

THE INTENTIONAL INTEGRATION OF SERVICE-LEARNING ASSIGNMENTS INTO THE
ACADEMIC ARENA

by

Leiauanna R. Allen
A Dissertation
Submitted to the
Graduate Faculty
of
George Mason University
in Partial Fulfillment of
The Requirements for the Degree
of
Doctor of Arts
Community College Education

Committee:

_____ Director

_____ Program Director

_____ Dean, College of Humanities
and Social Sciences

Date: _____ Spring Semester 2014
George Mason University
Fairfax, VA

Bridging the Gaps: A Case Study on the Intentional Integration of Service-Learning
Assignments into the Academic Arena

A dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Arts at George Mason University

By

Leiauanna Allen
Educational Specialist
Liberty University, 2006
Master of Science
Radford University, 1995
Bachelor of Science
Messiah College, 1985

Chairperson: Victoria Salmon, Associate Dean
George Mason University

Spring Semester 2014
George Mason University
Fairfax, VA

DEDICATION

This work is dedicated to my faithful sister and loving mom who have been sources of strength and well-wishes. God bless you all.

ACKNOWLEDGEMENTS

I would like to thank Dr. Salmon, Dr. O'Connor, and Dr. Owen for all of their encouragement and guidance during the process of completing this dissertation. In addition, thanks to Dr. Gail Robinson who graciously gave permission to use her evaluation format. Appreciation is also extended to all of the people in the Higher Education Program who have answered questions and provided direction in my academic ventures at George Mason University. Finally, thanks to my Lord who gave strength to complete this project.

TABLE OF CONTENTS

	Page
List of Tables	vi
List of Figures	vii
Abstract	viii
I. Introduction	1
II. The Problem	6
A. Rationale, Significance, or Need for the Study.....	6
B. Theoretical Framework for the Proposed Study.....	9
C. Statement of the Problem to be Investigated.....	12
D. Elements, Hypotheses, Theories, or Research Questions to be Investigated....	12
E. Delimitations and Limitations of the Study.....	13
F. Definitions of Terms	15
G. Summary.....	15
III. Review of the Literature	16
A. Defining Service-Learning.....	16
B. Exploring Service-Learning from a Historical Perspective.....	23
C. Comparing Service-Learning and Experiential Learning.....	29
D. Connecting Experience to Reflective Learning.....	32
E. Examining Academic, Social, and Personal Growth via Service-Learning Experiences.....	36
F. Integrating Citizenry and Civic Responsibility	43
G. Utilizing Three Core Ingredients in a Vibrant Service-Learning Experience.....	45
H. Researching Service-Learning in Diverse Fields of Study	51
I. Noting Contributions While Studying the Role of Community Colleges in Service-Learning Ventures.....	57
IV. Research Procedures	62
A. Research Methodology	62
B. Selecting the Case.....	68
C. Research Population.....	70
D. Specific Procedures	71
E. Instrumentation.....	76
F. Data Collection	77
G. Treatment of the Data.....	78
H. Summary.....	83
V. Findings.....	84

VI. Conclusion	108
A. Implications for Practice	118
B. Recommendations for Further Research	121
VII. Appendices	
A. Informed Consent.....	126
B. Faculty Survey of Course Outcomes.....	128
C. Student Survey of Course Outcomes	131
D. Chart on Intentional Integration of Service-Learning Assignments.....	134
VIII. References	135
IX. Biography.....	141

LIST OF TABLES

Table	Page
1. Historical Contributions to Service-Learning	4
2. Connecting Theory to Practice.....	11
3. Service-Learning Linked to Developmental Growth	42
4. Research Population for Study on the Intentional Integration of Service- Learning Assignments into the Classroom Environment.....	75
5.Data Collection Process	78
6. Student Groups Responding To Evaluation	86
7. Participant vs. Nonparticipant	88
8. Required vs. Optional.....	89
9. Returning vs. New	90
10.Syllabus Review Analysis	99
11. The Art of Good Practice Techniques in Teaching.....	101
12. VHCC Service-Learning Institutionalization Ratings	103

LIST OF FIGURES

Figure	Page
1. Service-Learning Linked to Developmental Growth	42
2. Three Phases in the Evaluation Process.....	84
3. Comparing Service-Learning Participants with Non-Participants.....	88
4. Comparing Required Service-Learners with Optional Service-Learners	89
5. Comparing Returning Service-Learners with New Service-Learners.....	90
6. Interview Questionnaire Results.....	95
7. The Art and Practice of Innovation in Experiential Learning	121
8. Chart on the Intentional Integration of Service-Learning Assignments into the Classroom Arena	134

ABSTRACT

BRIDGING THE GAPS: A CASE STUDY ON THE INTENTIONAL INTEGRATION OF SERVICE-LEARNING ASSIGNMENTS IN THE ACADEMIC ARENA

Leiauanna R. Allen, D.A.

George Mason University, 2014

Dissertation Director: Dr. Victoria Salmon

This qualitative study investigates the intentional integration of service-learning into the community college environment. The research focused on how service-learning courses can enhance student learning through reflective activities, the syllabus, evaluation and interview process. Data was collected from 58 students who voluntarily completed evaluations and interviews. The evaluations were analyzed and coded and document analysis was used to process the interviews. Syllabi, assignments, and a rubric gaging the institutionalization of service-learning in higher education were also used in this research endeavor.

Findings showed that service-learning participants and students who were required to engage in service-learning assignments scored higher in all six evaluative components. Returning students scored higher in five out of the six learning component areas. In addition, participants in the service-learning assignments scored higher than

non-participants. Participants and students who had a required service-learning component in their course content scored higher in the area of critical thinking. This could be an area of further investigation; for example, how service-learning class material might foster critical thinking.

Syllabi were reviewed in three traditional classes as well as three syllabi contained in the SIFE Club, *Students in Free Enterprise*, and the purpose of this club centers on teaching business skills to students as well as reaching out to the local community via service-learning projects. In addition, the service-learning engagements were incorporated into varied curricula. Research on the syllabi revealed that content on the syllabi used in the SIFE Club received higher scores than the syllabi used in the three traditional classes. This study reports the advantages of student participation in service-learning assignments as well as the need to do more research in alternative delivery methods of service-learning assignments.

CHAPTER I

INTRODUCTION

In the educational arena today there are diverse teaching methodologies available with the specific goal of helping the student learn. After all, student learning is a primary goal of education. One such tool for teaching students focuses on service-learning. Service-learning involves a continuous effort to “teach real-world concepts and skills” (Bonnette, 2006, p. 1). One way to achieve this goal is to link the classroom with the community. Service-learning activities provide a means to engage students, faculty, and community members in local service as well as civic participation and community colleges are especially suited to this mission because of their unique connection and ties to the community. Community colleges are located within the community and the students, faculty, and staff are generally members of the local community and are aware of particular needs. The purpose of this study is to explore how service-learning assignments are being integrated into the community college classroom and to discuss bridging gaps in this intentional integration process.

One gap this study addresses focuses on student learning. How can the classroom and service-learning assignment be woven together to promote and foster the best learning experience for the student?

A second gap this research project addresses will look at the faculty's goal for service-learning versus the students' perceived accomplished learning. Do the learning goals match between the students and faculty – or are they close at all?

A third gap theme in this dissertation centers on the gap between the student and the community. One aim of the community college is to be there for the community. In service-learning endeavors, how is the community college doing in reaching out to community members?

A fourth gap in the intentional integration of service-learning involves the connection between administration and faculty. Are the goals between these two groups similar in regard to service-learning, or is there a “divide” in what administration and faculty see as vital in service-learning?

A fifth and final gap in this study looks at the gap between the classroom and college organizations. Can clubs and organizations such as the SIFE Club work together with the faculty in bridging the gap for integrating service-learning into the classroom arena?

The concept of service-learning includes a variety of pedagogical approaches. In essence, however, service-learning connects discipline-specific theories to real-life problems or issues and serves as a “practical and direct application of resources from an educational institution to a community to address a defined need, with the expectation that, in turn, students will learn from their experience” (Wolff & Tinney, 2006, p. 57). Service-learning can be used as a tool of action in specific classroom disciplines.

According to Goldsmith (2005), the academic course of study coupled with community engagement can be a “mechanism for translating what we know about civics and our country’s history into action” (as cited in Wolff & Tinney, p. 57).

From an historical basis, service-learning has experienced an uneven start. During the 1960s and 1970s, most of the programs had good intentions but were not integrated into the central mission theme and goals of the schools where they were based. In the 1990s, President Clinton and President George H. Bush enhanced service-learning initiatives. “A Thousand Points of Lights” was established by Bush and The National Community Service Trust Act of 1993 was enacted by Clinton.

In 2001, the First International Conference on Service-Learning was held at Berkeley and Wingspread 2001 empowered students to become involved in the decision-making process regarding service-learning. The scope of service-learning was expanding.

More recently, in 2006, the President’s Higher Education Community Service Honor Roll was formed and in 2009, the Edward Kennedy Serve America Act was instituted.

Service, education, and government can work together to help students learn and engage in the community. The following chart outlines some significant developments in service-learning and is primarily based on a governmental view of service-learning history.

TABLE 1. Historical Contributions to Service-Learning

DATE	EVENT/KEY PEOPLE
1900s (early) 1960s and 1970's	Dewey Experiential Education Roosevelt – Civilian Conservation Corps
1980s	Civil Rights Movement/Peace Corp = Kennedy/Johnson = VISTA
1985	National Association of Service and Conservation Corps (1985) Kolb – Cycle of Learning – Observation, Reflection, and Experimentation
1985	Campus Compact
1990	National Community Service Act of 1990 “A Thousand Points of Lights” (Bush)
1993	National Community Service Trust Act of 1993 (Clinton)
1994	A Call to College and Universities to Promote Service-Learning (Clinton)
2001	First International Conference on Service- Learning (Berkeley)
2001	2001 Wingspread – Inclusion of College Students in Decision Making re: Service- Learning
2002	Freedom Corps was established and promoted individual volunteer service w/in the United States
2002	CampusCares was launched to encourage faculty, students, and staff to engage in community service
2002	Campus Compact “Raise Your Voice” Campaign
2005	Campus Compact expanded to 32 states

2006	The President's Higher Education Community Service Honor Roll (493 Institutions made it)
2009	Edward Kennedy Serve America Act
2012	FEMA CORPS

(Adapted from Corporation for National & Community Service, 2012)

The service-learning link between classroom (specific disciplines) and community are less developed at the community college level because much of the focus has been on the four-year residential institutions; however, the involvement is growing.

Organizations such as the American Association of Community Colleges, Learn and Serve America, AmeriCorps, and the National Service-Learning Clearinghouse offer tangible support for college presidents and involve the practices of over 1,000 colleges and universities that have decided to support service-learning in their schools and local communities (Titlebaum, Williamson, Daprano, Baer, & Brahler, 2004).

Service-learning is making an impact on today's students. Growth and more defined goals that are at work in the connection between classroom and community. However, the major question at hand is whether the service-learning assignment is truly being integrated in the classroom.

CHAPTER II

THE PROBLEM

Rationale for the Study

There are some specific reasons for researching how and/or if service-learning assignments are being integrated into the community college classroom. One foundational reason for this study centers on the premise that experiential learning is vital to the educational process. Two key characters related to experiential learning and social responsibility are John Dewey and Paulo Freire. John Dewey focuses on the premise of experiential learning and is sometimes considered the “founding father” of service-learning. His philosophy connects knowledge to experience and his “progressive vision combines reflection with action and his ethical writings emphasize democracy and community” (Thomas, 1999, p. 15). Paulo Freire, a 20th Century Brazilian educator, also focuses on active experimentation, reflective thought, and community awareness; however, he is more concerned with “revolutionary change” than in Dewey’s social reconstruction (Thomas, 1999, p. 19). If experiential learning is so closely connected to education and community, then there needs to be an opportunity for service-learning activities.

