Project is to promote stewardship in undergraduate students with a goal to stimulate ongoing awareness of, interest in, and efforts toward helping their communities after graduation. After completing a philanthropy project, students reported that they understood different ways to become involved in philanthropy by applying skills gained during their coursework.

Recommendations

One recommendation for future research involves generating evidence that participating in philanthropy projects produces changes in attitudes toward engagement and intention to stay at the university (i.e., retention). One would expect attitude toward philanthropy to become increasingly positive following participation in a philanthropy project. But those not participating in a Mayerson course may experience a similar change in attitude toward philanthropy due to an increasing visibility and promotion of philanthropy efforts on campus. If similar positive change

in attitude toward philanthropy occurs in a control group (i.e., no philanthropy project) as in an experimental group (i.e., philanthropy project), questions necessarily would arise about the impact of the philanthropy experience on attitudes. Although we would expect attitude toward philanthropy to increase following completion of a philanthropy class project, without rigorous research design and empirical evidence documenting this change, interpretation is speculative.

This needed research design is challenging to implement, but would generate stronger evidence about the impact of participating in philanthropy projects. It would compare two parallel groups of classes, one group that incorporates a philanthropy project with a second group that does not. Ideally, each group would be comprised of parallel sections of the same courses, offered during the same semester, in the same delivery format, by the same instructor. Controlling for these external characteristics would allow more confident inferences to be drawn about the impact of the philanthropy projects themselves on various outcomes of interest (e.g., attitude toward philanthropy, intention to return). If class type, semester, delivery mode, or instructor differ across the experimental and control groups, they would present potential confounds that interfere with interpretation of findings.

A second recommendation would be to extend data collection to future pre-project and post-project survey administrations to increase sample size, which is essential to confirm the factors present within each of the two surveys. Given that the fall 2020 and spring 2021 surveys were administered to students enrolled in classes that likely were offered online, the responses of students enrolled in virtual vs. on-campus classes may or may not differ. The responses of online students may reflect idiosyncrasies associated with the virtual format. Students enrolled in on-campus classes may be more engaged in their philanthropy projects than were more remote, online students, and thus experience stronger reactions. If the survey is to be administered in

future on-campus settings, gathering data from two years of on-campus classes will be critical to confirm the presence of the factors tapped by the present survey of virtual classes.

Further, the relation of survey responses to various criteria (e.g., attitude toward philanthropy, intention to return) may differ substantially in on-campus vs. online classes. If one purpose is to generalize findings from the current research project to the population of students enrolled in philanthropy classes at Northern Kentucky University, then robust samples of students enrolled in on-campus classes that include philanthropy projects are essential.

Finally, a third recommendation for future study would be to examine (a) differences in factor structure and (b) factor relations to program outcomes for samples of students who participated virtually in the past year vs. those who participate in future classes, but on-campus in more traditional classroom environments. This will be an important step as the data collected in fall 2020 and spring 2021 utilizing the new survey has been gathered exclusively during an unprecedented academic year in a virtual environment. This profound difference in class organization and structure represents a major confound and threat to validity that interferes with generalizing the findings of the current study to classes conducted in a more normal, face-to-face format. We want to emphasize very strongly that the results of the current analyses apply only to community engagement experiences conducted in a similar virtual environment. Additional research with normally structured classes is needed to determine if the factors identified in the current study of virtual classes emerge similarly preceding and following engagement activities conducted in on-campus academic environments. Several semesters of data gathered in more normal academic environments will be needed to establish the validity of the new scale and confirm relations with relevant outcomes.

By continuing to collect and analyze data in coming semesters after a return to a more

typical classroom environment, it will be possible to analyze the impact which COVID-19

restrictions and online course delivery has had on the effectiveness of Mayerson Project courses

in generating a change in the outcome variables of interest. In sum, the present study did find a

consistent set of three factors in the pre-project surveys, community engagement, classroom

engagement, and intention to stay. We also found that the post-project survey captured a fourth

dimension of perceived relation of philanthropy project to class content, a dimension that we

labeled, "philanthropy transfer." Our recommendation is that the current survey continue to be

administered to on-campus classes, and that both pre-project and post-project data be gathered to

allow the survey to be reexamined to determine if further modification is needed.

References

Hatcher, J. A., & Studer, M. L. (2015). Service-Learning and philanthropy: Implications for

course design. *Theory Into Practice, 54*(1), 11-19.

https://doi.org/10.1080/00405841.2015.977656

Li, H., Xu, C., & McDougle, L. M., (2019). Philanthropy can be learned: A qualitative study of

student experiences in experiential philanthropy courses. *Philanthropy & Education,*

2(2), 29-52. https://doi.org/10.2979/phileduc.2.2.02

Mayerson student philanthropy project (2021). Inside NKU. Retrieved 3 May, 2021 from

https://inside.nku.edu/civicengagement/programs/mayerson.html

Nikzad-Terhune, K., & Taylor, J. A. (2020). Supporting community connections: Experimental

student philanthropy and engaged learning in social work. *Journal of Higher Education*

Outreach & Engagement, 24(3), 47-59.

Saker, J., Noblick, J., Visser, J., Hernandez, L., and Moberg, P., (2020). Mayerson student

philanthropy: Recommendation for a newly developed measurement. Unpublished

research project at Northern Kentucky University.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics (6th ed.).* Boston, MA:

Pearson Education, Inc.

Vaughan, M. B. (2018). Teaching leadership through philanthropy: The experience of an MBA

course. *Business Education Innovation Journal, 10*(2), 88-93.

Table 1

Fall 2020 Pre-Project Survey - Factor Percent Variance Explained, Means, Standard Deviations, Reliabilities, and Intercorrelations (N = 189)

				Factor		
Factors (# items)	%	M	SD	1	2	3
1. Community Engagement (4)	35.6	4.16	.56	.90		
2. Classroom Engagement (4)	7.4	3.71	.71	.37**	.83	
3. Intention to Stay (2)	6.0	4.36	.97	.10	.07	.92

**p < .01. Note: % = Percent of scale variance explained. M = mean. SD = standard deviation. Coefficients alpha appear on diagonal.

Table 2

Fall 2020 Post-Project Survey - Factor Percent Variance Explained, Means, Standard Deviations, Reliabilities, and Intercorrelations (N = 152)

Factors (# items)	%	M	SD	Factor			
				1	2	3	4
1. Community Engagement (12)	36.0	4.03	.60	.91			
2. Classroom Engagement (3)	6.7	4.09	.76	.52**	.82		
3. Philanthropy Transfer (6)	5.1	3.62	.83	.36**	.30**	.91	
4. Intention to Stay (2)	6.3	4.41	1.00	.03	.05	.03	.97

**p < .01. Note: % = Percent of scale variance explained. M = mean. SD = standard deviation. Coefficients alpha appear on diagonal.

Table 3

Spring 2021 Pre-Project Survey – Percent Variance Explained, Factor Means, Standard Deviations, Reliabilities, and Intercorrelations (N = 207)

				Factor		
Factors (# items)	%	M	SD	1	2	3
1. Community Engagement (11)	36.4	4.08	.62	.95		
2. Classroom Engagement (3)	7.9	3.75	.82	.34**	.88	
3. Intention to Stay (2)	5.7	4.24	1.13	.09	.04	.93

**$p < .01$. Note: % = Percent of scale variance explained. M = mean. SD = standard deviation. Coefficients alpha appear on diagonal.

Table 4

Summary of response themes to Question 9: What led you to be satisfied or dissatisfied with the student philanthropy experience?

Category	*N*	% of total (*N* = 108)	Example response
Teamwork	13	12.0	Hearing everyone's ideas helped me to be satisfied with the experience.
Real World Application	7	6.4	Real world applications are always more interesting and engaging than theory.
Class Structure	16	14.8	I was satisfied because it really made me open up to new opportunities and brought me out of my comfort zone.
Learning About Philanthropy/Community	26	24.0	It broadened my knowledge of non-profit organizations here in my community and how I can get involved.
Personal Takeaways	25	23.1	The feeling of giving back is rewarding.
General Positive	5	4.6	It went well overall and some of the organizations we chose responded and completed the applications.
Communication Issues	7	6.4	I had some trouble with communication with my organization. They did not really give me what I asked for or needed.
Individual Course Feedback	6	5.5	The project didn't teach me a lot about neuroscience.
General Negative	3	2.7	I am dissatisfied philanthropy experience. This project did not make me feel like I could build on it and learn more about it.
COVID Related Feedback	2	1.8	I wish there could have been more direct interaction with the nonprofits, which was limited due to covid.
Neutral	6	5.5	I do not remember what was discussed.

Note: The text of individual item responses appears in Appendix F.

Table 5

Summary of response themes to Question 10: What is your most valuable takeaway(s) from this student philanthropy experience?

Category	N	% of total ($N = 110$)	Example response
Teamwork	6	5.5	The importance of working together. Delegating tasks doesn't always work out.
Knowledge of Nonprofits	31	28.1	I learned more about how nonprofits are started and what it takes to get one off the ground and running
Community Needs	16	14.5	How much our community needs help
Helping Others	20	18.1	Even if you don't have a lot of money, talent, experience, etc., you can still help people who need it more than you do.
How to be Involved	21	19.0	Helping a non-profit is not always donating money or volunteering to help at an event, it can be volunteering ones skills to help them.
General Skills/Knowledge	14	12.7	Neuroscience connects to many of the organizations in a beneficial way.
Neutral	1	0.9	Use less water? I'm not sure I really had any big take aways.

Note: The text of individual item responses appears in Appendix G.

Table 6

Summary of response themes to Question 11: As a result of this course, do you plan to make any changes related to your involvement in your community?

Category	N	% of total (N = 112)	Example response
Yes- General*	60	53.5	I plan to be more involved in my community and to seek out ways to be more involved.
Yes- Volunteering/Donating*	21	18.8	I plan to get involved in some extracurricular volunteer work
No	12	10.7	No I don't plan to make changes
Already Involved	8	7.1	No. I have always been involved with the community and regularly volunteer
COVID-19 Related Feedback	4	3.5	I plan to become more involved after covid.
Unsure	9	8.3	I hope I will in the future

Note: The text of individual item responses appears in Appendix H.

Table 7

Summary of response themes to Question 12: How did this project relate to your course?

Category	N	% of total ($N = 106$)	Example response
Course Specific Information	69	65.0	Made risk factor maps for The United Way to target individuals and areas most likely to be effected by COVID-19
Teamwork	12	11.3	We worked as a team to research the two organizations and then decided who was in more need of the help.
Communication	4	3.7	This project related to my student philanthropy project by tying in communication concepts to non-profits.
Learning about Philanthropy	6	5.6	I am a social work major, so it was great for me to learn about the resources our community had available to those in need.
Real World Experience	3	2.8	We used many skills from class and skills we will continue to use outside the classroom. Our course assignment fell right in line with this.
Leadership	7	6.6	It was about learning more about leadership and we did that through learning more about an organization.
Positive Experience	1	0.9	The student philanthropy project was very fun to take part in.

Note: The text of individual item responses appears in Appendix IX.

Table 8

Summary of response themes to question 13: Are there any additional thoughts regarding your student philanthropy experience that you would like to share?

