

Service-Learning Project (SLP)

SLP Site: [BEYOND HOUSING](#)



We began with housing in 1975, because we understood that home matters. Through our work, we learned that the true meaning of home – a place to shelter people and nurture dreams – can only happen in the context of a strong community.

Today, beyond housing helps communities become better places to live. Thriving communities support healthy families and children. They offer a sense of pride and ownership. They see people through a crisis and help them build their dreams into realities.

We are a comprehensive community development organization convening partners and providing leadership. From purchasing a home to health, education, jobs, and economic development, we offer holistic resources and support. By strengthening communities, we empower the people and families who call their community home.

At Beyond Housing, we are committed to promoting **Diversity, Inclusion, and Equity** throughout our organization and culture. We strive to understand and appreciate the individuality of every employee and create a better place to work for all. We nurture a culture where everyone positively acknowledges equity through action and is aware, understanding, and appreciative of diversity.

Our vision is to go beyond simple tolerance and fully embrace the things that make each person unique. We recognize that our employees' differences support our ability to advance equity for the communities we serve. Further, we understand that equity is critical to the fulfillment of our mission to help entire communities become better places to live.

SLP

The term project will function as the service (project-based) learning activity which will require students' participation in meetings, individual and collective work with team mates instructor, and the organization officers on a predefined problem related to organization's mission.

- **What is service learning?** Service learning is defined as “*Service learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.* (Bringle & Hatcher, 1995).”
- **Why service learning?** The service learning experience is highly related to the course because of the following reasons: 1) Students will be collecting data about a previously defined research question that is important for the regional, national, and/or global socio-economic and environmental sustainability-related development. 2) Various business analytics methods and model validation techniques will be heavily employed in the project. 3) All in all, students will be using the acquired knowledge in the class systematically for the project and the project tasks and meetings with mentors will enable them to develop a variety of professional skill sets and disseminate the findings of the projects with the specific community through online and onsite presentations.
- **Reflection:** Reflection is critical part of service learning. Therefore, specific attention will be paid in this course towards making sure that students are reflecting the abovementioned knowledge and skills gained this course at the end and they will utilize from now on in their personal and professional life. To do so, there will be frequent meetings between project groups and mentors where students will be asked about how they can utilize the knowledge and skills gained for the projects. So, the interactive meetings will be playing a critical role for initiating the reflection. Discussions, presentations, Q&A sessions, the project report, and the online published content will be predominantly used as the strategies for reflection.
- **Length of Service:** The students will spend about 10 weeks and 2-3 hours per week on the service-learning project. Typical project steps and timeline are also included in this document.

SLP Summary:

In this service-learning project, students will work as groups of 3 to tackle the following 2 research questions listed as follows. A preliminary data will be provided, where student teams are expected to apply select business analytics methods and tools to answer and provide in-depth information to the service-learning project partner. Fall 2022 research questions are as follows:

Research Question 1: What are the needs of Beyond Housing (BH) family support customers as evidenced in the assessments conducted by BH? How do those needs vary across the demographic characteristics of customers?

Assessments: 9 to 10 domains (housing, food security, health, child care, education, etc.)

BH Families: Demographic data (size of family, household characteristics, gender, race, etc.)

Research Question 2: Which types of services are correlated with increases in family self-sufficiency? Based upon those correlations, which services should BH do more or and which should BH do less?

- a. A 3rd dataset that summarizes
 - i. Pre data (Baseline assessment)
 - ii. Post data (Follow up assessments)
- b. Aggregate # programs, types of services they received, etc.

Project reports will be accepted as PowerPoint slides with sufficient Appendix files (MS Excel and other types of files.)

Powerpoint presentation organization will be as follows:

1. Introduction of the Team
2. Introduction of the Project Plan (How the work is planned, task listed, distributed, contribution of each member, etc.)
3. Research Questions
4. Introduction of Data
5. Business Analytics Applications:
 - a. Data preparation (Cleaning, modification, etc. as needed)
 - b. Data Visualization (Necessary data visualizations to help understand/study data and RQ better)
 - c. Other methods (Correlation analysis, regression, pivot tables, Tableau visualization, etc. as needed).
6. Summary of findings
7. Recommendations to Beyond Housing
8. Story of Project Execution (pictures, videos are helpful)
9. References

Typical list of tasks needed for the project:

- 1- Understanding data and variables as the project team
- 2- Coming up with a project plan:
 - a. Project tasks and team member allocation document
- 3- Data cleaning and preparation
 - a. Making sure that data is coded correctly
 - b. Making sure that all erroneous data points are identified (typos, wrong entries, etc.) and corrected/revised
 - c. What % of data is missing in each variable?
 - d. Are there any outliers in numerical variables' data?
- 4- Data visualization (MS excel, Tableau – bonus points if Tableau is used).
- 5- Descriptive analysis
- 6- Pivot tables/charts, Tableau application (dynamic data visualizations)
- 7- Correlation analysis
- 8- Other ?
- 9- A reflection paper assignment will be posted on Canvas, which will be completed individually at the end of semester.

SLP (Service-Learning Project) Timeline:

Date	8/ 22	8/ 29	9/ 5	9/ 12	9/ 19	9/ 26	10/ 3	10/ 10	10/ 17	10/ 24	10/ 31	11 /9	11/ 14	11/ 16
W: Week	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W13
Introduction to Service Learning	X													
Project Partner Classroom Visit		X											X	X
Student teams' formation (Group of 3)	X	X	X											
Weekly SLP meetings			X	X	X	X	X	X	X	X	X	X	X	
SLP Q&A, Workshop-1									X					
SLP Q&A, Workshop-2												X		
SLP Presentations													X	X
SLP Reflection Paper														X
SLP Survey				X										X