Another reason for doing this study focuses on the location of the research. The community college is in a unique position to help students learn in a community context. The mission of the community college embraces the ideal of helping the student grow as well as reaching out to its local citizens. Community colleges can spur constructive ideas and energize practices and policies in the civic realm in order to strengthen specific communities and citizens. For example, nursing students may offer services in general health practices that can aid senior citizens, or political science students may help citizens register to vote. The experiential learning component of this study coupled with the mission and unique position of the current community college can lead to significant information such as types of service-learning which can be used to foster learning in specific academic disciplines.

Several possible benefits flow from a study which examines how service-learning assignments are integrated into the community college classroom. First, research sheds light on the prevalence of intentional service-learning assignments in the community college classroom. Organizations such as Horizons preview selected community colleges over a three-year span and highlight model programs at specified community colleges while collecting data on the results of the colleges' engagement in service-learning (Robinson, 2010). Some results focus on how students are meeting local needs while also pursuing academic goals. This present study uses Horizons as a spring-board to the research conducted at Virginia Highlands Community College.

Second, this study may reveal what service-learning assignments are more appropriate for the diverse age groups and the wide array of courses found in the community colleges. In this manner, the optimum service-learning assignments can be reviewed. For example, at Virginia Highlands Community College the SIFE Club integrates assignments in related and diverse classes (Virginia Highlands Community College, 2011). The acronym “SIFE” stands for *Students in Free Enterprise* and encourages Virginia Highland Community College students, employees and Abingdon community members to participate in varied service projects which include a blood/food drive, a Candlelight Virgil of Remembrance and even a bicycle project which engages local correctional inmates to repair old bicycles for needy families in and around the local area. An English instructor leads this club and helps members of the community develop a better understanding of the principles of free enterprise. The club is even responsible for maintaining a student-run coffee shop, and several classes include club projects into their service-learning agendas. The syllabus in each of the classes describes and coordinates the integration of service-learning into various courses such as human services and accounting.

Last, the results of this study can possibly yield “best practices” at community colleges which are succeeding in the process of integrating service-learning assignments into the classroom. This information can be shared with all higher institutions of learning.

The time is right for this study of integrating service-learning assignments into the community college classroom as these two-year institutions continue to grow in size, diversity, and subject matter (Zlotkowski, 1998). In addition, the community colleges continue to highlight the importance of service-learning, and some community colleges are even making service-learning an integral part of their mission statement. Virginia Highland Community College is one of the colleges with the inclusion of service-learning in its mission statement (Virginia Highlands Community College [VHCC], 2011).

Interest is also growing among community colleges in regard to service-learning practices. For example, Gottlieb and Robinson (2002) reported that by the mid-1990s, hundreds of community colleges had started to reemphasize their commitment to civic involvement via the adoption of service-learning as a teaching tool. In addition, the number of community colleges using service-learning more than doubled between 1995 and 2003 (Prentice, Robinson, & McPhee, 2003). Part of the community college's goal is to provide quality educational opportunities. Service-learning can be definitely viewed as an opportunity. The question remains concerning how strong and intentional is the link that connects the service-learning assignment to the community college classroom.

Theoretical Framework for the Study

The theoretical framework for this stated study uses an eclectic approach with a focus on experiential learning and the adult learner. Service-learning is, hopefully, an experiential event in the life of the adult learner. When one looks at the intentional link between the service-learning assignment and the community college classroom, it is

important to understand the journey of the adult learner. The journey in this project encompasses two main roads of inquiry. The first “road” involves developmental views of experiential learning and the second “road” involves growth in the adult service-learner.

ROAD #1 – Service-learning relates to experiential learning. In this study, Dewey and Kolb are my guiding theoretical frames in the connection between service-learning and experiential learning. John Dewey emphasized the role of experience in the educational process. His work focuses on 1) the need of observation, 2) knowledge about what has happened, and 3) judgment “which puts together what is observed and what is recalled to see what they signify” (Dewey, 1938, p. 69). The “judgment” John Dewey referred to focuses on the needed process of reflection in the service-learning assignments as it relates to the experience and the adult learner.

David Kolb’s work also related to experiential learning and the adult learner. His model posited 4 key stages that learners “travel” through in their educational journey. They are 1) concrete experiences, 2) reflective observation that involves thinking and reflecting on the experience, 3) abstract conceptualization which relates to critical thought about the activity, and 4) active experimentation that encourages the student to participate in the project and actually helps shape the learning event (Kolb, 1984).

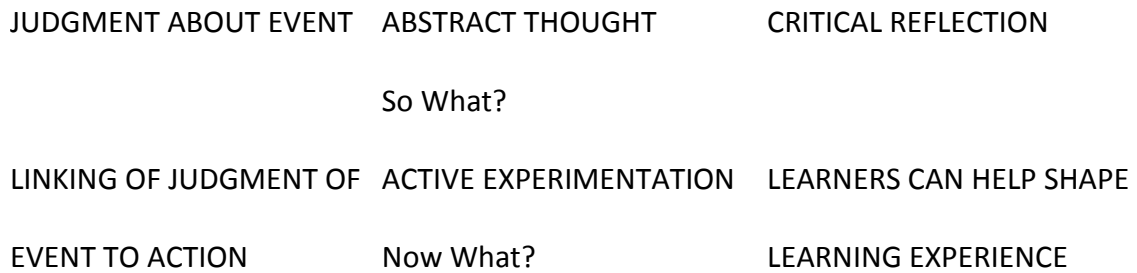
ROAD #2 – How can the service-learning assignment actually translate into experiential learning? Seifer and Connors (2007) listed several ways that the service-learning activity is translated into experiential learning for the adult learner (or any age learner). For

example, in meaningful service-learning, the teacher is really a facilitator of knowledge instead of a controller of knowledge. In addition, there is value to learning by doing. This is considered the center of discovery. Also, there should be an opportunity for the students to practice critical reflection about the actual experience. This can be an important element for effective learning. Last, to be a way to make sure that the learners are able to direct and shape their unique learning experiences is essential. A major goal of the service-learning experience encourages the ideal that “new knowledge, concepts, and skills are linked in meaningful ways to the learner’s personal experience” (Seifer & Connors, 2007, p. 2).

This last point specifically reflects the need for the service-learning assignment to be intentionally linked and integrated into the community college classroom. Listed below is a relational chart which describes a theoretical basis for linking service-learning assignments to the community college classroom.

Table 2. Connecting Theory to Practice

DEWEY	KOLB	SEIFER AND CONNORS
NEED OF OBSERVATION	CONCRETE EXPERIENCE	TEACHER/FACILITATOR
KNOWLEDGE OF EVENT	REFLECTION	LEARNERS CAN HELP DIRECT
	What?	LEARNING EXPERIENCE



(Adapted from Kolb, 1984; Seifer & Connors, 2007)

Dewey, Kolb, Seifer, and Connors have made useful contributions to the practice of service-learning assignments in the community college classroom. Their theoretical views on experiential learning are especially useful in forming a theoretical framework for practitioners and students who engage in purposeful service-learning activities.

Statement of the Problem

Because service-learning is important to learning, I believe it is necessary to investigate how service-learning assignments are being integrated into the classroom setting. The emphasis in this particular study focuses on the integration of service-learning assignments into specific community college classroom disciplines. The term *integration* relates to how the instructor connects classroom materials and information to an actual service-learning assignment.

Research Questions to be Investigated

To obtain pertinent information, it is important to ask appropriate questions. Two focal research questions guide this study. They are as follows:

- 1) Intentional integration of service-learning into the college curriculum is important for promoting student learning and development. How are service-learning assignments being intentionally integrated into the classroom environment?
- 2) Teaching methodologies are diverse in nature and can be utilized in a variety of academic ventures. In a service-learning experience, how can service-learning enhance student-learning through the syllabus, reflective activities, and the evaluation process?

Delimitations and Limitations of the Study

In this particular study, I have chosen the case study methodology. The case study method focuses on what can be understood, observed, and gleaned from one single case (Stake, 2000). In this research endeavor, the case study approach highlights the goal of integrating service-learning assignments into the classroom environment. Faculty pedagogy, syllabi, reflective activities, and evaluation procedures are analyzed with the purpose of gleaning lessons on the integration of service-learning assignments into the academic arena.

The two specific techniques utilized in this process are survey questions and interview questions. The design of the interview is semi-structured, and the following types of interview questions are used: 1) background, 2) knowledge, 3) experiential, 4) opinion-based, and 5) feelings-oriented. The survey portion is structured and is to be administered to faculty and students.

I have chosen to conduct interviews at Virginia Highlands Community College. The interviews are to be with selected faculty and students, and the research is limited to the previously stated community college.

One potential limitation regarding this study involves the attendance and availability of the students and faculty to participate in the questionnaire and the interviewing process. I live and work 2 hours from the chosen community college, so it can sometimes be difficult to coordinate meetings. Another limitation encompasses the students' willingness to participate in the research endeavor. There is also a time issue. I do not have personal contacts at the selected community college, and it is important to be persistent to complete the research in a timely fashion. A final limitation is the need to choose a research instrument (previously used questionnaire/evaluation) that connects to the purpose of this specific project (service-learning). There is a definite need to phrase the questions in an appropriate fashion to receive accurate information.

In addressing delimitations regarding this study, I must make some specific choices. First, I have chosen not to select classes other than those with a service-learning component because I want to evaluate students with some choice of participating in a service-learning venture. Second, I have chosen to embark on a qualitative versus a quantitative study. The qualitative methodology focuses more on the human and seeks to focus on a connection to the topic (service-learning) to the specific individual. Third, this researcher has chosen the natural setting of the classroom which will engage the students in more comfortable surroundings. Fourth, I

purposefully have chosen Virginia Highlands Community College because of its vast background in service-learning.

Definitions of Terms

It is helpful to know the context of specific terms within the body of research.

Listed below are four definitions which are given to provide clarification to the reader:

- 1) *Service-Learning* – “an experience which combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility” (Prentice & Robinson, 2010, p. 1).
- 2) *Assignments* – activities that are designed to focus on human and community needs (Robinson, 2010).
- 3) *Intentional Integration* – “structured assignments that combine academics and service-learning and are a part of the course design” (Zlotkowski, 2004, p. 35).
- 4) *Course Discipline* – the specific class in a grouping of related courses where service-learning assignments are being carried out.

Summary

The integration of service-learning assignments into the specific classroom environment can be a vital educational tool for community college students. The question remains: How are service-learning assignments being incorporated into the classroom and is the link between the assignment and classroom experience a superficial link or truly a genuine bridge to learning?

CHAPTER III

LITERATURE REVIEW

Defining Service-learning

On this bridge to learning, there are diverse teaching methods available with the primary goal of helping students learn. Service-learning is one such tool designed to provide for this academic experience and this section discusses various ways for students to practice service-learning. However, the first major task is to have a working definition of this term.

The word *service-learning* is comprised of two basic ideas which encompass *service* and *learning*. There is a hyphen in this word, and that hyphen is there for a purpose. It emphasizes the working dual-role relationship between the acts of service and learning and the attitude of mutual respect for all parties involved. Jacoby (1996) in *Service-Learning in Higher Education* defined *service-learning* as a “form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (p. 5). Sally Berman (2006) in the text, *Service-learning: A Guide to Planning, Implementing, and Assessing Student Projects*, referred to service-learning as “in-context learning that connects specific educational goals with meaningful

community service. Service-learning projects include a dual focus: the goals of academic learning and the goals of authentic volunteer projects” (Berman, 2006, p. xxi). Gail Robinson and Mary Prentice (2010) added another dimension to this term. In the article, “Improving Student Learning Outcomes with Service-Learning”, the authors defined *service-learning* as “an experience which combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility” (Robinson & Prentice, 2010, p. 1).