Category	*N*	% of total (N = 80)	Example response
Teamwork	2	2.5	I enjoyed working with classmates
Knowledge of Nonprofits/Community	5	6.3	I really enjoyed it and learning about the different non profits and how they help the community.
General Positive Comments	20	25.0	I think everyone should participate in this.
Communication Issues	3	3.8	I wish the orgs were more aware of what we're actually doing on this side. I lost contact with my person at the United Way half way through and they didn't even apply for the grant.
Workload Issues	2	2.5	It took up a lot of time that I feel could have been better used in classes for my major and not a gen ed
General Negative Feedback	2	2.5	I don't recommend doing this for a 101 level class.
COVID-19 Related Feedback	2	2.5	It would be more fun had COVID not been a thing.
No Additional Thoughts	44	55.0	No, I think I covered it all in the other questions.

Note: Individual item responses appear in Appendix J.

Table 9

Summary of response themes to Question 14: Please discuss the most significant things you learned this semester about philanthropy.

Category	N	% of total (N = 90)	Example response
Helping Others	8	8.8	That there are many people in society that need help.
Course Specific Information	9	10.0	Learned how gis software can be used in many fields. I have only personally used it prior in geology.
How to be Involved	26	28.8	The most significant thing I learned about philanthropy is that you can do it on your own.
Importance of Philanthropy	42	46.6	I learned that it is really important to be involved in your community. We as people are the only ones who can make a change.
Teamwork	3	3.3	I have learned that you can give back to people in many ways. I have also learned that working together as a group is more helpful than trying to help by yourself.
Neutral/Negative Feedback	2	2.2	I didn't really learn anything about philanthropy.

Note: Individual item responses appear in Appendix K.

Table 10

Ethnic distribution of fall 2020 pre/posttest and spring 2021 pretest respondents.

	Fall 2020 Pre/Post-Project	Spring 2021 Pre-Project
White	83.3%	82.6%
Hispanic/Latino	3.4%	3.9%
Two or more races	3.7%	3.9%
Black/African American	6.2%	6.8%
Pacific Islander	.6%	0.5%
Asian	1.1%	0.5%
Unknown	1.1%	1.4%
Non-resident Alien	.6%	0.5%

Figures

Figure 1 – Factors from Analysis of Fall 2020 Pre-project Survey Data
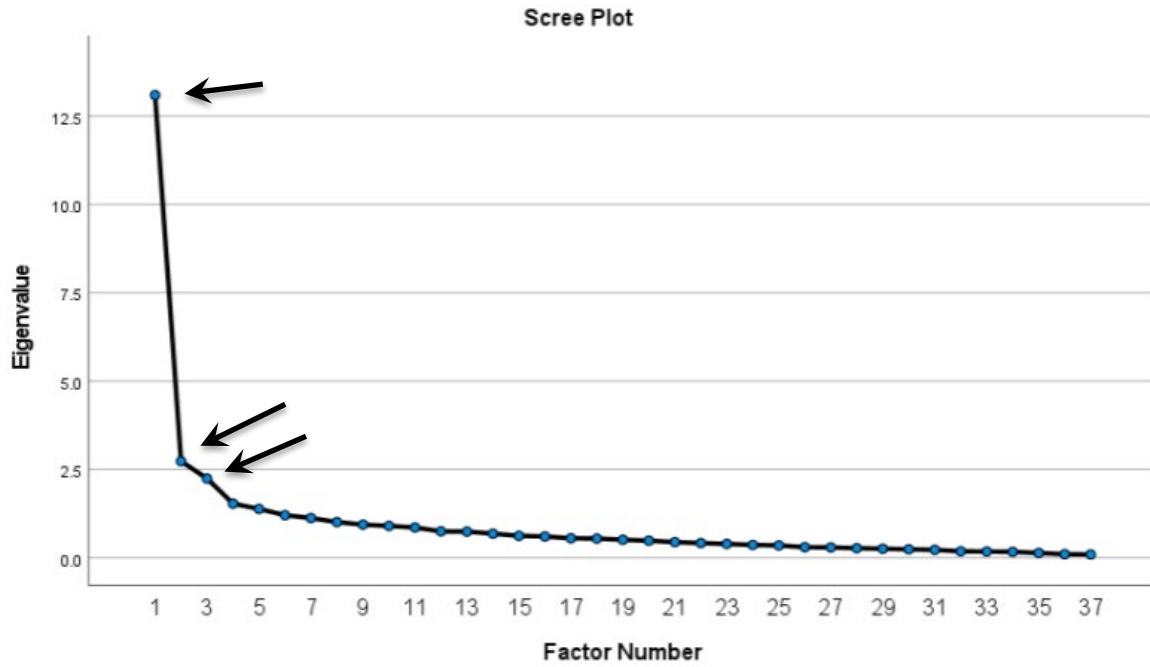
Figure 2 – Factors from Analysis of Spring 2021 Post-project Survey Data
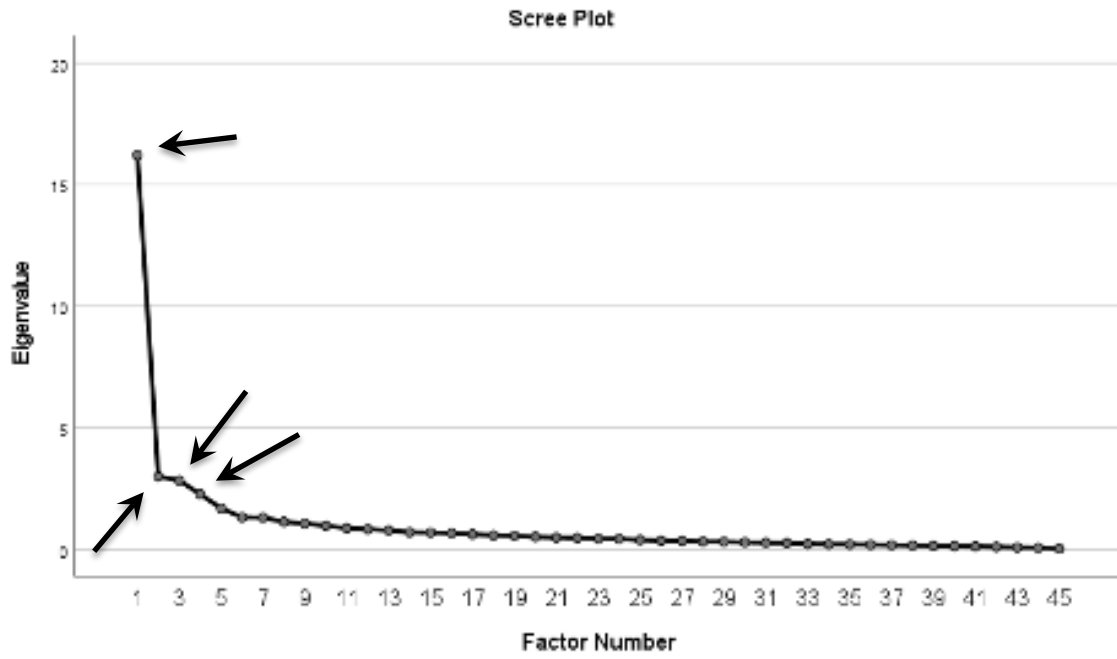
Figure 3 – Factors Emerging from Analysis of Spring 2021 Pre-project Survey Data
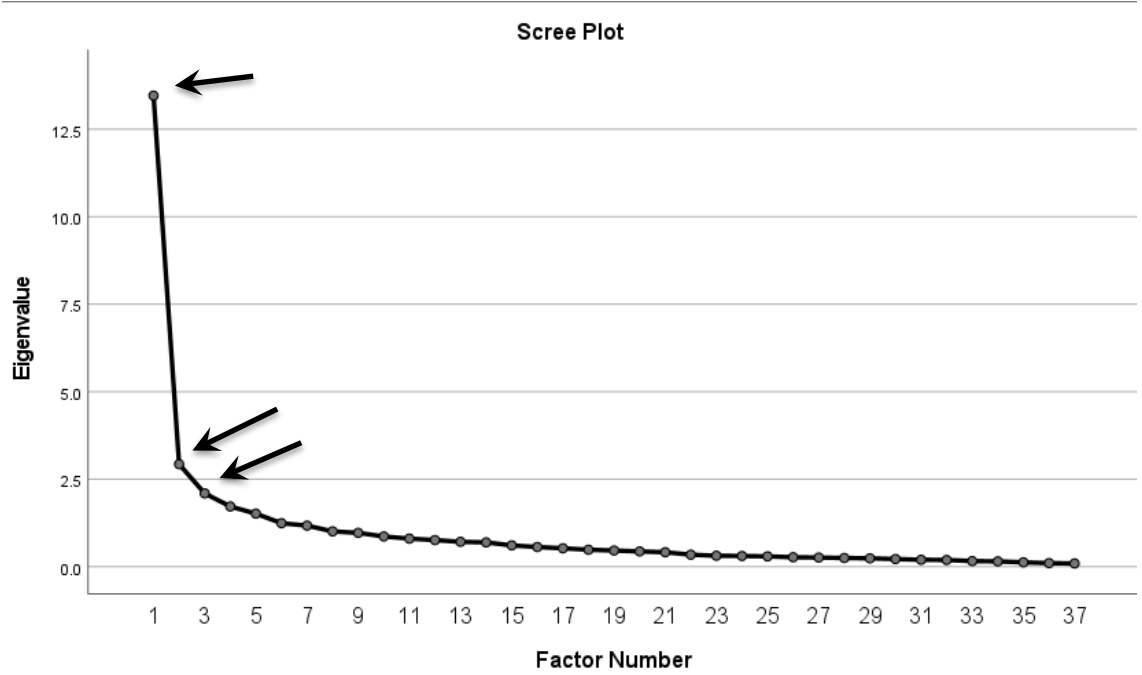
Appendix A

Items Forming Factors in Fall 2020 Pre-Project Survey

Item number and content comprising corresponding factor shaded in grey.				
Item #	Item Content	Factor 1	Factor 2	Factor 3
Q19_9	**I believe it is important to learn about the needs in my community.**	**.531**	.060	-.003
Q19_11	**I want to participate in activities that promote the well-being of members in my community.**	**.527**	.105	.060
Q19_2	**Giving back to my community is meaningful and purposeful.**	**.506**	.082	.088
Q19_6	**I want to become more active in helping my community.**	**.506**	.007	.044
Q19_3	I complete assigned readings and coursework before class.	.421	.123	.012
Q19_13	It is important to learn about opportunities to give back to my community.	.385	.093	.044
Q18_9	I plan on participating in activities that promote the well-being of my community.	.292	.169	.044
Q17_11	I want to act in ways that bring positive change in my community.	.290	.130	.046
Q17_3	I think I should be more involved in enriching my community.	.289	-.187	-.031

Q18_8	I actively contribute to class discussions.	.001	**.936**	-.053
Q17_4	I often participate in classroom discussions.	-.037	**.883**	.007
Q19_10R	I rarely ask or answer questions in class. (R)	-.077	**.614**	.049
Q18_3	It is important for me to interact with my professor and classmates.	.200	**.513**	.015
Q19_5	I plan to return to NKU next semester.	.099	-.006	**.960**
Q19_12R	I do not plan to return to Northern Kentucky University next semester. (R)	-.096	-.044	**.929**

Note: Factor 1 = Community Engagement, Factor 2 = Classroom Engagement, and Factor 3 = Intention to Stay. Factor loadings in bold reflect items forming that factor. R = reverse coded.

Appendix B

Items Forming Factors in Fall 2020 Post-Project Survey

Item number and content comprising corresponding factor shaded in grey.					
Item #	Item	Factor 1	Factor 2	Factor 3	Factor 4
Q5_1	**I intend to look for ways to give back to my community.**	**.764**	.086	.004	.007
Q2_9	**I feel a sense of responsibility to give back to my community.**	**.722**	.031	-.006	.030
Q5_2	**I feel responsible for the well-being of my community and its members.**	**.681**	.138	-.063	-.031
Q2_5	**I plan to learn about the needs of my community**	**.563**	.083	-.109	-.006
Q5_9	**I plan on participating in activities that promote the well-being of my community.**	**.547**	.027	-.095	-.014
Q5_5	**I will look for volunteer opportunities that are available in my community.**	**.547**	.186	.024	.028
Q5_12	**I believe I have a responsibility to help others in my community.**	**.542**	-.096	-.099	-.014
Q2_11	I want to act in ways that bring positive change in my community.	.531	-.019	-.036	-.040
Q2_3	**I think I should be more involved in enriching my community.**	**.490**	-.192	-.111	-.015

Q6_11	**I want to participate in activities that promote the well-being of members in my community.**	**.481**	-.031	-.165	-.008
Q2_1	**I have specific community issue/issues I want to get involved in solving.**	**.479**	.078	-.047	.025
Q6_6	I want to become more active in helping my community.	.465	-.072	-.112	.068
Q6_13	**It is important to learn about opportunities to give back to my community.**	**.437**	.073	-.077	/059
Q6_9	**I believe it is important to learn about the needs in my community.**	**.398**	.075	-.207	.013
Q2_6	When something does not make sense, I keep trying until I figure it out.	.309	.015	-.067	.033
Q6_8	I talk to others about what I am learning in class.	.247	.246	-.159	.122
Q5_8	**I actively contribute to class discussions.**	.101	**.917**	.037	.048
Q2_4	**I often participate in classroom discussions. I rarely ask or answer questions in class.**	.126	**.769**	-.095	-.022
Q6_10R	**I rarely ask or answer questions in class. (R)**	-.277	**.580**	0.060	-.048
Q8_6	**Because of the student philanthropy component, I understood this class better.**	.043	.059	**-.911**	-.041

Q8_5	My enthusiasm for this class has been enhanced by the student philanthropy project.	.057	.051	**-.841**	-.002
Q8_8	In general, I am satisfied with the student philanthropy experience in this course.	-.032	-.107	**-.811**	.043
Q8_7	The student philanthropy project fit well with the goals and outcomes of this course.	-.060	-.001	**-.794**	.007
Q8_4	The student philanthropy project motivated me to be more active with my classmates.	.027	.017	**-.718**	.010
Q8_1	After taking this course, I have a better understanding of my community's needs.	.017	.213	**-.503**	.070
Q8_3	I am now more aware of the non-profit organizations in my community.	-.008	-.141	-.414	.048
Q6_5	I plan to return to NKU next semester.	-.037	-.030	.023	**1.013**
Q6_12R	I do not plan to return to Northern Kentucky University next semester. (R)	-.046	-.005	.031	**.964**

Note: Factor 1 = Community Engagement, Factor 2 = Classroom Engagement, Factor 3 = Philanthropic Stewardship, Factor 4 = Intention to Stay. Shaded text reflects items forming factor. R = reverse-coded.

Appendix C

Items Forming Factors in Fall 2020 Post-Project Survey

Item number and content comprising corresponding factor shaded in grey.				
Item #	Item	Factor 1	Factor 2	Factor 3
Q19_2	**Giving back to my community is meaningful and purposeful.**	**.842**	-.037	.075
Q18_12	**I believe I have a responsibility to help others in my community.**	**.799**	.061	-.016
Q19_11	**I want to participate in activities that promote the well-being of members in my community.**	**.700**	.113	.059
Q19_6	**I want to become more active in helping my community.**	**.695**	-.039	.061
Q19_13	**It is important to learn about opportunities to give back to my community.**	**.683**	.064	.082
Q18_9	**I plan on participating in activities that promote the well-being of my community.**	**.673**	.199	.013
Q18_1	**I intend to look for ways to give back to my community.**	**.657**	.085	-.018
Q18_2	**I feel responsible for the well-being of my community and its members.**	**.637**	.201	-.107
Q19_9	**I believe it is important to learn about the needs in my community.**	**.618**	-.021	.137

Q17_5	I plan to learn about the needs of my community.	**.587**	.076	-.071
Q17_9	I feel a sense of responsibility to give back to my community.	**.551**	-.017	.034
Q17_11	I want to act in ways that bring positive change in my community.	.512	-.010	.067
Q17_3	I think I should be more involved in enriching my community.	.494	-.018	.015
Q18_5	I will look for volunteer opportunities that are available in my community.	.446	.017	-.048
Q17_1	I have specific community issue/issues I want to get involved in solving.	.290	.027	-.015
Q17_4	I often participate in classroom discussions.	.028	**.958**	.007
Q18_8	I actively contribute to class discussions.	.027	**.933**	.020
Q19_10R	I rarely ask or answer questions in class. (R)	-.035	**.732**	.007
Q18_3	It is important for me to interact with my professor and classmates.	-.037	.431	.064
Q19_12R	I do not plan to return to Northern Kentucky University next semester. (R)	-.060	.039	**.966**
Q19_5	I plan to return to NKU next semester.	.051	-.014	**.913**

Note: Factor 1 = Community Engagement, Factor 2 = Classroom Engagement, and Factor 3 = Intention to Stay. Factor loadings in bold reflect items forming that factor.

Appendix D

Question 9 – Text Responses

Student ID	Q9 - What led you to be satisfied or dissatisfied with the philanthropy experience?
Teamwork	
106775	The student philanthropy experience made me feel like even as a student I have a voice and can make big decisions with other people I did not even know.
111260	Through this experience, I learned how to be more involved with those in my community, especially from those who need more and better resources to improve educational opportunities. I also was able to work more closely with classmates and discover how to work with others in more collaborative ways.
114654	It taught me a lot about working in teams and the importance of philanthropy.
117293	Hearing everyone's ideas helped me to be satisfied with the experience.
119791	Working with a team successfully
126050	the ability to interact with other classmates
124756	I WORKED GREAT WITH MY TEAM TO DO EACH ASSIGMENT FOR THIS PROJECT, IT WAS A GOOD EXPERICENCE
116687	When I have a team dependent on me, the course work becomes way easier to accomplish!
118550	Working on this project with the whole entire class is something that I really enjoyed within the student philanthropy experience.
126424	My Team was great.
113496	The overall experience and working with a group that supported my views helped
126983	I was satisfied because as a whole group we will able to find a great organization to donate money too.
132644	interacting w my team members, learning about the non profit organziations, helling others out
Real World Applications	
6302	Real world applications are always more interesting and engaging than theory
118829	I liked the experience because I could implement what we were learning.
113230	I liked the experience because our chapter concepts were able to be more understood by using real life examples.
111408	I felt as if the relation to real life non profits helped connect and apply what I learned.
114444	I really, really enjoyed the opportunity of gaining real world experience when it comes to nonprofits and philanthropic organizations. It was neat to be able to make a difference in the community by something as simple as participating in a class. I wish

	that all of the organizations could have been offered grant money because I learned about how important they all are to our community.
131732	More interesting than just reading from a textbook the entire time.
119643	I was satisfied because I got to learn more about an organization that I believe is making a real impact in the community.

Class Structure

108775	I was satisfied because it really made me open up to new opportunities and brought me out of my comfort zone
116947	I think I learn best when I can learn hands on. I do not always like to learn straight from a textbook. So this part of the course made the class really interesting.
120908	Honestly having such a good professor who is so understanding and explains things in detail has really helped me stay interested and focused.
122169	I thought it was a great addition, and I felt it didn't add any pressure to the class but gave us an opportunity to do something in real life.
117671	It was an interesting and fee-good way to learn about our community non-profits while applying what we were learning in class
120008	I was satisfied by the way the class was structured and completed.
120075	It allowed for students to get excited about a project that they had most of the say on. Throughout the selection process students were able to rally for the orgs that they are passionate about while also learning about new ones.
125134	the overall discussion we had and how we chose who to give the money to.
120744	The students have the control of how we do it and actually doing the research in order to benefit the community
132982	The empowerment of choosing who to give the money to
121629	Gave me enough time to write a well written paper and learn about the communities needs.
122183	I thought the project was very well suited to the course work and solidified my knowledge on it. It also allowed me to learn about how what i was learning was connected to my community.
127544	The fact that each group actually got to speak to the leading members of their non profit organization that they picked.
131988	It was a pleasant alternative to just writing papers with no real substance. We were given a real and tangible idea that we were writing about and applying our information to, rather than just studying about the different forms of writing and writing a paper with no real value outside of it being a certain form of writing.
132580	The work. We worked for a good cause and it motivated me to do better work because I knew it would make a real change and wasn't just another presentation or paper.
132722	I the events that went along with the experience were informative and fun.

Learning About Philanthropy / Community	
28785	I enjoyed the learning about other organizations, seeing persuasion in action, and the viewpoints of my classmates.
14728	It broadened my knowledge of non-profit organizations here in my community and how I can get involved
106433	I enjoyed learning of the different nonprofits in our area and choosing who I most wanted to work with.
109469	I learned a lot about non-profit groups and the needs of my community.
113468	I was satisfied with the philanthropy experience because of everything we were able to learn about non-profits in our community. I enjoyed the fact that we got to interact with the presenters and we connected our lecture materials to their presentations and the whole experience. It was a bummer that this wasn't done in person under the circumstances and "normal" parts of the course were taken out because of having to go online this semester.
123441	I liked learning about the nonprofits and more about our community.
40522	The student philanthropy experience helped me to learn more about non-profit organizations in my community and how I can help them with any type of experience I have.
115388	As a class we learned about organizations that I had not known about before this.
119217	I got to learn about my community needs. I learn to research what is going on around my community.
120011	I loved the presentations from community organizations. It inspired me to get involved and allowed me to see the small ways in which I can make an impact.
99834	It was cool to do the research on non profits that I otherwise would have never known about. It helped me to realize what local issues regarding water we can try to fix.
118287	It was a unique experience and I loved getting to know the non-profits personally. Understanding how the non-profits work in the community helped me learn about topics that were covered in this class.
122099	It helped me to realize the issues plaguing my community
123813	It was a great learning opportunity to explore non-profits.
126370	The whole experience was exciting to be part of. I was learning new concepts the entire time when I was listening to the non-profits. The speakers were insightful and gave me a lot of information on how non-profits operate.
129769	I was able to learn more about different non-profit organizations in the Northern Kentucky region and it helped me feel more acclimated to campus
121746	It opened up my eyes to see things in my community that I never knew were there.
131761	It showed me others in our community are struggling to get by and we can be the change for them.
131851	The opportunity to learn about the needs of my community.

132043	It just showed me how many people in the community needs help and even little acts of kindness can go a ling way for the people in need.	
132219	I enjoyed becoming educated on nonprofits in the area.	
132282	I enjoyed being able to get involved more in the community.	
132298	I learned a lot from this project and I felt like I was able to help out the community and give to others that are in need. It allowed me to reach out to others and find the help that was needed in order to be successful during this whole experience.	
132436	I was satisfied because I was exposed to lots of information about non-profits that I would not otherwise	
132644	interacting w my team members, learning about the non profit organziations, helling others out	
117025	Satisfied to learn about the organizations and how to help but dissatisfied with how Dr. D planned and carried out the project - it seemed all over the place at first and my team basically had to teach one another about what was going on.	