From these stated definitions, it is possible to first see the venture of service-learning as a pedagogical tool. The two fundamental goals of service-learning are to help the students learn and grow and to meet the specific community-identified needs. The focus on the students is necessary, but no less important is the focus on the needs of the community. As students work with community members, it is hoped that students gain respect and appreciation for a diverse group of individuals (Holdsman & Tuchmann, 2004). The art of teaching students outside the walls of the traditional class can be a tremendous learning device. Engagement in a real world atmosphere can open vistas of educational and vocational opportunities unattainable in a closed-in building. Berman (2006) reported on a poll conducted in 2000 by Roper Starch Worldwide for the WK Kellogg Foundation and the Ewing Marion Kauffman Foundation. Their findings were that

while the vast majority of respondents want and expect schools to furnish students with the academic content, process, and skill knowledge that they need for future success, they also believe that schools need to link that academic

learning to the skills that students need to be successful in the workplace and in their communities. (as cited in Berman 2006, p. xxiv)

In this situation, the world of education merges with the world of work.

The term *service-learning* can be linked to civic engagement. One important aspect of civic engagement is to understand the levels of community involvement by the citizens. Westheimer and Kahne (2004) expanded the concept of civic engagement and defined three “profiles” of citizenship:

“Profile 1 – The Personally Responsible Citizen”

This citizen acts responsibly in his or her community by, for example, picking up litter, giving blood, recycling, obeying laws, contributing to food or clothing drives when asked, and volunteering to help those less fortunate.

“Profile 2 – The Participatory Citizen”

This citizen actively participates in the civic affairs and the social life of the community at the local, state, or national level. While the personally responsible citizen may contribute cans of food for the homeless, the participatory citizen may organize the food drive.

“Profile 3 – The Justice-Oriented Citizen”

This citizen goes beyond just helping. He or she emphasizes social justice and focuses on eliminating root causes of problems. The participatory citizen may be organizing a food drive, and the personally responsible citizen may be donating food; the justice-

oriented citizen may be asking why people are hungry and acting on what he or she discovers.

Prentice (2006) performed research related to students' interest in service-learning activities and engagement in civic responsibility. In the following study, she assumed that at the beginning of the course, students will have a diverse background in civic engagement involvement; however, by the end of the course, students who participated in service-learning activities reported increased civic knowledge and commitment when compared to non-service learners. To test this particular assumption, Prentice (2006) conducted t-tests which compared the pre-course survey scores of the non-service-learners to the pre-course survey scores of the service-learners for each of the three types of citizenship described by Westheimer and Kahne (2004). Prentice (2006) reported the results as follows:

These results seem solid in that the changes in scores occurred in students who had just experienced one semester or quarter of service-learning. It is possible that even more exposure to service-learning may be related to citizenship development further down the continuum of engagement, such as participatory citizenship or even justice-oriented citizenship. Further analysis of increased numbers of surveys in future semesters may be able to address the likelihood of that possibility. (p. 200)

In this learning experience, the term *service-learning* is related to civic engagement. However, as a pedagogical tool, community activities are also being currently used in higher education to help the students develop in personal and social areas, as well as in servant-leadership roles.

The word *service-learning* not only reflects pedagogy, but also it engenders a philosophy. The art and practice of service-learning is designed to help students learn and, also to meet human needs. Derek Bok noted in the text, *Service-Learning in Higher Education*, that “there is no reason for universities to feel uncomfortable in taking account of society’s needs; in fact they have a clear obligation to do so” (as cited in Jacoby, 1996, p. 3). This philosophy of service-learning encompasses a need for a purposeful plan in order to aid students, community members, and faculty. Some vital outcomes of a well-defined philosophy and purposeful plan include a heightened sense of civic responsibility, growth in the personal and social arenas, an awareness of specific career opportunities explored during the project, a tangible experience that can lead to group cohesiveness and leadership building practices, and opportunities to build inroads to spiritual formation and servant leadership. One central theme in building a purposeful plan through service-learning activities encompasses the idea that the project is bigger than any one member of the team. In other words, there is a synergistic effect. For the students, there a greater sense of belonging to the community, and for the community members, there is an opportunity to take responsibility for their own needs and, as a result, be empowered to grow in various areas.

In addition to service-learning being a pedagogical tool, encompassing a philosophy, and having purposeful goals, service-learning is also programmatic. A great deal of planning and organization by faculty, students, and community members is

necessary as the activities are coordinated with the needs of the students and community in mind. This is a dual-role approach, and the facilitators have mutual respect for all parties involved. Service-learning programs are structured to facilitate learning in the areas of social needs and to aid a “deeper understanding of the historical, sociological, cultural, economic, and political contexts of the needs or issues being addressed” (Jacoby, 1996, p. 7). Berman (2006, p. xxiv) lists several shared common elements in the programmatic phase that foster successful service-learning experiences:

1. Selecting the need for the service.
2. Finding a community partner.
3. Aligning the service experience with educational goals.
4. Managing the project.
5. Fostering reflective student learning throughout the project.

Last, in the programmatic phase, there has to be reflection, evaluation, and feedback. This process can help make future service-learning endeavors advantageous for all stakeholders.

The programmatic phase of the service-learning activity includes all stakeholders and is participant-oriented. Reflection and reciprocity are two basic elements for the faculty, students, and community members. Jacoby (1996) stated that “learning and development do not necessarily occur as a result of experience itself but, as a result of a reflective component explicitly designed to foster learning and development” (p. 6).

Thought and action coupled with reflective practice, theory, and application provide a multi-faceted approach to learning.

As the definition of *service-learning* evolves, and as organizations and publications supporting service-learning increase, the rationale and purpose for service-learning activities continues to grow. Different schools (universities or community colleges) offer particular mission goals for how they define *service-learning*. For example, Messiah College in Grantham, Pennsylvania, supports service-learning which is engrained in its spiritual mission. Jacoby (1996) noted that Rutgers and Providence College relate service-learning to citizenship and civic responsibility. At the University of Richmond, the main focus is on how service is connected to leadership. Jacoby (1996) stated that “service-learning programs exist at a wide range of levels of institutional commitment. At institutions where service-learning is central, it is a prominent and highlighted aspect of the mission; institutional funding is secure” (p. 18). On the other end of the spectrum, there are institutions where funding is low, and service-learning activities are scarce. At these institutions, educators who have a desire to help students learn through service-learning engagements feel isolated. The preceding examples serve to show that mission and action work hand in hand. The meaning of *service-learning* is impacted by the particular mission goals of the individual university or community college.

It is important to look at diverse elements of the term *service-learning*. Pedagogy, philosophy, purpose, programming, participant-involvement, and particular

mission goals all are important components that help clarify the meaning of *service-learning* as it pertains to current higher education.

Exploring Service-learning from a Historical Perspective

While one continues to explore the definition of *service-learning*, it is useful to look at the historical background of these community and educational experiences. Although the term *service-learning* was first used in 1966, the foundational premise began much earlier. In 1903, John Dewey introduced a number of papers that established the intellectual framework for service-learning. He strongly supported the concept of experiential education and in 1916 published *Democracy and Education* and in 1938 authored *Experience and Education*. These writings proposed that a person's reference point for learning is the "organic connection between education and personal experience" (Berman, 2006, p. xxi). In other words, experience followed by reflection is the foundation of learning. As the service-learning experience immerses the students in engagement, there is also a need for reflection.

David Kolb's work in the 1980s made further contributions to the foundational premise of service-learning. He posited a cycle of learning which encompasses observation, reflection, and experimentation. This cycle encourages reflection before the experience, during the experience, and after the experience (Kolb, 1984, p. 140).

With Dewey's work and Kolb's contributions, the foundational premise of service-learning helps to link the goals of higher education with the needs of a specific community. Learning occurs within the context of engaged and intentional activities.

The role of government in the expansion of community projects also helps give understanding to service-learning from an historical perspective. The idea of service-learning and national service first emerged during the New Deal era under President Franklin Delano Roosevelt (FDR). During 1933-1942 the Civilian Conservation Corps (CCC) was developed by FDR, and millions of young people served for a period of six to eighteen month terms with a goal of awakening the nation. Titlebaum et al. (2004) in the pape *Annotated History of Service-Learning* stated that “with this action, [FDR] brought together two wasted resources, the young men and the land, in an effort to save both” (p. 3). Thousands of unemployed young men worked in this peacetime army in order to restore faith in the country and to renew the natural resources. The CCC participants served the country in a big way and also learned from their experience as they provided for the needs of their families.

In 1961, under the leadership of John F. Kennedy, the Peace Corps was established. The major purpose of this organization was to promote peace and friendship to other countries by using American men and women “qualified for service abroad and willing to serve, under conditions of hardship, if necessary, to help the people” (Titlebaum et al., 2004, p. 4). This was a tremendous addition to the service-learning experience.

Then, a few years later, President Lyndon B. Johnson declared a “war on poverty” and signed the Economic Opportunity Act of 1964. This specific act carried on the legacy and dream of President Kennedy and provided a means for Volunteers in

Service to America (VISTA) to move forward. By the end of 1965, more than 2,000 members were working in the Appalachian region, migrant worker camps in California, and poor neighborhoods in Hartford, Connecticut (Titlebaum et al., 2004).

In 1967, the term *service-learning* was coined from educators Robert Sigmon and William Ramsey. This term helped to describe “the combination of conscious educational growth with the accomplishment of certain tasks that meets genuine human needs” (Titlebaum et al., 2004, p. 5).

In the 1970s, there were specific calls for linking service to learning. The Youth Conservation Corps engaged about 38,000 young people, the National Student Volunteer Program was enacted, and the *Published Synergist* (a journal regarding service-learning) was created (Titlebaum et al., 2004,). In this journal, the article, “Three Principles of Service-Learning” was published (Sigmon, 1979). The subject matter focused on those being served and those serving. The major impetus of the three principles focused on the ownership and control of those being served in relationship to the service-learning projects being offered. Again, the link between service and learning can be seen.

During the 1960s and 1970s, most of the programs had good intentions but were not integrated into the central mission theme and the goals of the schools where they were based. In the 1980s and 1990s, President Clinton and President George H. Bush enhanced service-learning initiatives. For example, the National Community Service Act of 1990 was passed as a culmination of George Bush’s “A Thousand Points of Light”

initiative. In 1993, President Clinton enacted the National and Community Service Trust Act of 1993. This provided a means for citizens of all ages to become involved in the act of serving. Subsequently, in 1994, President Clinton requested that all college and university presidents promote service-learning by promoting a goal of service in the nation (Titlebaum et al., 2004). In October 2001, the First International Conference on Service-Learning Research was held in Berkeley and brought policy makers, educators, and researchers together to discuss current research findings and future research projects. In that same year, the 2001 Wingspread Conference on Civic Engagement was held at the Johnson Foundation in Racine, Wisconsin. The group in attendance included a group of 33 juniors and seniors. They represented a total of 27 colleges and universities from all over the United States. The students were nominated by professors and community service leaders and were asked to give their honest opinion about civic experiences in the field of higher education (Titlebaum et al., 2004). This created more dialogue among students, faculty, and community.

Another element in understanding service-learning and its place in history is viewing the role of organizations in this area. In the evolution of service-learning, many organizations have contributed to the political, educational, and professional arena with the express purpose to push the service-learning agenda.

In the first decade of the 21st Century, there continues to be growth in the political, educational, and professional arenas with the express purpose to push the service-learning agenda. For example, the American Association of Community Colleges

publicizes statistics on current service-learning activities through Broadening Horizons projects and has recently published service-learning initiatives in eight community colleges from the years 2009 – 2012. Over the period of three years, the assigned community colleges “partner... with up to a total of four community-based organizations or K-12 schools...The mentor colleges also participate in a longitudinal study evaluating the impact of service-learning on student retention and persistence and on community partner outcomes” (Robinson, 2010, p. 1).