Personal Satisfaction / Takeaways		
61019	Satisfied because I felt like I wasn't just bettering myself with my schooling, but others too.	
41899	The feeling of giving back is rewarding.	
113630	It is going to a good cause that I believe in deeply.	
105889	The fact that we are able to help and promote organizations we believe in	
113891	What I was able to take away from the experience	
115382	I liked that we were using this class as a way to give back to the community, and learned about how altruism can tie into neuroscience.	
122540	I was led to be satisfied with the student philanthropy experience because I felt like the experience was adding value to myself as a learner. I felt like I was learning with purpose, I can take these learned lessons with me (the good and the bad) everywhere I go in the future.	
107738	It was a good chance to put some corrupt organizations on blast and point out that philanthrocapitalism perpetuates the current social order.	
115246	I liked that I could help out by reaching out.	
115247	I really enjoyed working with my peers towards something purposful and impactful.	
119668	I was satisfied because this gave me an opportunity to give back to my community.	
119965	It was a simple project that we knew was going to have a good outcome and help someone no matter what.	
129927	I loved that I was able to make an impact, it wasn't just an assignment or hypothetical scenario, it was real, and I loved being able to have a small part to play	
132613	Leading my team to donate socks to the homeless and personally dropping them off and seeing how thankful everyone was for our small donation.	

	125178	The fact that we were able to decide where real life money would go to make a change.
	128998	I got to help my community, I don't need to be recognized for it or anything I just want to help people
	132734	I liked the chance to be part of impacting the community
	131762	I really enjoyed the philanthropy experience. I felt that I was exposed to new issues in our community. I was taught in-depth on each topic. With this course, I have felt that I made an impact on the community and want to keep making impacts any way I can.
	131847	The thing that led me to be satisfied with the student philanthropy experience was the emotions that the project shared. It teaches you to appreciate the simple things in life.
	131974	the fact that we were actively helping the community was satisfying
	129831	I left happy in this course knowing that my writing has helped not only me, but the people around me as well.
	132349	The satisfaction came from actually interacting with philanthropic groups and getting to make a real difference with the grant.
	132392	Participating in the philanthropy experience satisfied my urge to help the community surrounding NKU. I was only dissatisfied with the lack of information sometimes given to students and the confusion of due dates on some items.
	132829	The investment of time to a great cause of change and awareness.
	132880	We got to help the community in some kind of way.

General Positive

	120120	it was a learning experience but im glad we did it
	125458	It went well overall and some of the organizations we chose responded and completed the applications.
	133155	It was a good learning experience
	72978	The information and experience was eye opening and I learned a lot. Unfortunately my professor could have handled it better. That being said it was still an incredible learning experience that allowed me to get more involved in my community.
	127514	I was satisfied that the class put their money together.

Communication Issues

	109368	I had some trouble with communication with my organization. They did not really give me what I asked for or needed.
	114045	I had a hard time getting ahold of my organization. If was hard to juggle a full class load with this class.
	120648	it was a lot more work to pick an organization i think than it needed to be
	118646	the lack of collaboration with the group I was teamed with

132392	Participating in the philanthropy experience satisfied my urge to help the community surrounding NKU. I was only dissatisfied with the lack of information sometimes given to students and the confusion of due dates on some items.
132392	I completed the philanthropy project in another class as well as my NEU 101, I had a more beneficial experience with it in my other class because communication with my group was much better and more organized.
117025	Satisfied to learn about the organizations and how to help but dissatisfied with how Dr. D planned and carried out the project - it seemed all over the place at first and my team basically had to teach one another about what was going on.

Individual Course Feedback

114045	I had a hard time getting ahold of my organization. If was hard to juggle a full class load with this class.
117823	Just seemed like extra work that wasn't really necessary to learn the material.
111717	I didn't really think it fit in with neuroscience. It was hard making the connection, even though there were lectures that vaguely revolves around the idea.
116741	The project didn't teach me a lot about neuroscience.
131973	When I came into the class, I expected to learn about neuroscience. And while the professor tried to incorporate neuroscience into the project, it seemed very "off course". I enjoyed it and feel like the result of it will greatly help my community and that is something I value. I just didn't think it helped me with neuroscience.
132702	I feel like I didn't learn much about the subject of the class because so much of the class work was about the philanthropy project.

General Negative

123234	I am dissatisfied philanthropy experience. This project did not make me feel like I could build on it and learn more about it.
119318	the students should be more hands on
129543	I'm not sure if it was because of our current circumstances- but, I didn't feel like we really discussed or drew conclusions with classwork and organizations and or discussed the community piece of it I guess. It just felt like "something else" to do.

COVID-19 Related Feedback

131865	I wish there could have been more direct interaction with the nonprofits, which was limited due to covid.
109624	I really enjoyed it. I wish we could've been face to face and get physically involved with our time.

Neutral		
	134627	I do not remember what was discussed.
	119043	I have no real feelings towards the experience it was interesting and I'm glad I helped my organization in a positive manner
	109249	N/A
	125085	N/a
	119845	Nothing
	109884	Nothing

Appendix E

Question 10 – Text Responses

Student_ID	Q10 – What is your most valuable takeaway(s) from the student philanthropy experience?
Teamwork	
106775	The student philanthropy experience made me feel like even as a student I have a voice and can make big decisions with other people I did not even know.
111260	Through this experience, I learned how to be more involved with those in my community, especially from those who need more and better resources to improve educational opportunities. I also was able to work more closely with classmates and discover how to work with others in more collaborative ways.
114654	It taught me a lot about working in teams and the importance of philanthropy.
117293	Hearing everyone's ideas helped me to be satisfied with the experience.
119791	Working with a team successfully
126050	the ability to interact with other classmates
124756	I WORKED GREAT WITH MY TEAM TO DO EACH ASSIGMENT FOR THIS PROJECT, IT WAS A GOOD EXPERICENCE
116687	When I have a team dependent on me, the course work becomes way easier to accomplish!
118550	Working on this project with the whole entire class is something that I really enjoyed within the student philanthropy experience.
126424	My Team was great.
113496	The overall experience and working with a group that supported my views helped
126983	I was satisfied because as a whole group we will able to find a great organization to donate money too.
132644	interacting w my team members, learning about the non profit organziations, helling others out
Real World Applications	
6302	Real world applications are always more interesting and engaging than theory
118829	I liked the experience because I could implement what we were learning.
113230	I liked the experience because our chapter concepts were able to be more understood by using real life examples.
111408	I felt as if the relation to real life non profits helped connect and apply what I learned.
114444	I really, really enjoyed the opportunity of gaining real world experience when it comes to nonprofits and philanthropic organizations. It was neat to be able to make a difference in the community by something as simple as participating in a class. I wish that all of the

	organizations could have been offered grant money because I learned about how important they all are to our community.
131732	More interesting than just reading from a textbook the entire time.
119643	I was satisfied because I got to learn more about an organization that I believe is making a real impact in the community.

Class Structure

108775	I was satisfied because it really made me open up to new opportunities and brought me out of my comfort zone
116947	I think I learn best when I can learn hands on. I do not always like to learn straight from a textbook. So this part of the course made the class really interesting.
120908	Honestly having such a good professor who is so understanding and explains things in detail has really helped me stay interested and focused.
122169	I thought it was a great addition, and I felt it didn't add any pressure to the class but gave us an opportunity to do something in real life.
117671	It was an interesting and fee-good way to learn about our community non-profits while applying what we were learning in class
120008	I was satisfied by the way the class was structured and completed.
120075	It allowed for students to get excited about a project that they had most of the say on. Throughout the selection process students were able to rally for the orgs that they are passionate about while also learning about new ones.
125134	the overall discussion we had and how we chose who to give the money to.
120744	The students have the control of how we do it and actually doing the research in order to benefit the community
132982	The empowerment of choosing who to give the money to
121629	Gave me enough time to write a well written paper and learn about the communities needs.
122183	I thought the project was very well suited to the course work and solidified my knowledge on it. It also allowed me to learn about how what i was learning was connected to my community.
127544	The fact that each group actually got to speak to the leading members of their non profit organization that they picked.
131988	It was a pleasant alternative to just writing papers with no real substance. We were given a real and tangible idea that we were writing about and applying our information to, rather than just studying about the different forms of writing and writing a paper with no real value outside of it being a certain form of writing.
132580	The work. We worked for a good cause and it motivated me to do better work because I knew it would make a real change and wasn't just another presentation or paper.

	132722	I the events that went along with the experience were informative and fun.
Learning About Philanthropy / Community		
	28785	I enjoyed the learning about other organizations, seeing persuasion in action, and the viewpoints of my classmates.
	14728	It broadened my knowledge of non-profit organizations here in my community and how I can get involved
	106433	I enjoyed learning of the different nonprofits in our area and choosing who I most wanted to work with.
	109469	I learned a lot about non-profit groups and the needs of my community.
	113468	I was satisfied with the philanthropy experience because of everything we were able to learn about non-profits in our community. I enjoyed the fact that we got to interact with the presenters and we connected our lecture materials to their presentations and the whole experience. It was a bummer that this wasn't done in person under the circumstances and "normal" parts of the course were taken out because of having to go online this semester.
	123441	I liked learning about the nonprofits and more about our community.
	40522	The student philanthropy experience helped me to learn more about non-profit organizations in my community and how I can help them with any type of experience I have.
	115388	As a class we learned about organizations that I had not known about before this.
	119217	I got to learn about my community needs. I learn to research what is going on around my community.
	120011	I loved the presentations from community organizations. It inspired me to get involved and allowed me to see the small ways in which I can make an impact.
	99834	It was cool to do the research on non profits that I otherwise would have never known about. It helped me to realize what local issues regarding water we can try to fix.
	118287	It was a unique experience and I loved getting to know the non-profits personally. Understanding how the non-profits work in the community helped me learn about topics that were covered in this class.
	122099	It helped me to realize the issues plaguing my community
	123813	It was a great learning opportunity to explore non-profits.
	126370	The whole experience was exciting to be part of. I was learning new concepts the entire time when I was listening to the non-profits. The speakers were insightful and gave me a lot of information on how non-profits operate.
	129769	I was able to learn more about different non-profit organizations in the Northern Kentucky region and it helped me feel more acclimated to campus
	121746	It opened up my eyes to see things in my community that I never knew were there.

131761	It showed me others in our community are struggling to get by and we can be the change for them.
131851	The opportunity to learn about the needs of my community.
132043	It just showed me how many people in the community needs help and even little acts of kindness can go a ling way for the people in need.
132219	I enjoyed becoming educated on nonprofits in the area.
132282	I enjoyed being able to get involved more in the community.
132298	I learned a lot from this project and I felt like I was able to help out the community and give to others that are in need. It allowed me to reach out to others and find the help that was needed in order to be successful during this whole experience.
132436	I was satisfied because I was exposed to lots of information about non-profits that I would not otherwise
132644	interacting w my team members, learning about the non profit organziations, helling others out
117025	Satisfied to learn about the organizations and how to help but dissatisfied with how Dr. D planned and carried out the project - it seemed all over the place at first and my team basically had to teach one another about what was going on.
Personal Satisfaction / Takeaways	
61019	Satisfied because I felt like I wasn't just bettering myself with my schooling, but others too.
41899	The feeling of giving back is rewarding.
113630	It is going to a good cause that I believe in deeply.
105889	The fact that we are able to help and promote organizations we believe in
113891	What I was able to take away from the experience
115382	I liked that we were using this class as a way to give back to the community, and learned about how altruism can tie into neuroscience.
122540	I was led to be satisfied with the student philanthropy experience because I felt like the experience was adding value to myself as a learner. I felt like I was learning with purpose, I can take these learned lessons with me (the good and the bad) everywhere I go in the future.
107738	It was a good chance to put some corrupt organizations on blast and point out that philanthrocapitalism perpetuates the current social order.
115246	I liked that I could help out by reaching out.
115247	I really enjoyed working with my peers towards something purposful and impactful.
119668	I was satisfied because this gave me an opportunity to give back to my community.
119965	It was a simple project that we knew was going to have a good outcome and help someone no matter what.

129927	I loved that I was able to make an impact, it wasn't just an assignment or hypothetical scenario, it was real, and I loved being able to have a small part to play
132613	Leading my team to donate socks to the homeless and personally dropping them off and seeing how thankful everyone was for our small donation.
125178	The fact that we were able to decide where real life money would go to make a change.
128998	I got to help my community, I don't need to be recognized for it or anything I just want to help people
132734	I liked the chance to be part of impacting the community
131762	I really enjoyed the philanthropy experience. I felt that I was exposed to new issues in our community. I was taught in-depth on each topic. With this course, I have felt that I made an impact on the community and want to keep making impacts any way I can.
131847	The thing that led me to be satisfied with the student philanthropy experience was the emotions that the project shared. It teaches you to appreciate the simple things in life.
131974	the fact that we were actively helping the community was satisfying
129831	I left happy in this course knowing that my writing has helped not only me, but the people around me as well.
132349	The satisfaction came from actually interacting with philanthropic groups and getting to make a real difference with the grant.
132392	Participating in the philanthropy experience satisfied my urge to help the community surrounding NKU. I was only dissatisfied with the lack of information sometimes given to students and the confusion of due dates on some items.
132829	The investment of time to a great cause of change and awareness.
132880	We got to help the community in some kind of way.

General Positive

120120	it was a learning experience but im glad we did it
125458	It went well overall and some of the organizations we chose responded and completed the applications.
133155	It was a good learning experience
72978	The information and experience was eye opening and I learned a lot. Unfortunately my professor could have handled it better. That being said it was still an incredible learning experience that allowed me to get more involved in my community.
127514	I was satisfied that the class put their money together.

Communication Issues

109368	I had some trouble with communication with my organization. They did not really give me what I asked for or needed.
114045	I had a hard time getting ahold of my organization. If was hard to juggle a full class load with this class.

	120648	it was a lot more work to pick an organization i think than it needed to be
	118646	the lack of collaboration with the group I was teamed with
	132392	Participating in the philanthropy experience satisfied my urge to help the community surrounding NKU. I was only dissatisfied with the lack of information sometimes given to students and the confusion of due dates on some items.
	132392	I completed the philanthropy project in another class as well as my NEU 101, I had a more beneficial experience with it in my other class because communication with my group was much better and more organized.
	117025	Satisfied to learn about the organizations and how to help but dissatisfied with how Dr. D planned and carried out the project - it seemed all over the place at first and my team basically had to teach one another about what was going on.
Individual Course Feedback		
	114045	I had a hard time getting ahold of my organization. If was hard to juggle a full class load with this class.
	117823	Just seemed like extra work that wasn't really necessary to learn the material.
	111717	I didn't really think it fit in with neuroscience. It was hard making the connection, even though there were lectures that vaguely revolves around the idea.
	116741	The project didn't teach me a lot about neuroscience.
	131973	When I came into the class, I expected to learn about neuroscience. And while the professor tried to incorporate neuroscience into the project, it seemed very "off course". I enjoyed it and feel like the result of it will greatly help my community and that is something I value. I just didn't think it helped me with neuroscience.
	132702	I feel like I didn't learn much about the subject of the class because so much of the class work was about the philanthropy project.
General Negative		
	123234	I am dissatisfied philanthropy experience. This project did not make me feel like I could build on it and learn more about it.
	119318	the students should be more hands on
	129543	I'm not sure if it was because of our current circumstances- but, I didn't feel like we really discussed or drew conclusions with classwork and organizations and or discussed the community piece of it I guess. It just felt like "something else" to do.
COVID Related Feedback		

	131865	I wish there could have been more direct interaction with the nonprofits, which was limited due to covid.
	109624	I really enjoyed it. I wish we could've been face to face and get physically involved with our time.
Neutral		
	134627	I do not remember what was discussed.
	119043	I have no real feelings towards the experience it was interesting and I'm glad I helped my organization in a positive manner
	109249	N/A
	125085	N/a
	119845	Nothing
	109884	Nothing

Appendix F

Question 11 – Text Responses

Student_ID	Q11 - As a result of this course, do you plan to make any changes related to your involvement in your community?
Yes - General	
61019	As soon as I can, yes.
72978	Once I am out of school and have more free time to get involved, yes. I would l to help the community wherever I am living at the time.
113630	YEs
123172	Yes
105889	Yes, by participating more in organizations directed toward conservation
106433	Yes.
109249	Yes.
109469	Yes
111260	I plan to be more involved in my community and to seek out ways to be more involved.
111408	Yes, I want to volunteer more!
113891	Yes
125085	Support more non-profit organizations
114444	I would like to in the future.
114654	Yes
114896	Yes
116947	I plan to continue to educate myself on the topic.
120908	I would like to try and be more involved
124756	yes
107738	Yes, and I have several project ideas/goals/plans for action. As I pointed out in today's Zoom Meeting (12/01/20), ReNewport is a gentrification project. I may have heard recently that parts of Newport*, typically low-income areas near the river, lack a flood wall and experience flooding from the Ohio River (which is one of the most polluted bodies of water in our nation). I am considering using what I've learned in this class to persuade ReNewport to gear their "beautification" projects towards enhancing the property value in these neighborhoods just enough to bring in some residents willing/able/with voting family/friends/etc. in Newport to vote to build a flood wall, preventing low-income neighbors from flood damage. *I am not sure if it is Newport or Bellevue so I need to get my facts straight before I go compelling anyone to do anything, haha.

111717	Yes, I want to be more active.
115246	yes
115247	Yes.
119217	Yes, I want to be more involved and help the schools near me.
119318	yes
118550	I hope to be more involved in future semesters her at NKU.
119845	I think I would like to say yes and I really would like to help my community
119965	I would like to find some water/environmental conservation non profits in louisville to work for.
120008	I do plan to be more involved in my community.
120011	Yes, I have such a strong desire to sever my community in a small way to make a big difference.
121943	I plan on helping youth in my area.
129927	Philanthropy has also been a passion of mine so I will continue to try to do so
132613	Yes. I am becoming more involved with the nonprofit I advocated for.
125134	I want to try to be more Involved.
116741	Yes, I want to get more involved.
125178	It did motivate me to reach out to some of these organizations myself.
120744	I want to be more involved.
122099	Yes
125458	I want to become more involved than before.
129543	Yes, I became aware of different organizations to support and follow.
131865	Yes.
129769	Yes, I plan to get more involved
132734	I want to try and get involved more
121746	I hope to become more involved in the organizations in my community
122183	i think i will definitely look into getting more involved in organizations in my area
122985	As a result of the course and initially the project I would like to say it's increased the likelihood of myself being involved in my community. I wouldn't say I would or wouldn't make changes in my community but given the chance I'd say the likelihood isn't negative due to this course.
126983	I plan to get involved in my community more by helping clean parks
131761	yes
131762	I definitely plan to continue to learn about issues and non-profits in the community and get involved in any way I can.
131847	I plan to become more involved.
131851	Yes
131974	yes

	132043	I want to give back. There are so many people in need and even though I don't have much to give, I want to help out in any way that I can.
	132298	After this project, I feel that I should get involved more within my community and volunteer to help others.
	132349	I plan on looking at different opportunities to help out the community.
	132392	I plan to become more involved.
	132392	I plan to become more involved in my community.
	132436	Yes I would like to become more involved
	132644	i hooe to get more involved
	132880	Yes I would like to help get the homeless (human and pet) off the streets and make sure that all kids get an equal chance to education.
	133155	Try to do anything I can to help
Yes – Volunteering / Donating		
	28785	I would like to try and volunteer at Henry Hosea House.
	28785	I would like to try and volunteer at Henry Hosea House.
	14728	Yes, I plan to volunteer more with the Rose Garden and bring my children along so they can understand the needs in our community and realize how blessed they are
	41899	Yes, I plan to look into volunteering more and being more aware of resources.
	108775	I plan to get involved in some extracurricular volunteer work
	106775	I would like to find more non-profits near me that I could help volunteer at or do something for them.
	109624	Yes, I'm going to look for more opportunities to donate stuff.
	113468	Yes, I hope to get more involved in my community and volunteer my time to various organizations.
	117293	I plan to look at volunteer opportunities within my community.
	126050	once corona virus is over, i have decided I will donate blood more and donate old clothes
	117671	Yes, I want to be more active in my community and volunteer more
	120075	Yes, I will continue volunteering while also looking for new ways to give back. It has motivated me to volunteer with non-profits that I am passionate about.
	120120	volunteer a little more. i already do volunteering but in another social work field
	99834	Once I get the time I would like to volunteer with one of the non profits that are in the local area.

	118287	I would love to become more involved with volunteer opportunities. I used to volunteer a lot but I stopped seeking out opportunities during the pandemic because of my safety and the safety of others around me.
	126370	I would like to volunteer more often as I did in my freshman year of college because I really do enjoy it.
	128998	I intend to volunteer more
	132982	I want to look for more volunteer activities
	127544	I will be donating a portion of income to select organizations in my community after college.
	132155	Yes, I plan to volunteer more
	132722	Yes. I want to find an organization I can help and volunteer at.
No		
	119043	No I don't plan to make changes
	123234	No, I work with very little time to do anything else.
	118646	no
	122169	No
	117823	No
	119643	Probably not, but once I graduate and get more money, I know who I would donate to.
	119668	I don't have any plans right now, but I wouldn't mind to do so in the future.
	121629	No
	131973	No.
	129831	No.
	131988	Not really, I was not very involved before this semester and don't plan on becoming more involved because of this, though I do appreciate that I was involved with this.
	132702	Not really
Already Involved		
	6302	I am already quite involved.
	109368	Probably not because I am already fairly involved with volunteering for non-profits because both my parents work for different ones and I volunteer at my church.
	114045	No. I have always been involved with the community and regularly volunteer
	115382	Since the start of the project I've started volunteering at a homeless shelter in Cincinnati, and plan to continue.
	126424	Not really no, I have things I am already involved in.
	113496	no, I think I involve myself a lot in my community

	132282	I was already involved in the community back at home, but this gives me more knowledge as to where I should look to contribute to my new community.
	132580	Nope. I've always wanted to be involved. This only enhanced that.
COVID Related Feedback		
	118829	I plan to become more involved after covid.
	109328	I just moved to a new area and I am still filling things out. It's hard with the pandemic but I would be more than glad to get more involved.
	126050	once corona virus is over, i have decided I will donate blood more and donate old clothes
	118287	I would love to become more involved with volunteer opportunities. I used to volunteer a lot but I stopped seeking out opportunities during the pandemic because of my safety and the safety of others around me.
Unsure		
	113230	I am not sure if I will or not. I would like to but I don't know how to do that within my immediate community. I have a very busy schedule so finding small things to contribute could make a difference for me.
	119791	not sure yet
	120648	perhaps
	123441	I hope I will in the future
	122540	I really hope so.
	120178	I may get more involved
	131732	Perhaps.
	127514	It depends because I have a very busy schedule and I don't have a lot of time between work and school.
	132219	I hope so

Appendix G

Question 12 – Text Responses

Student ID	Q12 - Briefly summarize your student philanthropy project. How did this project relate to your course material?
Course Specific Info	
6302	Made risk factor maps for The United Way to target individuals and areas most likely to be effected by COVID-19
28785	We evaluated persuasive methods used in 1sentations by organizations.
14728	Our project was to learn about two non-profit organizations and decide which one would be awarded a grant. Throughout the semester, we learned how the organizations were started, who works for these currently and how they mpact the community in a positive light. They both are health focused and this related to the course materials because it was a health communication class. We learned how these places fill a need as patient advocate.
118829	The project gave us an opportunity to look at two community outreach programs and examine their effectiveness on the community
41899	We learned more about the queer community, and we're ultimately able to give back to them which felt more rewarding after being more informed.
72978	It was clear that there were concepts in our textbook that aligned with how to address the project.
113630	It related through conservation of biodiversity which is a major topic we have been studying
106433	We choose the nonprofit that focused on building green infrastructure. This is related to this course because one of the most important factors in improving water quality is a need to improve the infrastructure involved in the transfer of water, like water pipes.
113230	Our project was learning the missions of Rose Garden and Rise up News. I have learned how to incorporate course theories that are embedded within the text to understand the organizations. We provided information on the integrative model as well as various social theories.
111260	With this project, the class came to a consensus of items to donate to the Phoenix Program through the Horizon Community Fund. This project related to my course materials, because it directly related to working with and for students with Emotional and Behavior Disorders. For the project, we found items that would facilitate and improve their learning.
111408	We were able to analyze two different non profits which allowed
125085	We were separated into groups to select organizations to be awarded the donation.