Learn and Serve America, AmeriCorps, and National Service-Learning Clearinghouse also offer tangible ways to practice the art of service-learning. In addition, Campus Compact builds on the support of institutional presidents and utilizes more than 1,000 colleges and universities that have made a commitment to aid their students and surrounding community (National Service-Learning Clearinghouse, January 2008).

With respect to the aforementioned agencies and organizations, service-learning is having an impact on students in higher education. For example, in 2002, National Campus Compact received funding through March 2004 from Pew Charitable Trust for the Student Civic Engagement Campaign. The goal was to involve more than 200,000 students in civic-related activities. In addition, *The New Student Politics*, published by National Campus Compact, offers specific suggestions on how to increase service-learning participants. One specific suggestion embraces the idea that “service should be

integrated into curricula so that it fits within the student's course and major" (Long, 2001, p. 7).

Four other important historical events occurring within the last decade which are impacting current students in today's arena of higher education include the following: 1) the 2006 President's Higher Education Community Service Honor Roll which honors exemplary colleges and universities for their dedication to community service and service-learning, 2) the 2009 Edward M. Kennedy Serve America Act, a bipartisan law signed by President Barack Obama, with the primary purpose of expanding national service programs, 3) the First Annual September 11th Day of Service and Remembrance, and 4) the 2012 launching of the FEMA Corps which is employed to respond in times of disaster may create jobs for the young (Corporation for National and Community Service, 2014).

Exploring the historical dimensions of service-learning is not an isolated exercise. The purpose of investigating a time-line perspective is to see how government support, faculty engagement, student commitment, and specific service-learning journalistic endeavors can enhance student learning in this area and to also help address community needs. The history of service-learning continues to be a work in progress. It is important to know where this type of learning has been and, also, to understand where it is headed. In this process the student can practice the optimum ways in which to engage in experiential learning.

Comparing Service-Learning and Experiential Learning

Experiential learning is a type of learning which is related to service-learning, and there are various similarities which link these two avenues of learning. For example, service-learning and experiential learning are both grounded in a theoretical framework which embodies the actual experience and reflection about that specific experience. In addition, service-learning, as it relates to experiential learning, also encourages purposeful and intentional discovery. There is value to learning by doing. Last, service-learning and experiential learning enable learners to direct and shape their unique learning experiences. This empowers the learners and strengthens the commitment to a new venture.

There are some similarities between service-learning and experiential learning; however, there are also some distinct differences. Furco (1996) contended that there are key areas where service-learning diverges from traditional views of experiential learning.

First of all, service-learning has a greater emphasis on reciprocal learning and reflection. In theory, as well as practice, the needs of all stakeholders should be addressed and considered. The community, students, and faculty all have a stake in the project, and all should grow from the experience. In addition, all of the participants should have the opportunity to critically think about the experience and evaluate the process and progress of the activity. In this way, learning and improvement can occur.

Second, service-learning focuses more on civic engagement. The students, faculty, and community members all live in a particular setting, and government affects all of the stakeholders. Through the focus of civic engagement, there is the potential to provide for more lasting social change.

Third, service-learning also has more of a collaborative group process than experiential education. The goals, objectives, and specified curriculum are developed with intentional purpose by partnerships among students, community members, and faculty.

Fourth, in connection to the curriculum, there are distinct differences between service-learning and experiential learning. Seifer and Connors (2007) stated that

the extent to which community dynamics drive course structure and community organizations function as integral partners is a clear departure from other forms of experiential learning such as internships or field studies. In other words, the value proposition of service-learning is not as one-sided as it is with volunteering, nor does service-learning have the technical or the individual development focus of an internship or field study. (p. 2)

As a result of these differences, it is often hard to measure the successes of a service-learning project.

Even though it is sometimes difficult to measure success for a specific service-learning project, it is helpful to explore components that are usually related to successful community-campus endeavors. Some of these components involve joint planning, a true form of reciprocity, clear definitions of roles, proper student orientation and preparation, and extensive communication among all parties involved with the

project (Seifer & Connors, 2007, p. 2). The partners should work together in a defined goal and mission. For example, faculty can nurture community partnerships, students can bring integrity and interest to the activity, and the community members can develop internal structures as the service-learning project is being carried out.

In addition to acknowledging components that are usually related to successful community-campus endeavors, citing the partners that can grow and learn and have a positive impact on the service-learning engagement is helpful. The partners have a definite impact on the service-learning activity as the faculty expands their teaching methods by trying diverse pedagogical tools. This stretches each teacher's notebook of learning strategies. In addition, the community members benefit as specific needs are highlighted. This can mean economic and social progress for the targeted area. Last, the student, who is a partner, can benefit as well. The service-learning engagement can be focused on diverse goals such as civic engagement, career exploration, and personal/social growth. As a result, the student can grow tremendously via "transformational learning experience" (Seifer & Connors, 2007, p. 2).

One example of partnering with service-learning ventures involves The Partnership for Service-Learning, an organization based in New York City, cited by Jacoby (1996) that "fosters the union of academic study and community service in higher education and provides service-learning opportunities in international and intercultural settings" (p. 214).

Kelshaw (2009) also offered stated examples of partnerships with service-learning projects. He states, “Through the studies the design, execution, and assessment of service-learning projects potentially offer great benefits to educators, students, and communities” (xx). The studies and research he purported explored ways service-learning affects partnerships, relationships, and resources in varied communities.

Connecting Experience to Reflective Learning

There are definite similarities and distinctions between service-learning and experiential learning; however, in both avenues of learning, there is a specific experience involved in the process. The focus in this research endeavor relates to the service-learning experience, and one key challenge involves connecting service experience to reflective learning.

Service-learning is a practice that is enhanced by meaningful and critical reflective thought. Reflection has been described as a technique designed to turn ordinary activity into a purposeful educational experience (Seifer & Connors, 2007).

There are basic elements which drive the foundational basis for reflective thinking. David Kolb’s theoretical cycle (1984) purported leading questions “What?” in the pursuit of reflective thought. Eyler, Giles, and Schmiede (1996) stated that “this simple model neatly illustrates Dewey’s linking of action and reflection as the key to learning from experience” (p. 16).

The process of reflective thinking incorporates the aforementioned questions and expands the discussion into more complex avenues. For example, the questions can be posed as follows:

What did you see in this experience?

How did you feel about it?

How can you apply the information?

Questions framed in a logical format can turn an ordinary activity into a focused and purposeful service-learning experience. Answering the posed questions can “reinforce content learning” (Berman, 2006, p. 182) and energize an academic exercise into an engaged venture.

It is helpful to ask questions to guide and encourage reflective thought. It is also advantageous to look at primary elements common to the use of reflection in service-learning experiences. Eyler, Giles, and Schmiede (1996) suggested that effective critical reflection needs to be 1) continuous, 2) connected, 3) challenging, and 4) contextualized. There is also another element important to meaningful reflective thought. That element is the idea that reflective activities need to be 5) creative as well. Please note the following brief explanation of each of these stated elements contained in the process of reflective thinking.

First, critical reflection needs to be considered an “ongoing part of a learner’s education and service involvement over the course of his or her educational career” (Eyler, Giles, & Schmiede, 1996, p. 16). This continuous reflection helps the student

design new ways to view the world. Continuous reflection involves reflection before the service-learning experience, during the service-learning experience, and after the service-learning experience. Preparation before the activity is vital to link learning to the activity. During the experience, problem-solving is an important ingredient to foster growth in the project. After the service-learning experience, the focus is on the cogent act of evaluating the service.

A second element common to effective service-learning experiences involves connected reflection. This element links action and thought. In this process, students integrate what they are doing in the service-learning project with what they are learning in the classroom. For example, a government class may be studying the policies of voting, and the project may be a “get out and vote” campaign. The classroom experience is bolstered by actual experience (Berman, 2006).

Connected reflection can also be used as a tool to link the classroom with the real-world. Bonnette (2006) stated that

in a continuous effort to teach real-world concepts and skills, community outreach projects can be one of the main avenues of student success...Employers are interested in students who have real-world exposure as well as depth and breadth of academic experiences. (p. 6)

A third element that comprises reflection in service-learning is the need for challenge and support. Sanford and Nesbitt posited that “the amount of challenge a person can tolerate is a function of the amount of support available” (as cited in Evans, 1998, p. 26). The reflective experience needs to be nurturing and affirming. At the

same time, the facilitator needs to create an environment that challenges the participants to ask new questions.

A fourth element in reflective thought links the academic goals with the needs of targeted individuals (Berman, 2006). In other words, the environment and the type of reflection relate in a purposeful way to the academic topics and practical experiences. Reflection that is coordinated within a meaningful context can add much to the learning experience and is instrumental in linking thought with action.

The fifth and final element in reflective thought that this student/author wants to add is another ingredient called creative reflection. Reflection in the context of a service-learning experience must be fresh and vibrant for the students, faculty, and community to grow. Creative activities can spur excitement and interest in the classroom which spills out into the community experience.

The element of creativity in the service-learning experience opens the door to a myriad of reflective opportunities. Some examples of effective reflective activities can be journaling, discussion, photo-journaling, video production, guided writing assignments, case studies, portfolios, organizational analysis, artistic projects, musical interpretation of experience, and service-learning theaters (Seifer & Connors, 2007). These creative responses that address the needs of reflective thought and educational learning can enhance the routine and engage possibilities of critical problem solving.

Continuous, connected, challenging, and creative activities framed in the context of a specific mission can make the difference between a successful versus a mediocre

service-learning experience. Reflective activities that are intentional and purposeful are linked to specific learning objectives. In addition, they are guided and occur on a regular basis. They also allow time for meaningful feedback and assessment and include thought for clarification of values (Hatcher & Bringle, 1997).

Reflective thinking can add to the students' learning process and academic experience. Through reflection (action-reflection-continuous feedback) during the entire service-learning engagement, students can challenge their thought processes and link the experience to an act of learning.

Examining Academic, Social, and Personal Growth via Service-learning Experiences

Service-learning, especially service-learning that includes highly reflective exercises integrated with the community can have a great influence on student understanding. Eyler and Giles (1999) reported on surveys and interviews with the following outcomes: 1) A majority of service-learning students report that they learn more and are motivated to work harder in service-learning classes than in regular classes. 2) A majority of service-learning students report a deeper understanding of subject matter, 3) Application of subject matter and experience, as well as opportunities for structured reflection through writing and discussion, is associated with reports of more learning, and 4) High-quality community placements where students have real responsibilities and interesting and challenging work resulted in student reports of more learning and the learning of specific skills.

In connection with heightened student understanding, service-learning may also play a role in student performance. Kamuche (2006) conducted a study on the impact of student performance among the basic statistics classes at Morehouse College from 1997 to 2005. The students who were participating in the Basic Statistic classes were required to tutor chosen high school pupils in Advanced Placement (AP), statistics. Students were required to journal during their experience to help them understand substantive subject matter related in basic statistics. The hypothesis stated that service-learning students would have higher scores on achievement scores than their non-service-learning participants (Kamuche, 2006).

Kamuche's study (2006) researched the academic records of 325 students who completed the basic statistics course with or without a service-learning requirement. There was a comparison of grades between the service-learning and non-service-learning students. The make-up of the participants consisted of 165 service-learning students (experimental group) and 160 non-service-learning students (control group). The tests scores for each group were averaged to get a mean score for each group. The mean score for the service-learning students was 82.1, while the mean score for the non-service-learning students was 76.4. It was concluded that service-learning projects were quite relevant to student performance in basic statistics (Kamuche 2006). Nevertheless, to generalize the result, further studies are needed in other courses, apart from the basic statistics.