114045	We worked with a local pharmacy. We used basic mapping techniques that were went over in the class.
114896	We donated to PFLAG after learning about a number of potential nonprofit organizations. We narrowed down the list as a class before reaching a conclusion.
115382	The class helped us to learn that altruism has a neurological benefit, and the student philanthropy project helped us experience it.
116947	We worked as a class to find the best nonprofit organization. The course was a conservation course so it tied right into what we talk about in class.
118646	providing the school with projectors to enhance the teaching of others.
122169	We have money to an organization that facilitates education about the queer community.
123441	We looked at two nonprofits and determined which would be more likely to use the $2000 grant we were going to give. We also had to find out the social determinants and health disparities of each nonprofit.
111159	showed us conservation efforts locally
111709	we looked into non profits to give money to them. it related to our conservation topics
111717	We had team Esperanza and we won the funding for this organization. I don't think it related whatsoever, but it was fun.
115246	We reached out to wildlife organizations to try to raise money for their sanctuary. This class is circled around conservation and bring awareness to the students. This project allowed us to help our local sanctuaries.
115247	Our class worked with the Horizon Community Fund with a grant of $2,000 to benefit the students and teachers at the Phoenix Program.
117823	The class was about water conservation so we focused on nonprofits that deal with water conservation
117161	it was a class group thing where we researched some nonprofits around the area and then voted on which we liked the best
119668	My course is learning about op1ssion and certain privileges that some people do or don't have so this project related a lot because it was giving back to the people who don't have equal opportunities.
119845	It relates on how health disparities affect our community and what can be done to help it
119965	We learned about different local non profits that in some way deal with water and protecting and conserving it. our class is called protecting water resources so it gave us good insight into the real world applications of what we are studying.
120008	We set out to see which nonprofit organization we would give money to for conservation.

120011	The student philanthropy project was all of the students hearing from all 8 organizations in the community and it paired with our course work which focuses on persuasion. Understanding the ways in which persuasion effects everyday life including philanthropy.
120075	Our class worked with water and environmental bases resources. We wants to donate to an organization that had a focus on water resources and conservation while s1ading its message to people of all ages. We also wanted to make sure that we could see their work and its benefits near NKU.
120120	conservation groups near us
121943	We helped provided needed resources for a school for students with Emotional disturbances.
129927	I participated in the Mayerson Project where we had a donation for $2000 and were able to decide what that should go to at the Phoenix program.
132613	My project was centered around Greater Cincinnati Behavioral Health, a nonprofit who helps those with addiction, mental disorders, homelessness, and many other things. This project strongly correlated with my course material because the mental illnesses strongly fit into the curriculum, as well as infromation about addiction and altruism.
99834	We researched different non profits and came together as a class to narrow down our list to choose one to grant money to towards a local project. The project itself had to relate to water, which is how it tied into this course.
125134	we made a donation to a non profit. we came up with non profits. eliminated some by doing a little research on them and then picked one.
116741	We had to advocate for GCSC to get a grant. Neuroscience only came into play with marketing and advocating.
125178	We picked some local non-profit organizations and did research on them until we were able to pick just one. This organizations were to help clean and 1vent water pollution.
118287	Our student philanthropy project was based around two nonprofits: Rise Up News and Rose Garden Mission. We looked at these nonprofits through the lens of health communication and sought to understand the health disparities and social determinants they address in the community.
122099	We helped to get funding for a Welcome House of NKY project where veterans would be receiving housing assistance. The funding went to buying small kitchen appliances like toasters and coffee makers.
125458	We chose organizations that had to do with water quality as the focus.
126370	The speakers directly correlated to how persuasion can be used for public speaking. I know I will use public speaking many times during my life and knowing how to use persuasion to my benefit will create a more successful future.
129543	We choose an organization that benefited QUEER individuals
128998	We give back to the community and we focused on altruism

132982	We donated to a nonprofit organization who's purpose was centered around water. Our class is water resources where we learn about water
113496	We supported the Cincinnati Observatory, I am majoring in Neuroscience with a minor in Astronomy, so this helped my understanding of both neuroscience and astronomy
121629	We looked up ideas on who to help and it helped me write a good paper.
121746	My project was to collect socks for the Greater Cincinnati Behavioral Health Services. This related to the course material because we applied neuroscience to the issues in our community to better understand them.
122183	As a class we researched organizations that focused on improving the water quality in our area on our own and shared them with each other. we then looked deeper into a select few that we liked and got applications from them and interviewed people from those organizations to get a better idea of what they would use the funds we would be giving for. we then voted as a class for which organization we thought would make the most impact with our funds. this project related to our course because when learning about these organizations and what they did to help the water quality, they would use language we learned about in class and we would already have a full understanding of what they were talking about. since the course was all about water quality issues, learning how these organizations were working to fix them really helped connect the class to the project.
122985	Initially after deciding what program my group wanted the actual project began. My group had reached out and connected with the Women's crisis center of northern Kentucky. In talking to our client about what it is we cando for them they were excited and had said that if given the chance and they won the money they would put it towards transgender medications for their patients. To help s1ad their cause and draw more attention to their program our group decided the best way to make them heard was to make a flyer or pamphlets about their program and that's exactly what we did! This project related to the content of our class as we learned of the ways marketing and the impact ones words has on an audience. To promote the Women's Crisis Center we used these lessons to create an overall amazing flyer for our client to s1ad awareness of what it is they do.
126983	In this course we covered water topic so when we were researching organizations who could benefit from our donation we looked at organization that were for better the quality of water around us.
131732	Donating money to support local water conservation groups. These groups provided an interesting look into water quality in our communities.
127514	We had to choose between multiple non-profit organizations and we gave them money.

131762	My student philanthropy project consisted of each student researching and discovering issues in our community. We then select a topic and non-profit that benefits that issue. We split into two groups and got to write and persuade our classmates to fund this organization. We were able to have each non-profit that our teams narrowed down to speak on zoom and provide us with information about their non-profit. Lastly, we came to a conclusion about the non-profit we would like to fund. Both groups decided on the same organization so we were able to combine the funding each group had to give. This project related to course material by giving us an opportunity to work on our persuasive writing skills, while making a real impact on the community.
131847	Our student philanthropy project group merged our class budget together, totaling $5,000, all of which ended up going to the Hosea House Foodbank.
131851	My group pushed for funding for a charity. Our course material is about philanthropy.
131973	My group did the Cincinnati Observatory, and we made them pamphlets that can be used at home, due to the pandemic, to make a rocket. This didn't really relate to the course material, but we were required to relate it to the material ourselves in our research and PowerPoint.
131974	my organization was Greater Cincinnati STEM Collaborative which is a STEM organization for minorities. the organization related to neuroscience and the course because this organization is growing the minds of the individuals attending events from GCSC
129831	My project was to find a non-profit organization that I wanted to donate to. This project related to my course, because I have learned many writing skills when writing my reports about my non-profit.
131988	We had a goal, donating to non-profits, and were able to adapt that concept and idea to write about in different forms.
132043	We had 3 major writing projects that had to do with the Mayerson project so a lot of our class work revolved around the Mayerson Project.
132392	The project related society and selflessness to aspects of our course. With NEU 101 being a general education course focused on more than individualism, I think the philanthropy project was an excellent way to teach people how to better the community.
132436	I did my project on The Welcome House and I learned about all the things that non-profit does to help the community. It related to the course material because I learned about the leadership and steps non-profit organizations take that are very effective.
132580	Our project was for the Be Concerned food bank in Covington, KY. They serve thousand across NKY and are the leaders in the food banks up here in the NKY-Cincinnati region. I think they related to my course because they truly are leaders and work with our society and communities to make change.

132644	Ispace and it related becuase we made a power point that dealt w the colors and hope people percieve things, what organzations affected whoch feelings to get the best response from the audience
132702	We advocated for Esperanza Latino Center of NKY. We connected our project to bilingualism and the brain.
133155	Advocate for a charity and provide a product. Helped put all the class material together on one topic.

Teamwork

61019	We had money to give to an organization and worked as a team to decide on every aspect leading up to the final decision on who to donate the money to. We chose to relate it directly to the course material by nominating all places that help the queer community.
123172	By working together as a team
109328	We learned about team work, with most of the organizations we looked at they are dealing with a lot of serious issues and it is hard for everyone to see eye-to-eye. It is important that they find there leadership style and what is best way to work to reach there goals that are important.
109624	We analyzed two groups then voted on which to donate to. What what we were learning we could use to be analyze each organization.
119043	Helped with being a better team member and interacting with others on projects. The experience was good and I had great team members
113891	We worked as a team to research the two organizations and then decided who was in more need of the help.
114444	We gained a lot of team experience by working as a team to learn about and 1sent about the nonprofits.
126424	It explained teamwork well and we got to look at an actual team and how the work together.
132282	Our student philanthropy project was focused on helping women and children specifically that have recently left a toxic household and are looking for somewhere safe.
132298	My project helped with the understanding of different mental illnesses and it allowed me to learn more about people who struggle with these different illnesses. It allowed me to see who was most vulnerable and gave me a perspective on what it is that people struggle with and how hard it is for those people to find the right resources they need to find help.
132349	In the student philanthropy project, we worked with a nonprofit and advocated for it to receive a grant. This relates to the course material because we were able to see how nonprofits acted as leaders for the community.
132880	The project was about helping a certain organizatin, and as a group you had to communicate and work together to find a way to help the organization gain a $2000 reward. This related to my course as we talked about how helping others can make a person feel good.

Communication

108775	The project really related to this project in terms of communicating. It is so important to communicate especially when you want to donate money.
106775	The project related to my course material by addressing the ways the non-profits communicated their health benefits to the public eye.
123234	This project related to my student philanthropy project by tying in communication concepts to non-profits.
124756	Communication with organization to help them provide for others

Learning about Philanthropy

105889	Because the organizations we looked to fund and help were conservation orgs
117671	This course was about persuasion. What it is, tactics and strategies, how they are used, etc. This project showed us first hand how these non-profits used these persuasion strategies to try and get us to vote for their organization, which is what we needed to write about for our assignment. How these tactics were used effectively or not, and it secured those strategies and what we had learned in class.
115360	looked at nonprofits that had a focus in water resources
115388	The project was to look at conservation programs in the area and the class was about conservation.
120744	I am a social work major, so it was great for me to learn about the resources our community had available to those in need.
131761	We wrote a lot about this project and the nonprofit organization to help me better understand what i'm donationg too.