Another study by Wolff and Tinney (2006) investigated the linkages between service-learning, academic and social integration, and undergraduate tenacity. Results in this research project reveal that first-year college students who engaged in service-learning had significantly higher levels of integration into university communities than those who did not. This data supports the position that service-learning is an effective strategy to engage undergraduates intellectually and socially during their first year in college.

The exploration of academic, social, and personal growth via service-learning experiences involves real-life ventures. The University of Vermont has a mission which embraces this concept. Its goal in service-learning is “to connect the university and community as partners in addressing real-world challenges through engaged scholarship and transformative learning experiences” (Westdijk, Hamshaw, Howe, & DePasquale, 2010, p. 3). At the University of Vermont, service-learning is viewed as a high impact educational practice which can provide such outcomes as a meaningful engagement with faculty, staff, students, and the surrounding community: direct experience and application of knowledge; problem-solving skills; critical reflection relating to knowledge and values; informed decision-making on career planning and citizenry; and learning which is integrative and deep in nature. The emphasis in their engaged service-learning department emphasizes a “curricular coherence around civic engagement” (Westdijk et al., 2010, p. 13) and service-learning in the curriculum entails a three-phase developmental model. Phase I encompasses exposure where there is an introduction to

service-learning. Phase II involves capacity-building where there is an increase in student responsibility for outcomes and there are higher expectations for critical thinking via reflection. Finally, Phase III focuses on responsibility where more independent decision-making and professional skill development are hopefully developed. The goal of the engaged department in service-learning at the University of Vermont is developed to connect learning to the real world. The academic content joins the community needs in such a way as to enhance personal, interpersonal, and social growth.

As students engage and learn from their service experience, it is possible for these activities to be richer and more relevant to real-world contexts than material learned in the traditional classroom. Eyler and Giles, Jr. (1999) report on how service-learning contributes to understanding and application as knowledge taught in the classroom transfers to the real world. They report that 1) students suggest that this greater learning results because the participants are more fully engaged and curious about issues they experience in the community, 2) students find that they remember and can use material that they learn from the rich and complex community context, and 3) students report that service-learning is powerful because it is rooted in personal relationships and in doing work that makes a difference in people's lives, which helps them connect their learning to personal experience.

Stephens (1995) suggests the following ingredients for creating an organizational model for service-learning which enhances this real-world approach:

...opportunities for students to apply their skills

...opportunities to strengthen problem solving skills by allowing them to help select and define the project

...opportunities for students to develop habits of dependability and cooperation

...opportunities to measure outcomes

...opportunities to foster a broader understanding of community

There can and should be a connection between learning and the real world. Service-learning can be a vehicle that can provide the means to accomplish this goal.

Service-learning, if planned properly, can positively influence the personal, interpersonal, and social development of an individual. Bates, Allen, and McCandless (2006) posited that researchers advocate for the inclusion of service-learning into the public school curriculum. Public school students' experiences with service-learning indicate outcomes that include increased self-esteem and self-efficacy, stronger interest and engagement in school, and a developing sense of social responsibility. Community colleges can benefit from the positive personal, interpersonal, and social development influences that the public school students experience from service-learning ventures because some of these students will one day be members of the community college or a four-year university.

Several studies have reported that service-learning is a positive tool in the interpersonal and personal development of the student. Simons and Cleary (2006) gave such an example: Moely, Mercer et al. (2002) conducted a pre-test and a post-test study

on an interest in civic and community issues, problem solving, political awareness, leadership skills, social justice attitudes, and diversity attitudes between 217 service-learners and 324 non-service-learners enrolled in the College of Arts and Sciences at a large liberal arts university. These researchers found that students had similar scores at the beginning of the semester, but by the end of the semester, service-learners scored higher on civic action, social justice attitudes, leadership skills, and problem solving skills than non-service-learners. In addition, Moely et al. (2002) assessed service-learning and non-service-learning students' appreciation of the course and their interest in learning about the course and the field, as well as differences between these two groups before and after the service. Members of neither group maintained their initial optimism by the end of the semester, but service-learners maintained their positive view of the course and increased their ratings for learning about the community (Simons & Cleary, 2006).

Eyler and Giles (1999) reported that a number of service-learning outcome measures deal with aspects of personal development. They are as follows:

- ...self-knowledge
- ...spiritual growth
- ...reward of helping others
- ...career benefits and careers in service
- ...changes in personal efficacy. (Eyler & Giles, 1999)

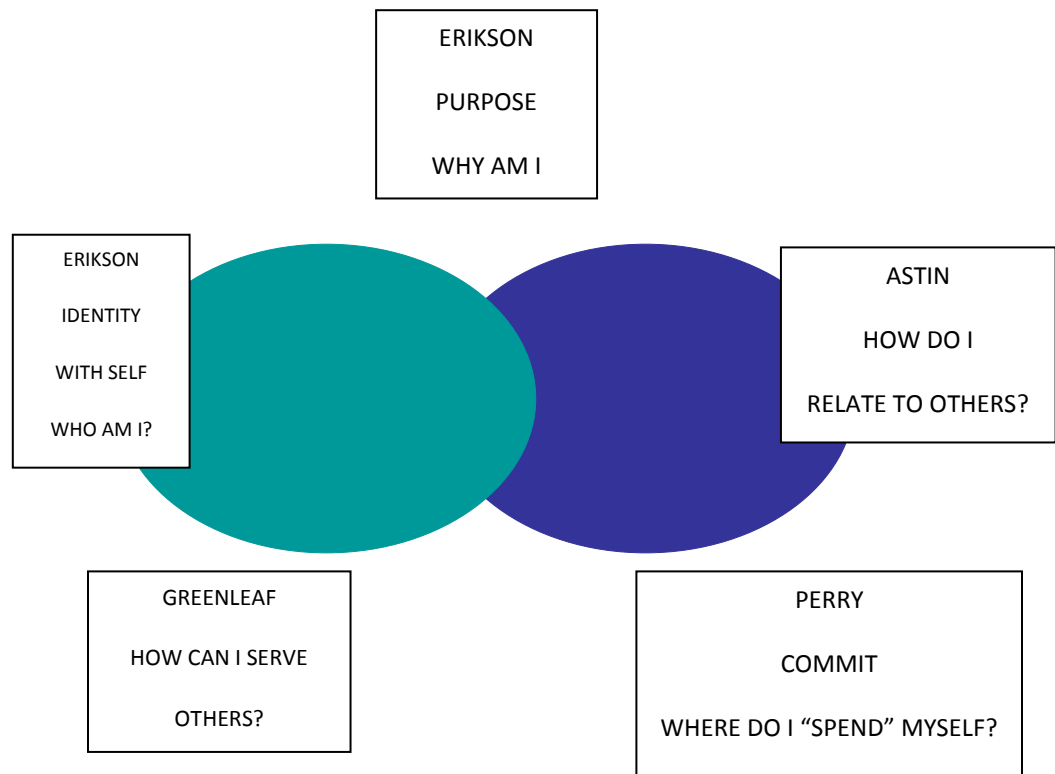
It is vitally important to recognize that service-learning experiences can be utilized to help develop students in academic, personal, interpersonal, and social development. The following chart reflects four major developmental theorists and one servant leadership theorist. In this chart, there are five major questions posited that relate to various avenues of growth in the life of college students. It is beneficial to understand how service-learning can be connected to these areas of maturity and growth.

Table 3. Service-Learning Linked to Developmental Growth

<i>THEORIST</i>	<i>GOAL</i>	<i>QUESTIONS ASKED</i>
<i>ERIKSON</i>	<i>PURPOSE</i>	<i>WHY AM I HERE?</i>
<i>ERIKSON</i>	<i>IDENTITY WITH SELF</i>	<i>WHO AM I?</i>
<i>ASTIN</i>	<i>RELATIONSHIPS</i>	<i>HOW DO I RELATE TO OTHERS?</i>
<i>PERRY</i>	<i>COMMITMENT</i>	<i>WHERE DO I SPEND MYSELF?</i>
<i>GREENLEAF</i>	<i>SERVANT LEADERSHIP</i>	<i>HOW CAN I SERVE OTHERS?</i>

(Allen, 2007, p. 19)

This synthesis of information is designed to reflect that growth of the individual student does not stop in the academic realm. It can expand into new horizons, such as the personal and social venues. Service-learning can be a part of the growth process.



(Allen, 2007, p. 19)

Figure 1. Service-Learning Linked to Developmental Growth

Integrating Citizenry and Civic Responsibility via Service-Learning Experiences

In addition to personal and interpersonal growth, service-learning can also aid in the expansion of citizenship. The term *citizenship* used in this research paper refers to the social and political connections in the community. Waggener (2006) stated the following:

Attention must also be given to service-learning projects that focus more directly on students' understanding of government, their ability to use various political tools to influence government, and their desire to engage in direct political

action. A combination of service-learning projects that promote both the social and political components of citizenship is necessary if universities are to fulfill their goal of creating better citizens. (p. 207)

Service-learning projects can be advantageous in allowing students to gain interest and experience in their own community government. For example, Waggener (2006) reported on a case study conducted in Huntsville, Texas: Students enrolled in a political science research course were involved in designing a questionnaire, obtaining a representative sample, implementing the survey, analyzing the survey data, and presenting the stated data to selected city government officials. Some of the particular assignments required the students to contact city officials, write up survey reports designed to meet the specific needs of individual city officials, and enter into political debate with city officials. Several outcomes that resulted from this assignment are as follows:

- ...students gained a knowledge skill base of the relationship between elected officials and their constituents

- ...students gained a respect for proper representation by government officials

- ...students gained a heightened sense of political efficacy

- ...students gained a sense of the value of volunteerism

- ...the community gained help in conducting residential surveys. (Waggener, 2006)

It is necessary to evaluate the impact of diverse types of service-learning projects on students' civic involvement if teachers are to promote the political and social

components of citizenship. Many service-learning activities teach citizenship and community engagement; however, more attention needs to be given to projects that teach students about the particular structure of governments and encourage students to engage and become involved in political action.

In addition, the results of the previously mentioned studies may open up opportunities for faculty to purposefully link service- learning activities with the primary direction of developing specific citizenship skills. Eyler and Giles, (1999) posited that well-integrated service-learning can contribute to fulfilling each element of the citizenship model which incorporates such factors as values, knowledge, skills, efficacy, and commitment. Service-learning activities linked with citizenry and citizenship can be an exciting venture.

Utilizing Three Core Ingredients in a Vibrant Service-learning Experience

The term *service-learning* is linked to service and learning. There is potential for growth in the academic, personal, social, and citizenry areas when the student participates in a productive service-learning course of study. However, there is great preparation in facilitating this growth. Teachers work hard in order to help students learn from the experience by creating courses which go beyond the classroom into the community. As a result, both the instructor and students are learning from the experience. Baratian, et al. (2007) posited that “students engaged in service-learning gain insight into their experiences through reflection; in a similar way, faculty engaged in the scholarship of teaching and learning gain insight into their practice by analyzing

and reflecting on student work” (p. 90). Shulman (1998) suggested five elements involved in the creation of a vibrant service-learning course: 1) vision, 2) design, 3) interactions, 4) outcomes, and 5) analysis. With these elements in mind, it is beneficial to look at three specific ingredients that can be incorporated into an exciting learning event.

The first ingredient is the syllabus which describes the project. The syllabus is a roadmap to the course and should contain a clear and concise definition of *service-learning*. If students understand the meaning behind the assignment, they are more willing to be engaged in the assignment. The syllabus is the primary document in conveying the expectations of the instructor and the benefits of the course to the students. Heffernan (2001) suggested that the syllabus should not be overwhelming and confusing. In addition, the syllabus should relate how the service experience is entwined with the curriculum and to the goals of civic engagement. For example, Baratian, et al. (2007, p. 37) quoted a history professor:

History is not just about ‘old dead white guys,’ or a list of dates floating in space. It is about ordinary people who, through the course of living their lives, made history. What better way, then, to learn history than to live it through service to the community in which one lives?

Last, the syllabus should explain the logistics of the course. Some of the logistics include 1) an explanation of the student placement process, 2) the timeframe of commitment required for the student, 3) deadlines, due dates, and required hours, 4) specific steps needed for the completion of the service component, 5) instructions for

who to contact and how to address problems during the service-learning experience, 6) reflection assignments and exercises to reinforce the experience, and 7) procedures so that the students will know how the course will be graded.

The syllabus is a tool which describes the project, but more is needed. The instructors are another essential human tools which guide the logistics of the project. The syllabus contains instructions to be followed; however, circumstances can happen and alternations need to be attended to during the course of the project. This is when the instructors can be vital assets in guiding the service-learning experience. In conjunction with a description of the project, the service engagement provides an opportunity for growth. Goals for the students and the community should focus both on service and learning. What are some ways instructors can open opportunities for growth via service-learning?

One way for instructors to provide opportunity for the students is to decide whether the service will be optional or required. The instructors need to make certain if the service is not required that this is clearly stated so that students have a chance to opt out. If service-learning is required, then all students can share in the benefits.

Another way for instructors to provide opportunity for students to participate in service-learning events is to identify specific community sites and decide on the type of service. Is the service short-term or long-term? Does the course require a product or class project? Does the site meet a real community need? What are possible safety issues involved at the site?

A third way for instructors to provide opportunity for the students includes the act of documenting the service. Baratian et al. (2007) listed several reasons for documenting service. For example, documentation provides appropriate data on the impact of the service-learning venture such as number of participants and hours served. Also, documentation provides a method for recognizing students for service-learning awards, scholarships, or other special acknowledgement. This documentation is a record of distinct accomplishment by the students. In addition, documentation helps faculty members monitor the fit between students and community members. Documentation in the service-learning experience does, indeed, provide opportunity for growth and opportunity for students.

A fourth way for instructors to provide opportunity for students in the service-learning project is to have reflection prior, during, and after the service-learning experience. In connection with reflection is an evaluation of the project. Both reflection and evaluation require critical thinking and problem-solving skills. These specific skills can be related directly to course goals, and service-learning can be a conduit to the course goals.

The service-learning venture should be clearly described in the syllabus and the facilitators and instructors need to provide specific opportunities for students to grow during the process of the service-learning experience. In addition, the institution needs to support service-learning projects by way of incentives. The incentives incorporated

can be as routine as extra credit for service project participation or as creative as a scholarship for service-learning experiences.

One incentive that Brevard Community College uses is the Service Hours on Academic Transcript (SHOAT) recognition method. Through the SHOAT program, students can graduate with an in-depth record of their various projects in which they participated. The Service Hours on Academic Transcript (SHOAT) recognizes not only service-learning courses but also such activities as campus clubs, volunteer work, and even student government hours. In addition, students who have attained 300 hours or more on their SHOAT document are eligible to receive a special designation at graduation. (Zlotkowski et al., 2004)

Another incentive that Brevard Community College offers its students is a \$500 annual tuition scholarship for service-learning leaders. Some of the responsibilities of the service-learning leaders include “recruiting, training, and supervising other students; consulting with service-learning and community agency staff on program design and evaluation; and completing project action plans and reports” (Zlotkowski et al., 2004, pp. 63-64).

Collin County Community College utilizes scholarships as well. Students receive scholarships in the name of faculty members who have encouraged and excelled in service-learning ventures (Zlotkowski et al., 2004). This helps the students and also provides possible study grants or sabbatical time for the faculty members.

In addition to transcript recognition and scholarship awards, institutions can also support service-learning through opportunities for student activism in the areas of civic and governing engagement. For example, at Virginia Highlands Community College, not only do three students sit on the President's Advisory Board, the school also places students on all of its standing committees. As a result of this placement, students can voice their opinions on a wide number of issues, ranging from student activities to actual personnel decisions (Zlotkowski et al., 2004).

Institutions can also support service-learning experiences in the area of student activism via specific activities such as "Raise Your Voice Week of Action" activities. Miami Dade and Collin County Community College both encourage these "Week of Action" forums. At Collin County Community College, the week's activities culminated in a day at the Texas Statehouse. At this meeting students were able to meet with their legislators in order to discuss a resolution to support student civic engagement. At Miami Dade students hosted the Learning from Social Movements Summit. This summit promoted the idea of getting involved in community activities (Zlotkowski et al., 2004).

Last, some institutions support service-learning experiences by actually having academic majors and minors in service-learning. This is a true commitment on the part of the institution in regards to the importance of service engagement in student life activities. Butin (2010) noted that there is a rise of programs in higher education that award certificates, minors, and/or majors in the area of service-learning. Butin (2010) further defined *service-learning* as "the linkage of academic coursework with

community-based service within the framework of respect, reciprocity, relevance, and reflection” (p. 1). In 2010 Butin conducted a study that involved 31 academic programs that had service-learning at its academic core, and he concluded that there is a consistent (though not stable) field of service-learning in higher education. The findings from this study also suggested that the strength of the service-learning endeavor depends, to a great degree, on whether the program is certificate based or structured as a major or minor. This study accented the need to be more deliberate and to bring a more scholarly focus to the area of majors and minors and certificates in service-learning.

A clear and concise syllabus, instructional leadership, and institutional support all blend to promote a vibrant service-learning experience for the student. The focus is on the student.

Researching Service-Learning in Diverse Fields of Study

Students come to the college or university with varied interests in regard to academic and vocational pursuits. What part can service-learning actually play in particular fields of study? This is a legitimate question when investigating how service-learning can be integrated into the curriculum. In answering this question, it is helpful to look at varied subject areas in the college setting and to give examples of how service-learning is being currently incorporated in these fields of study.

The first area in this research journey is to recognize the value of service-learning in the curriculum. Zlotkowski et al. (2004) stated that “to promote greater depth of

faculty commitment, colleges need to be more deliberate in targeting discipline-based units and departments” (p. 32). The community relations manager, Neal Naigus, at Portland Community College noted the success of service-learning in the sociology department is because of how the discipline lends itself to social activism. He posited that “the key seems to be the naturalness of fit between the curriculum and the service” (as cited in Zlotkowski, et al., 2004, p. 32). When service-learning can naturally fit into a course of study, then students, faculty, and community members can benefit. For example, Middlesex Community College has a “One World Series” for students and the wider community at hand. The series addresses such topics as sexual harassment, attention deficit disorders, Acquired Immunodeficiency Disease (AIDS), breast cancer, and violence. These topics can offer pertinent information to engaged learners in the school as well as the community (Zlotkowski, et al., 2004).

There is value in service-learning being connected to the classroom structure; however, there is also a need for service-learning to be incorporated in particular fields of studies. When there is a natural fit between the course and the service-learning project, students can gain more than just book knowledge. There are several exemplary practices reflecting this “natural fit” between curriculum and service-learning engagement. In fact, Zlotkowski et al. (2004) posited that “an indicator of service-learning’s vitality on any specific campus is the degree to which it has been embraced by multiple members of the same department and/or discipline, especially when this group interest translates into a coherent larger design” (p. 31).

One example of this natural fit is at the Raritan Valley Community College Nursing Program. This program requires its students to participate in service-learning ventures in each of their first three semesters. Some of the activities in this curriculum include assisting with immunizations at local clinics and providing home health care to the elderly (Zlotkowski, et al., 2004).

Another example of service-learning being utilized in the curriculum can be found at Miami Dade. The English as a Second Language Program incorporates service-learning because it “works so well there” (Zlotkowski et al., 2004, p. 31).

A third example of service-learning practices being integrated into the curriculum can be found at Southern Maine Community College. Its Department of Applied Marine Biology and Oceanography has integrated service-learning into every course offered. Jack Nye, a professor in this area, suggested that “the department deliberately chose service-learning as an umbrella for its marine science courses both to create continuity between courses and to allow students to experience multiple service projects and sites within their departmental coursework” (as cited in Zlotkowski et al., 2004, p. 32).

Still another example of the interaction between service-learning and the curriculum comes from Brevard Community College. Some of the courses at Brevard which include a service component are accounting, algebra, American history, anatomy and physiology, calculus, music, nursing, philosophy, political science, psychology, sociology, Spanish, statistics, and world religions (Zlotkowski et al., 2004).

A fifth example of service-learning being integrated into the curriculum comes from Johnson County Community College in Kansas. The school has established a vibrant long-term interaction with the Mexican Community. In 1988, after hearing about the community at a conference, the college sent a team of 12 students and six faculty members for a week-long stay. The college group built walls and a nursing instructor began making home visits. Now, years later, the college sends two groups to Las Pintas every year, and the service-learning ventures have grown into sending nursing and dental hygiene students: creating an early childhood program; participating in a heating, ventilation, and air conditioning program; and involving Spanish students who serve as translators (Zlotkowski et al., 2004).

A sixth example of service-learning coexisting within a curriculum structure comes from Tulane University. In the aftermath of Hurricane Katrina, this is a very recent, vibrant, and successful endeavor. As recent as 2010, *The Chronicle of Higher Education* reported that, in fact, students have “participated in archeological digs, used their teams at local middle schools, and generally played a more active and academic role in the social fabric of the city” (Mangan, 2010, p. 1). After the hurricane struck, Tulane University felt a responsibility not only to its students but to also its community and city. Service-learning was installed across all departments as professors made rebuilding New Orleans a pivotal theme in the curriculum. Although this installation was hotly debated, the goal was to reinvent Tulane. Now, as a result of this push, “the center has developed nearly 400 community partners and typically works with about

120 per semester. That way, it maintains a database of groups that need help and can maintain continuity from semester to semester” (Mangan, 2010, p. 5). The President of Tulane, Dr. Cowen, posited that the legacy of Tulane’s commitment will march on into the future. He stated, “It’s not enough to survive, it’s not enough to recover, you have to rebuild. You have to thrive” (as cited in Mangan, 2010, p. 5). The aforementioned colleges are actively engaged in the needs of their communities as well as the needs of their students. Faculty also benefit from facilitating these ventures as universities and colleges support their service engagements.

As faculty lead service-learning classes and activities, they should be supported by the institutions where they work. Curriculum and action go hand in hand. In addition to the value of and the need for service-learning, there is a vital call for faculty to know where to find pertinent resources dealing with service-learning activities. How can service-learning be integrated into the curriculum if faculty members do not know where to turn for informative and relevant resources or are not rewarded for their work?

One resource for faculty is to look at what other colleges have done in the service-learning arena. For example, Brevard teaches a stand-alone service-learning class called community involvement (SOW 2054). The course objective is “to develop a personal understanding of service and citizenship in many different facets of our diverse community through both practice and critical reflection” (Baratian et al., 2007, p. 50). The basic requirements of the class include completing a service-learning contract,

documenting 32 hours at an approved project or service site, participating in 24 hours of seminar work, and writing a 3,000 word essay on the experience. This model can give faculty members ideas for what to do in their own classes.

Another resource for faculty is current literature in the field of service-learning. Baratian et al. (2007) listed some excellent guides such as *Service-Learning: A Guide for College Students* (1989), published by ACTION/National Center for Service-Learning and Campus Compact's *Introduction to Service-Learning Toolkit* (2003). In addition, Campus Compact also has an annotated reference list, *Essential Resources for Campus-Based Service, Service-Learning, and Civic Engagement* (2004).

A third resource bank for faculty involves varied organizations that promote service-learning. Some of these organizations are 1) The American Association of Community Colleges, 2) The Association of American Colleges and Universities, 3) Campus Compact, 4) The Community College National Center for Community Engagement, 5) The Education Commission of the States, 6) The League for Innovation in the Community College, 7) The National Education Association Higher Education Program, and 8) The National Institute for Staff and Organizational Development.