Real World Experience

109249	Choosing between two different organizations helped us to put our selves in situations that may occur in the future. It helped us to figure out which organization is the best and why.
114654	We used many skills from class and skills we will continue to use outside the classroom. Our course assignment fell right in line with this.
119217	it showed me that there are other things that can go into what a student needs

Leadership

131865	Through leadership.
129769	For my project, I learned about the efforts of the Women's Crisis Center and how they impact the community. This project related to course material because I learned about the leadership needed to successfully run a non-profit organization as well as the societal impact it has made on the community

	132734	We had to research a non-profit and make a case for why it deserved grant money. It taught us leadership and how to be a leader in different ways
	132155	It was all about leadership and society and that is what my course material is all about
	132219	It related to our course material because nonprofits involve a lot of leadership.
	132392	The leadership aspect of my honors 101 class was shown exponentially while working with the philanthropy project.
	132722	It was about learning more about leadership and we did that through learning more about an organization.
Positive Experience		
	118550	The student philanthropy project was very fun to take part in.

Appendix H

Question 13 – Text Responses

Student ID	Q13 - Are there any additional thoughts regarding your student philanthropy experience you would like to share?
Teamwork	
128998	I enjoyed working with classmates
132880	I definitely learned a lot on how to work zoom and a few other communication apps. It helped me not to be shy and try talking to others.
Knowledge of Nonprofits / Community	
14728	It was an amazing experience, especially getting to chat with and interview Tracy Brumfield. Her story is inspiring and made me want to help out more.
105889	Great time and learned about a lot of great organizations
114896	It was interesting to learn about new non-profit organizations.
117671	I think it is important for each student to see and learn about the non-profits in our community. It made me want to become a more active member in society and I think more people would get involved in the community if they all participated in a project like this.
125134	I really enjoyed it and learning about the different non profits and how they help the community.
General Positive Comments	
61019	I'd love to see more of my classes involve this experience and incorporate a role in the community.
72978	I am glad I had this opportunity, despite the stressors.
106775	I think every student should take part in this experience because it such a great learning experience.
113230	I had a good last semester at NKU and was happy to be involved in the community through college.
114444	I definitely think this should be incorporated in more classes in the future!
114654	It was so much fun
115382	I really enjoyed it, and recommend it for future classes.
116947	I really enjoyed it.

	115247	I really liked that the class expanded further than the $2,000 allowance. We have contacted Amazon about providing even more resources to the school and what we can do personally to make an impact.
	119668	I think everyone should participate in this.
	118550	It would be fun to incorporate more activities/projects like this one in some of my other classes.
	120011	I really enjoyed the entire process. It taught me something new and gave me new work ideas to consider in the future.
	99834	I think this is an awesome project and it should continue to be part of the curriculum.
	126370	Please keep doing this project. It was so different from any other class that I have taken, and I really enjoyed it.
	129543	I think it would be more beneficial to work into the course work more so that there is more involvement and community awareness both with the course work and the philanthropy experience.
	113496	I had a lot of fun.
	121629	Dr. Cullick makes it really easy to understand.
	121746	I am very grateful to have had the opportunity to help a non-profit organization. I love to see that I made a difference in people's lives.
	131762	I think that this is an amazing project and a great way to get students involved in the community. It was rewarding to think about how I was actually helping my community through my school work.
	132043	I would recommend this course for other students to take.
Communication Issues		
	6302	I wish the orgs were more aware of what we're actually doing on this side. I lost contact with my person at the United Way half way through and they didn't even apply for the grant
	109368	It was a little stressful to have the pressure to do work for an organization and not really knowing what they were expecting, partly because they had no idea what I was talking about or how their name got put into the list.
	106433	Maybe we could discuss more some opportunities for students to participate in outside of class with the different organizations. (Though this is difficult now because a lot of organizations have less involvement as a result of COVID.)
Workload Issues		
	114045	It is a cool idea. But having other assignments due during was hard to juggle with all the other classes we take. As well with it being a pandemic it was hard to get ahold of people. But super happy I did it. Was a great learning experience.
	117823	It took up a lot of time that I feel could have been better used in classes for my major and not a gen ed

General Negative		
	111717	I think adapting this in more humanity based classes would be a better option than neuroscience. Limited connection between nueroscience.
	132702	I don't recommend doing this for a 101 level class.

COVID Related Feedback		
	109624	It would be more fun had COVID not been a thing.
	122985	Because COVID had largely impacted what's been going on this year and this semester, I wish we had the chance to learn more about our client in person. Because it's not necessary it's not really safe to see them in person and get the full experience of their program seeing their company buildings live and active. But meeting with some of the leaders on the programs and going to their offices to explore the programs I believe would've increase my involvement and overall motivation for this project.

Neutral		
	113630	n/a
	108775	n/a
	119043	No additional thoughts
	125085	N/A
	41899	No.
	109249	no
	123234	No.
	119791	na
	120648	no
	118646	no
	122169	No
	123441	no
	122540	No.
	124756	n/a
	115246	No
	119643	Not really.
	119845	No
	119965	no
	120075	N/A
	120120	nope
	121943	No
	122099	N/A
	125458	NA
	126424	no.

131865	No.
132734	NA
132982	No
122183	no i think i covered it all in the other questions.
126983	No, I thought the process was run smooth and effectively.
131732	Not particularly.
127514	no
131847	None
131973	No.
131974	no
131988	N/A
132219	N/A
132282	N/A
132298	N/A
132349	No.
132392	No
132392	No
132436	no.
132580	No.
132644	No
132722	No

Appendix I

Question 14 – Text Responses

Student ID	Q14 - Please discuss the most significant things that you learned this semester about philanthropy.
Helping Others	
14728	The most significant thing I learned is philanthropy is not just a hand out to low income people. I learned there is a portion of the population that is pushed aside for a small mistake they have made. There is no one helping them yet we say they are "rehabilitiated" and throw them out on the streets expecting a different outcome.
41899	That there are many people in society that need help.
113630	The most significant thing is that philanthropy can really help out the community in a great way. The ability to give back and help out those in need or those supporting a great cost are of utmost importance.
123234	The people who need positivity in their life are the less fortunate and people who have been in trouble. They deserve a second chance, as people make mistakes.
118287	Philanthropy is based around helping people, while upholding the integrity of the individual they are helping. They seek to send the message that is okay to need help.
113496	giving without receiving is a very rewarding experience, I still think I received a lot from doing this project, the knowledge I didn't know before and this expanded the horizon for my understanding in both subjects.
131732	Supporting your community is important because of the impact it can have on thousands of people, and can greatly affect the overall well-being of ourselves and those around us.
127514	I learned that everyone is in need of something.
Course Specific	
108775	Philanthropy is about coming together to talk about these organizations and what makes them a good organization and what are their weaknesses and strengths and then we decide who is more deserving of the money.
114045	Learned how gis software can be used in many fields. I have only personally used it prior in geology.
115246	Organizations like Wolf Run sanctuary just want help conserve and 1serve wildlife. I found that donations can be crutial to the main goals of these organizations. Its up to us to help these organization make difference.
119845	Health disparity
119965	It can be really hard to pick between the non profits. There are so many that deserve the money but I know I have to boil it down to one in the end.
120120	some places are so busy that they hey forget about checking email for donations

125134	I learned a lot this semester from this course. I learned how to be more open and more positive. I learned that being kind and helping can go a long way.
122099	I always have wanted to help veterans in my community because I think their situation outlook once returning home is often grim, which is especially sad since they gave up years of their life to serve our country. I was happy that I could advocate for them during this project.
126370	I learned how to use persuasion during different scenarios effectively. Especially in public speaking as I was given many real-life examples through the Mayerson project. This project was a good door opener to see how non-profits use persuasion in the real world.
How to be Involved	
6302	There are chances to be philanthropic all around you if you just look and make the decision to get involved
61019	How to organize and help others. The feeling of communal support, when as a student, I normally have no time or money to help any organizations. Intertwining the two was extremely helpful and shows me how to give back, as well as a sense of love and obligation to the community.
72978	I learned that there are endless ways to get involved in the community and philanthropy, whether that be full fledged involvement or simple donations, and everything in-between.
105889	That we have the opportunity to make actual change through generosity and giving back
106433	There are more green philanthropy programs in this area then I realized. There are many ways to help the environment- education, infrastructure improvement, littering control, planting trees, etc. I would like to be more involved.
106775	I learned how much of an impact a grant or donation can make to a non-profit especially when they are just starting up. You never one day when this non-profit could change the lives of families or friends of yours.
109368	There are many ways to volunteer and make a difference. As someone who has grown up hearing how excited my parents get when they funding is approved, even for $500, it was interesting to be on the other side. As interesting as it was, it was also very frustrating because the organization I worked with did not fill out the form, even though I reminded them twice.
114444	I learned about specific philanthropies in our community and how I can make a positive impact.
115382	Anyone can help in some way, you don't need a lot of time and money to help.
119791	Philanthropy can be done through a multitude of ways. Different organizations operate uniquely so developing teamwork norms can help distinguish these differences.
123441	It is a great way to learn more about your community. I think more classes should focus on this so that more people will be involved in our community.

117671	There are multiple different aspects that go into donating to non-profits, such as their budget, their goal and intended use for the grant money, the longevity of the organization, and much more. It is not just a simple task to pick and choose who "deserves" this grant money and who doesn't, and it really makes you think and pay attention to things you might not have before.
111717	I learned the different groups in my local area. I also learned how to collaborate as a team to complete tasks. I also thought it was interesting to learn how to interact with clients.
115360	learned more about community engagement
118550	The most significant things I learned this semester is how many opportunities I have at NKU and being able to get involved. Even the smallest things can make a huge difference to a school or fundraiser.
120075	I have also been excited about philanthropy but finding organizations that have projects and goals that you are passionate about makes getting involved and learning more about them so much fun.
121943	There are community resources to help others. Take the time to find them and create a plan.
99834	I learned how many opportunities there actually are to help our community and that there are tons of other people out there that also want to help. I honestly didn't know that there were so many ways that Cincinnati is currently working on it's water resources.
129543	The multiple organizations in the area I did not know about before hand. As Well as learning of the work NKU does to support the community.
131762	The most significant thing I learned this semester about philanthropy is that we are all able to help out in our community. This funding is a great way to make an impact but is not the only option. There are so many non-profits that you can donate your time or items that they are in need of to. It is up to us to help solve the issues our community is facing. We all can make a difference.
131847	The most significant thing I learned about philanthropy is that you can do it on your own.
132043	Anyone can be a philanthropist, and no matter how much you have to give, you are still helping people in need.
132219	I learned that a lot of them are volunteers and do these things for free.
132298	The most significant thing I learned this semester about philanthropy is that it is not hard to find certain organizations that are in need. It is not hard to come up with ways to donate and donating can be done in many different ways. Instead of donating money, my group came up with a sock drive. This allowed for our chosen organization to receive socks they need for their patients and they were very thankful. Donating is not all about the money and it is something that someone can always do to help out.
132349	I learned that philanthropic groups serve as leaders of the community. I also learned how I can get involved to help out.

132436	I really liked talking and having people directly involved in the non-profits speak about their experiences. They are super passionate and it was very inspiring for me as well as learning how I can be a better leader.