Service-learning can be successfully integrated into the fabric of the curriculum. Many colleges and universities show the benefits of this endeavor. The need to promote service-learning in specific courses can be helpful to students, faculty, and community members. Faculty can use current and vital resource tools to weave service-learning into the curriculum, and more schools may be encouraged to follow this trend.

Noting Contributions while Studying the Role of Community Colleges in Service-Learning Ventures

Community colleges are in a unique position to promote service-learning experiences. For example, this two year academic venture is placed between high school and the university. Marina Baratian et al. (2007) stated that “service-learning curriculum and pedagogy can link [specific] attainment pathways with the attainment of community, workforce, and economic development goals and objectives. Thus, service-learning can fuse student academic and career success with community and economic development” (p. 14). Community colleges can spur constructive ideas and energize practices and policies in the civic realm in order to strengthen specific communities and citizens. In addition, service-learning can offer time for the students and the faculty to reflect on both service and learning. The service-learning and civic engagement centers on the community college campuses can lend support to the students by “assisting with community placement, coordinating peer reflection sessions, and providing additional opportunities for AmeriCorps/VISTA, work study, and dedicated service-learning students” (Baratian et al., 2007, p. 14). As a result, this renewed interest and participation can encourage American democratic participation. Baratian et al. (2007) posited that “America’s community colleges were designed for this very purpose; service-learning is a powerful strategy for reclaiming this purpose and this promise” (p. 15).

Where are community colleges in regard to engagement in service-learning activities? Zlotkowski et al. (2004) offered some current statistics on this topic. It is useful to know that the majority of America's community colleges participate in some type of service activity. This involvement occurs through various clubs and even organizations such as the honor society, Phi Theta Kappa. In addition, most community colleges also encourage experiential pedagogies such as internships, clinicals, and cooperative education (Zlotkowski et al., 2004, p. 16). Organizations within the community college system also play a part in introducing and strengthening service programs. Zlotkowski et al. (2004) stated that

through the work of League for Innovation in the Community College, the American Association of Community Colleges (AACC) – especially through its Community College National Center for Community Engagement, many two-year colleges have introduced active learning classroom pedagogies as well as Internet and web-based experiential learning. (p. 16)

The aforementioned activities related to learning have been around for many years. However, the art of service-learning, where community engagement is connected to a specific course, is less developed at the community college level. In recent years, however, service-learning is gaining momentum. Gottlieb and Robinson (2002) reported that by the mid-1990s, hundreds of community colleges had started to reemphasize their commitment to civic involvement via the adoption of service-learning as a teaching tool. In addition, the AACC indicated that between 1995 and 2001 nearly half of all community colleges offer service-learning and 40% of faculty members were

interested in this particular style of learning. Another encouraging statistic revealed that community colleges using service-learning more than doubled between 1995 and 2003 (Prentice, Robinson, & McPhee, 2003).

It is good to be cognizant of general statistics that reflect community college engagement in service-learning. It is also helpful to look at what specific community colleges are doing to promote service-learning. For example, Chandler-Gilbert Community College has a “Learning Communities” program (Zlotkowski et al., 2004, p. 35). In this program the college incorporates “Best Practices” which involve the following:

- ...integrating service with academics – make it a part of the course description
- ...giving students flexibility in choosing projects and location
- ...offering reflective activities which reinforces learning
- ...defining academic outcomes to include all relevant outcomes, including community and workforce development outcomes
- ...finding concrete ways to involve the community in the teaching and learning process. (Zlotkowski et al., 2004)

At Brevard Community College, there is a Center for Service-Learning (CSL). It was established in 1988 and has advanced to new areas in supporting students, faculty, and community members. Zlotkowski (1998) reported on some of the CSL’s services which include appreciation certificates for completion of services, textbooks for specific service-learning courses, documentation of service hours on academic transcripts,

advisement on public service careers and national service or internship opportunities, as well as counseling on programmatic, personal, or job matters.

Kapi'olani Community College began its service-learning emphasis in 1995.

Baratian et al. (2007) reported that since that time, almost 6,000 service-learning students have logged more than 150,000 hours of service to the community. Service-learning at Kapi'olani is

designed specifically to support resilience and success for all students. It also supports a range of social/civic outcomes, such as healthy lifestyles, environmental sustainability, respect and care for the elderly, community safety, appreciation for diverse communities and cultures, and international collaboration. (Baratian et al., 2007, p. 83)

The goal of integrating service-learning into the fabric of Kapi'olani incorporates the college's view of service-learning as a teaching and learning tool that weaves critical thinking with vital service in the community. Academic learning, civic awareness, and personal development are important outcomes to this experiential approach. Community members, faculty, and students are encouraged to work together in this learning process so that there will be newly acquired knowledge and skills. In addition, all participants can have a deeper understanding of their specific discipline and have a stronger awareness of their relationship and responsibility to their local, national, and global communities.

The President of Miami Dade College, Eduardo Padron, emphasized this particular school's commitment to service-learning. He stated the following: "If you

were to ask what Miami Dade College does, I would reply that our fundamental purpose is to preserve democracy” (as cited in Zlotkowski et al., 2004, p. 22). Service-learning is one among many strategies used to preserve democracy and help students learn and grow; however, service engagement provides “the most striking example of Miami Dade College’s commitment to make a difference in the lives of our students and community by focusing on the development of civic literacy” (Zlotkowski et al., 2004, p. 22).

There have been many budget cuts at community colleges all around the nation. Miami Dade is no exception to this trend. In fact, Miami Dade has lost over 300 positions since 1996, yet President Padron reiterates his will and desire to continue the service-learning programs. He stated: “It would have been easy to eliminate service-learning...If there’s one thing I’ve done that’s difficult, it’s to make service-learning integral to the curriculum” (as cited in Zlotkowski et al., 2004, p. 148).

Commitment, creativity, and continuity are terms which reflect the service-learning initiatives at Brevard, Kapi’olani, and Miami Dade. Their practices and persistent nature are superior examples which other community colleges and four-year universities can review. In addition, Community colleges are in a unique position to provide service-learning, and current statistics show that there is growth in community engagement among the community college population.

CHAPTER IV

RESEARCH PROCEDURES

Research Methodology

As previously stated, community colleges were in a prime position to offer service-learning experiences. The link between the local community and the institution was advantageous to both entities. Therefore, the two main questions regarding this research were as follows:

- 1) Intentional integration of service-learning into the college curriculum is designed to promote student learning and development. How are service-learning assignments being intentionally integrated into the classroom environment? In order to address this key question, it was necessary to focus on what constitutes an intentional integration of service-learning. What role did the syllabi, assignments, and reflective activities “play” in this intentional integration?
- 2) Teaching methodologies are diverse in nature and can be utilized in a variety of academic ventures. In a service-learning experience, how can service-learning enhance student learning? I used the syllabi, assignments, diverse reflective activities and evaluation surveys to discuss this question.

To investigate these proposed questions, I chose the case study methodology in order to support an in-depth investigation of faculty pedagogy and student learning as it related to service-learning assignments. Two major issues considered in the selection of this research design focused on 1) the components embedded in a case study approach

and 2) the appropriate nature of the case study framework for this specific research endeavor.

First, it was important to understand the components which constituted a case study methodology. Mauch and Park (2003) defined a *case study* as a research methodology where “the background development, current conditions, and environmental interactions of one or more individuals are observed, recorded, and analyzed for stages or patterns in relation to internal and external influences” (p. 127). Schram (2003) posited that a *case study* is defined by “an analytic focus on an individual event, activity, episode, or other specific phenomenon” (p. 106). Flyvberg (2004) and Stake (2000) stressed that the strategic value of the case study approach lies in its emphasis and ability to draw attention to what can be gleaned, observed, and learned from one single case. In this specific study, the case study approach was used to draw support and attention to the activity of integrating service-learning assignments into the classroom environment. Faculty pedagogy, such as the syllabus, reflective activities, and evaluation procedures, was analyzed to glean lessons on the transference of service-learning assignments from the field into the actual classroom.

Second, it was also important to convey why this research design was appropriate and conducive for this study. This researcher posited that the case study methodology was a good fit for researching the intentional integration of service-learning assignments into the classroom environment. There were several reasons for this supposition. First, the case study can be applied to a wide variety of academic

disciplines and can further be used to focus on particular events in a specific course of study. Schram (2003) stated the following: “In sum, the value of a case study lies in facilitating appreciation of the uniqueness, complexity, and contextual embeddedness of individual events and phenomena” (p. 107). A focus on events in a particular class can be extracted and researched. For example, portions of the syllabus in a service-learning class can be extracted and reviewed in order to see how faculty pedagogy can enhance service-learning. In connection to the “contextual embeddedness” factor of a case study approach, this particular type of research is bound by specific times and circumstances (contextual) (Schram, 2003, p. 107). The laboratory for the analysis is the actual experience and the data can provide a lens on a particular event at hand.

Third, the case study can capture real-life situations of this particular event at hand and also help to provide practical feedback. Yin (2003) defined a *case study* as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). This definition highlights the benefits of the case study approach in a real-life service-learning assignment that is connected to a real-life college classroom.

Fourth, a case study is flexible. Real-life events do not always ebb and flow at a steady pace. Disruptions and unexpected events can and will happen in a service-learning/classroom environment. That is why the flexibility of a case study approach is so vital.

Fifth, a flexible, real-life case study approach can facilitate the understanding of various topics of interest. Schram (2003) stated that the “researcher is focused on developing insight into an issue or external interest through the case” (p. 107). Yin (1993) identified this type of case study as instrumental and stated that “a case study is instrumental when the case is used to understand more than what is obvious to the observer” (p. 3). For example, Virginia Highlands Community College offers service-learning classes in biology and horticulture; however, the lessons gleaned in these areas quite possibly could be utilized at other community colleges.

Sixth, a case study approach is appropriate for this stated service-learning research project because this type of study supports a “multi-perspectival” analysis (Tellis, 1997, p. 1). Tellis (1997) stated

This means that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them. This one aspect is a salient point in the characteristic that cases studies possess. They give a voice to the powerless and voiceless. (p.1)

In this researcher’s projected study on the intentional integration of service-learning assignments into the classroom environment, faculty, students, and the local community participants are all “actors” and if learning is to occur from the service-learning venture, the case study approach can give voice (via interaction) to the actors in the project.

Last, a case study involves multiple sources in the data gathering process. This type of study is appropriate for this stated research topic on service-learning because

the multiple sources such as syllabi, reflective activities, and evaluation procedures can serve as checks and balances in the research endeavor.

It is essential to note the components and appropriateness of a particular research design choice. In this specific project, the case study was the chosen venue. However, there was also a vital need to define the rigors and ethical concerns that surround the case study. When reviewing the rigors of this type of analysis, Mauch and Park (2003) posited four areas that are particular to this qualitative study venture. The first two rigors involve credibility and transferability. Schram (2003) paralleled and labeled this rigor “trustworthiness” and defined some key issues of trustworthiness as follows:

...the influence of researcher presence

...the inherent selectivity of qualitative fieldwork, highlighting the task of reducing (not replicating) lived experience

...the play of research subjectivity, highlighting the need to attend to how aspects of the self may be helping you to learn – or keeping you from learning certain things. (p. 148)

The issues of trustworthiness, authenticity, and other ethical rigors need to be properly monitored. The following strategies can serve to legitimate this study:

1. ...member-checking
2. ...peer debriefing
3. ...data triangulation

The act of member-checking was used so that the students understood the questions involved in the interview and survey process. If the question is not clear, clarification and restatement can be utilized if necessary. It is vitally important that the question be clear to the participants so that the result data will be more viable.

Peer debriefing is also integral to the topic of trustworthiness in the research process. The main purpose of peer debriefing is to “enhance the credibility, or truth value, of a qualitative study” by providing an additional outside check on the research process (Spillet, 2003, p. 1). The peer debriefer in this study serves in the Math Division at Virginia Western Community College and provided feedback regarding the data collection and analysis in this specific research project.