Importance of Philanthropy

118829	I learned how philanthropy can be utilized in the community to help close the gap on health disparities, and benefit the ones in need.
109249	The most significant things I learned this semester about philanthropy is the generosity and humanitarianism involved in it. It is amazing to donate money to a good cause.
113230	I learned how their social media progress works and how the insides of the organization run. It was interesting to learn about what each organization would do if their was money provided to them and how they operate to provide the best care for the people they serve. I enjoyed learning about other cultures and areas within my community.
109624	Philanthropy specifically giving us very important to the community. However it is important to make sure who you're helping us liable and real. You want to make sure the organization is true to their word and goals.
119043	That it is a positive way in helping our community and can continue to make an impact
111408	I learned the importance and impact that a non profit can make. I also learned about ways that I as an individual can make an impact and help others.
113891	The needs that are right here in my own community
125085	Philanthropy helps support the community and organizations that provide for and benefit our community.
114654	- How I can volunteer and really enjoy philanthropies and non profits - Giving back is important
114896	It is important to help our community.
116947	I learned that it is really important to be involved in your community. We as people are the only ones who can make a change.
120648	that it can make a huge difference in an organization with little to no funding
124756	foundation that funds other non-profits and help them impact individuals throughout the world who has struggles .It provided resources that give people a better lifestyle no matter the history they have. I look at this as Give more then take and I love this program because it taught to me to care for other more than myself.
119217	I learned that there is a lot that goes into learning about the community
119643	I learned that philanthropy is really important to the functioning of the community. Not only did I learn about my organization, but multiple other ones.
120008	The most significant thing I learned was about the organizations near me and how much they do not get money to help with conservation.

120011	I learned that you can get paid to work in the field of philanthropy, but it's more so where your heart is and how much of a difference you want to make that will inspire your work. Really wanting to do things not for money but out of the kindness of your heart is the best way to go in philanthropy.
116741	Philanthropy is very important and we need more people to be involved in it.
125178	I learned that these organizations are funded by school and programs like these is order to do what they need to do.
125458	I learned the difficulty involved. There are so many different factors that play a role in successful philanthropy. It is also important for the community to be involved in the. betterment of their community.
126424	It is important. Philanthropy is needed because there are some in our community that are less fortunate than others. We should want to help people.
128998	Altruism is important. Altruism isn't just exhibited by humans, but by many other species. Giving back to the community gives a sense of unity
129769	To be honest, I didn't really know what philanthropy was before this class. This class helped me deeply understand how philanthropy affects the community and how I can make a difference. I have also learned about the funds and larger scale philanthropic efforts, like different foundations and other grant opportunities
132734	I learned that philantrophy can take a lot of work, but it is rewarding. Nonprofits are more complex than I 1viously thought
132982	I learned the importance of philanthropy and how effective it can be with learning
121629	I learned that money can be lead to a good use in the community and lots of non-profits need help.
121746	I learned that helping others benefits you and your community as well. This is where you live, so why not make it a better place. Putting forth the effort to help others can't hurt you, it can only bring positive results.
122183	I learned that most organizations are grateful for any source of funding or help they can get. Seeing every organization we interviewed enthusiasm to be there and to be helping us learn while having the opportunity to get funding and grow their organization was awesome. it was great to see how organizations are making a difference and being able to help them was a great feeling.
122985	As this semester is wrapping up and along with it this project I think because of what I experienced this semester my understanding of philanthropy and why people willingly donate and volunteer is better understood and content. When people advocate for something and truly feel a passion for it they can ignite these feelings into others as well. This passion and enjoyment people feel when contributing to their communities is why they choose to volunteer and donate. My understanding of why individuals give knowing that they do not receiving had been satisfied because of this.
126983	Philanthropy taught me how to give back to the community for a good cause. I felt that all the organizations could have been the winner but there was only one winner but I really enjoyed giving back to the community.

131761	I learned that it doesn't only help the community but it helps the people in need tremendously. It makes you feel better giving to others and it's a huge eye opening experience.
131851	I learned that much work is needed for a philanthropy society, That running a charity is in fact a hard task, A task that requires a significant investment of time, money, and manpower.
131973	I learned that this is a great thing to do and something we have the desire to do as humans.
131974	it is an important part of developing our own brain organizations are beneficial for development of the brain altruism can be developed
132282	I learned some more benefits as to why philanthropy is good for the community. Additionally, I learned that there are more ways than one to contribute to a community.
132392	Philanthropy is much different than a for-profit organization. Many people that work with philanthropy are doing it out of the kindness of their own hearts. They are not in it for the money, they are in it for the benefit of their community.
132392	Philanthropy work is much different than charities that are "for-profit". Many philanthropic workers are not making a lot of money for their work, they are volunteering their time out of the kindness of their heart. It restores some faith in humanity that not all people have turned lowsy.
132644	That it is very important and we should be more involced in it
132702	It's important to be altruistic. We need to give back to the community when we can. You can make a difference in other people's lives, and it feels good.
132722	Philanthropy is a lot more complicated than I thought. They is a more that goes into than just making sure people are helped, which is important. However, the organizations that help the people need to be thriving in order to help people.
132880	Philanthropy is what a person wants to do in order to help a person or a certain group of people. With the investigation of how to help an organization of group of people, it taught us how to not be selfish and that just a few people can make the biggest difference in the welfare of the community.
133155	It's very important and helps people out
Teamwork	
115247	The most significant thing I learned was consensus building. Our class worked to build consensus when decision making. Instead of voting and leaving other's ideas out, we talked through each possibility respectfully and came to an agreement as a class.
119668	I have learned that you can give back to people in many ways. I have also learned that working together as a group is more helpful than trying to help by yourself.
129927	I learnt more about the process that it takes to gather information analyze it and then collaborate together to come up with the most efficient solution.

Neutral / Negative	
117823	I didn't really learn anything about philanthropy.
131988	I don't really know how much about philanthropy I really learned of. I knew that this course was focused on that, but in all honesty it didn't feel that way. Of course it was because we were dealing with non-profit donations and the sort, but I was focused more on the actual donation, and not really about learning of philanthropy at large.

Appendix J

Pre-Project Survey Items

Item #	Question Text
Q2_1	I have specific community issue/issues I want to get involved in solving.
Q2_2	I am not very interested in my coursework. (R)
Q2_3	I think I should be more involved in enriching my community.
Q2_4	I often participate in class discussions.
Q2_5	I plan to learn about the needs of my community.
Q2_6	When something does not make sense, I keep trying until I figure it out.
Q2_7	I do not want to participate in more events in my community. (R)
Q2_8	I may or may not change my major, but I will complete my degree at NKU.
Q2_9	I feel a sense of responsibility to give back to my community.
Q2_10	I do not want to make a difference in my community. (R)
Q2_11	I want to act in ways that bring positive change in my community.
Q2_12	I do not intend to complete my studies at NKU. (R)
Q5_1	I intend to look for ways to give back to my community.
Q5_2	I feel responsible for the well-being of my community and its members.
Q5_3	It is important for me to interact with my professor and classmates.
Q5_4	I do not look for ways to contribute to my community. (R)
Q5_5	I will look for volunteer opportunities that are available in my community
Q5_6	I feel optimistic about completing my degree at NKU.
Q5_7	I do not believe I have a responsibility to help my community. (R)
Q5_8	I actively contribute to class discussions.
Q5_9	I plan on participating in activities that promote the well-being of my community.
Q5_10	I do not believe that I make an impact in my community. (R)
Q5_11	I often 'zone out' in class. (R)
Q5_12	I believe I have a responsibility to help others in my community. (R)
Q6_1	I have thought about transferring to another college/university to finish my degree. (R)
Q6_2	Giving back to my community is meaningful and purposeful.

Q6_3   I complete assigned readings and coursework before class.

Q6_4   I do not plan to stay informed about needs in my community. (R)

Q6_5   I plan to return to NKU next semester.

Q6_6   I want to become more active in helping my community.

Q6_7   I do not plan to become more involved in my community. (R)

Q6_8   I talk to others about what I am learning in class.

Q6_9   I believe it is important to learn about the needs in my community.

Q6_10   I rarely ask or answer questions in class. (R)

Q6_11   I want to participate in activities that promote the well-being of members in my
            community.

Q6_12   I do not plan to return to Northern Kentucky University next semester. (R)

Q6_13   It is important to learn about opportunities to give back to my community.

Q8_1   After taking this course, I have a better understanding of my community's needs.

Q8_2   I know how I can learn about my community's needs.

Q8_3   I am now more aware of the non-profit organizations in my community.

Q8_4   The student philanthropy project motivated me to be more active with my classmates.

Q8_5   My enthusiasm for this class has been enhanced by the student philanthropy project.

Q8_6   Because of the student philanthropy component, I understood this class better.

Q8_7   The student philanthropy project fit well with the goals and outcomes of this course.

Q8_8   In general, I am satisfied with the student philanthropy experience in this course.

Q8_9   What led you to be satisfied or dissatisfied with the student philanthropy experience?

Q8_10   What is your most valuable take away(s) from the student philanthropy experience?

Q8_11   As a result of (this) course, do you plan to make any changes related to your
            involvement in your community?

Q8_12   Briefly summarize your student philanthropy project. How did this project relate to
            your course material?

Q8_13   Are there any additional thoughts regarding your student philanthropy experience that
            you would like to share?

Q8_14   Please discuss the most significant things you learned this semester about
            philanthropy. (Please use a few sentences to elaborate on your response.)

Note: Questions Q8_9, 10, 11, 12, 13, and 14 are free-response items. R = reverse-coded.

Appendix K

Post-Project Survey Items

Item #   **Question Text with response format of 1 (*strongly disagree*) to 5 (*strongly agree*)**

Q17_1   I have specific community issue/issues I want to get involved in solving.

Q17_2   I am not very interested in my coursework. (R)

Q17_3   I think I should be more involved in enriching my community.

Q17_4   I often participate in class discussions.

Q17_5   I plan to learn about the needs of my community.

Q17_6   When something does not make sense, I keep trying until I figure it out.

Q17_7   I do not want to participate in more events in my community. (R)

Q17_8   I may or may not change my major, but I will complete my degree at NKU.

Q17_9   I feel a sense of responsibility to give back to my community.

Q17_10   I do not want to make a difference in my community. (R)

Q17_11   I want to act in ways that bring positive change in my community.

Q17_12   I do not intend to complete my studies at NKU. (R)

Q18_1   I intend to look for ways to give back to my community.

Q18_2   I feel responsible for the well-being of my community and its members.

Q18_3   It is important for me to interact with my professor and classmates.

Q18_4   I do not look for ways to contribute to my community. (R)

Q18_5   I will look for volunteer opportunities that are available in my community.

Q18_6   I feel optimistic about completing my degree at NKU.

Q18_7   I do not believe I have a responsibility to help my community. (R)

Q18_8   I actively contribute to class discussions.

Q18_9   I plan on participating in activities that promote the well-being of my community.

Q18_10   I do not believe that I make an impact in my community. (R)

Q18_11   I often 'zone out' in class. (R)

Q18_12   I believe I have a responsibility to help others in my community. (R)

Q19_1   I have thought about transferring to another college/university to finish my degree. (R)

Q19_2   Giving back to my community is meaningful and purposeful.

Q19_3   I complete assigned readings and coursework before class.

Q19_4   I do not plan to stay informed about needs in my community. (R)

Q19_5   I plan to return to NKU next semester.

Q19_6   I want to become more active in helping my community.

Q19_7   I do not plan to become more involved in my community. (R)

Q19_8   I talk to others about what I am learning in class.

Q19_9   I believe it is important to learn about the needs in my community.

Q19_10   I rarely ask or answer questions in class. (R)

Q19_11   I want to participate in activities that promote the well-being of members in my community.

Q19_12   I do not plan to return to Northern Kentucky University next semester. (R)

Q19_13   It is important to learn about opportunities to give back to my community.

Note: R = reverse-coded.