The technique of data triangulation was also used in this project. The purpose of this strategy was to compare the faculty emphasis on desired outcomes with students’ perception of achieved outcomes.

Mauch and Park (2003) also noted “dependability” and “confirmability” (p. 20) as two (2) additional rigors in this qualitative field of investigation. Schram (2003) paralleled these rigors as the ethical aspects of trustworthiness. Key issues that surround ethical aspects include:

- ...posturing and role presentation, highlighting your dual responsibility to engage participants authentically while remaining faithful to your aim of conducting research (note introduction of research to all students prior to actual survey and interviews)
- ...disclosure and exchange, balancing rapport and responsibility
[the permission/disclosure sheet used in Appendix A]
- ...making public the private, focusing on the consequences of revelation

and, in particular, the risk that some participants may feel misunderstood or even betrayed by what a study reveals

The aforementioned aspects regarding rigors and ethical concerns were vital ingredients considered in this researcher's project. While investigating the intentional integration of service-learning assignments into the classroom environment, the integrity of the study must be respected.

Selecting the Case

The setting of this study took place on the campus of Virginia Highlands Community College. This community college was established in 1967 and is located in Southwest Virginia. Its "primary goal [is] providing comprehensive and quality education and related services for residents throughout its region" (VHCC, 2011, p. 1). Since the school's inception, programs and services have changed and expanded to meet the needs of the local community. In particular, VHCC reaches out to the community through service-learning and volunteerism. The school has defined specific service-learning programs and distinguishes between service-learning and volunteerism: *Service-learning* is defined as "a way to integrate classroom instruction with community service. It differs from volunteering because it is always tied back to enhancing your academic instruction. Service-learning focuses on reflective thinking and civic engagement" (VHCC, 2011, p. 1).

Virginia Highlands Community College has a Service-Learning Director and the institution was a part of the Community Colleges Broadening Horizons Service-Learning

Project in 2000-2003. The Horizons Project highlights model programs in the service-learning area and seeks to “integrate service-learning into the institutional climate of community colleges, and to increase the number, quality, sustainability of service-learning programs in colleges nationwide” (Robinson, 2000-2003, p. 1). The 2000 -2003 project at Virginia Highlands Community College emphasized the following:

- 1) ...community partnerships in rural areas
- 2) ...curriculum development
- 3) ...student leadership

Currently, there are diverse classes which offer service-learning experiences at Virginia Highland Community College. For example, the Biology Department has a Salamander Project which seeks to help students learn biological principles as well as aid the ecological integrity of the community. In addition, an accounting class helps senior citizens with their taxes, math students engage in tutoring elementary students in math, and nursing students work with hospice patients (VHCC, 2011). As recently as 2009, horticulture students began planting trees in a community garden which will create learning laboratories for horticulture students as well as provide gathering areas for local community residents (Dunham, 2009-2010). As a result of Virginia Highlands Community College’s service-learning engagements in the community college Broadening Horizons Program in 2000 – 2003 and because of the previously stated classes which incorporate service-learning projects, this researcher chose Virginia Highlands Community College as the location for this study.

Research Population

The size and scope of this research focused on two specific disciplines (natural science and agricultural science), and three specific classes in their respective disciplines (Biology 101, Biology 102, and Horticulture 259). A long-standing service-learning class was compared with a newer service-learning class.

In addition, the SIFE Club, which includes students in various disciplines and incorporates a student-sustained coffee shop on campus, was used in this study. Syllabi and assignments from three club-sponsoring academic classes were utilized in this study to focus on their role in the intentional integration of service-learning in the classroom.

The first point-of-contact in the participant selection of this study focused on the Service-Learning Director. He was chosen because of his base of knowledge regarding the history of service-learning engagement at Virginia Highlands Community College and his position of being Service-Learning Coordinator at this institution.

The second point-of-contact in the participant selection of this study involved the faculty. Three faculty members were chosen to participate in this study. One instructor in the Biology Department was chosen because of his long-standing engagement in service-learning in his classroom. The second instructor was chosen because the service-learning component in his class is required, and the class content is an agricultural science (combining art and science) as opposed to the natural science emphasis of Biology 101 and Biology 102. The last instructor was chosen because of his association with the SIFE Club – a club which involves students from various disciplines

and participates in several service-learning projects. One of the service-learning projects involves a student-focused coffee house and incorporates students from classes such as accounting and human services.

The final point-of-contact in the participant study included the students in the aforementioned classes. Students in the Biology 101, Biology 102, and Horticulture 259 classes as well as some students in the SIFE Club were chosen because of their unique opportunity to participate in service-learning experiences. Fifty-eight students agreed to complete the survey and interview process prescribed in the study. Biology 101 class had 22 students to engage in the study and the Biology 102 class had 18 participants. The Horticulture 259 class had 12 students who agreed to complete the survey and interview, while the SIFE Club had six students who answered the questions presented in the survey and interview. Seventy-five percent of the students were traditional college age.

Specific Procedures

This particular section of the dissertation serves as a guide for the reader so that he or she can view each step of the research process. This portion of the analysis also serves as a similar structure for anyone who chooses to do additional study in this specific field of service-learning. During each phase of the study, it was necessary to follow not only the prescribed steps, but it was also vital to abide by the ethical rigors which uphold the integrity of the project. Some issues, as stated earlier, involved in the study included building rapport, balancing rapport with responsibility, being

trustworthy, avoiding subjectivity which could impact the results of the study, and asking permission when performing interviews and questionnaires.

Permission to conduct this research project was obtained from the George Mason University Human Subjects Research Board. In addition, the researcher contacted the Service-Learning Director at Virginia Highlands Community College and requested permission to perform the study relating to the intentional integration of service-learning into the academic arena. A phone call was made to the Service-Learning Director and the Informed Consent Form was sent to him via email. Permission was granted from both parties.

In addition to contacting the Service-Learning Director at Virginia Highlands Community College, three faculty members were chosen and were asked permission to conduct interviews and surveys in the classroom. A phone call was made to the three participating faculty members, and the Informed Consent Form was sent via email. Permission was granted from the faculty in all three classes, and Dr. Gail Robinson, the author of the Faculty and Student Surveys, gave permission as well to my administering the surveys to faculty and students.

At the initial class meeting with the students, I introduced myself and explained the research endeavor involved with the topic of service-learning. Trustworthiness was strengthened by the researcher providing an explanation of the purpose and procedures of the research. Each student received, read, and signed a disclosure sheet involving the study. In addition, the aforementioned strategies such as member-checking, peer

debriefing, and data triangulation were enacted. To avoid subjectivity, a number was assigned to each student, and that specific number matched the students' responses to the survey questions as well as the interview questions. To balance rapport with responsibility, each student was taken to a specific classroom where no one else could hear or see the responses to the survey or interview. One difficult area was building rapport because of the short amount of time available for the questionnaire procedures.

The interviews administered to the service-learning director, faculty members, and students were scheduled in various time-slots based on the schedule, availability, and convenience of the individual participants. Each willing student present in the class on the day prescribed and approved by the faculty member participated in the study. Every student but one out of the fifty-eight students who were present and available for the research questions agreed to complete the survey and interview. Before the interview was conducted, each participant was given a description of the study as well as an Informed Consent Form (See Appendix A).

The research population in this study included two specific disciplines (natural science and agricultural science) and three specific classes in their respective disciplines (Biology 101, Biology 102, and Horticulture 259/Arboriculture). Two classes with optional service-learning components (BIO 101 and 102) were compared with a newer service-learning class (HRT 259) that incorporated a required service-learning component. Inquiries were made into the topic focus: "What changes have occurred in

the service- learning classes at VHCC via syllabi and assignments as they relate to the intentional integration of service-learning in the classroom arena?”

In addition, the SIFE Club, which supports a fully student-operational coffee shop on campus and includes students from a wide range of academic disciplines, was used in this study. This particular club engages in numerous optional community service projects throughout the course of a year. Inquiries posited to this research population focused on how service-learning can enhance student learning. Syllabi and homework assignments were used from several classes which participate in this club’s service-learning ventures.

A summary of the demographics revealed that 52% of the respondents were females and 48% of the respondents were males. Traditional-aged students comprised 75% of the interviewees, and 65% of the students were returning to this community college, and 35% were new to Virginia Highlands Community College.

The following chart which describes the population utilized in this study.

Table 4. Research Population for Study on the Intentional Integration of Service-Learning Assignments into the Classroom Environment

LEVEL SEQUENCE	CHARACTERISTICS OF POPULATION	INSTRUMENTATION CHOICE
LEVEL 1	SERVICE-LEARNING DIRECTOR AT COMMUNITY COLLEGE	INTERVIEW
LEVEL 2	THREE FACULTY MEMBERS FROM CHOSEN CLASSES	FACULTY INTERVIEW FACULTY SURVEY
LEVEL 3	STUDENTS FROM THREE CHOSEN CLASSES/TWO DISCIPLINES (N=40-60)	STUDENT SURVEY
LEVEL 4	STUDENTS FROM THREE CHOSEN CLASSES/TWO DISCIPLINES (N=40-60)	STUDENT INTERVIEW

While proceeding with this research project, it was important for this researcher to balance the responsibility of interviewing and completing questionnaires with the need to be authentic and credible (Mauch & Park, 2003). It was also incumbent on the researcher to be honest and gain rapport with the research population while at the same time remaining true to the integrity of the study.

Instrumentation

In this particular study, two basic instruments were utilized: interviews with the Service-Learning Director of the chosen community college, faculty as well as the chosen three faculty members, and students in stated three classes. The three chosen classes Biology 101, Biology 102, and Horticulture 259 were from two disciplines (natural science and agricultural science). SIFE Club members also participated in the interview surveys.

A survey was also distributed to faculty and students (See Appendices B and C). Dr. Gail Robinson first designed and constructed this survey in 1995. She used the survey to conduct a national research project among all community colleges in the United States with the psychometric purpose to evaluate attitudes and “ascertain involvement and interest in service-learning” (Robinson, 2000, p.8). The survey revealed that out of the 71% of community colleges who responded, only 31% of the colleges were actually utilizing service-learning. A follow-up survey in 1997 revealed that nearly half of all community colleges who had responded had service-learning opportunities (Robinson, 2000). This survey demonstrated some growth and benefits of service-learning to students such as better understanding course concepts and career options as well as meeting real community needs. I requested permission from the author, Dr. Gail Robinson, and she graciously gave permission for me to use these questionnaires in this research project. I also acquired permission from the faculty and students in order to proceed with the interviews and surveys.

Mauch and Park (2003) stated that “the purpose of any instrument should be to help produce or gather data to answer questions raised in the problem statement” (p. 135). In this specific analysis, it is important to note that the instrumentation chosen was designed to relate directly back to the main purpose of the study which encompassed the intentional integration of service-learning into the classroom arena. Faculty pedagogy and student learning were explored through the venues of the syllabus, reflective activities, and the evaluation procedures (See Appendix D).

Data Collection

The nature of the data collection was qualitative in design. The service-learning director, faculty, and students participated in the interviews and surveys. A small portion of the data utilized descriptive statistics. On the surveys, the likert scale (1–6) was used to rate the student and faculty experiences in the service-learning engagement.

In regard to the distribution of data, this researcher gained permission from the faculty and students to use the information as indicated on the following chart:

Table 5. Data Collection Process

PERMISSION	INTERVIEW	SURVEY	COLLECTION
TO INTERVIEW	FACE TO FACE FOR FACULTY	HAND-OUT IN PERSON TO FACULTY	COLLECT IN PERSON FROM FACULTY
FOR SURVEY	FACE TO FACE FOR STUDENTS	HAND-OUT IN PERSON TO STUDENTS	COLLECT IN PERSON FROM STUDENTS

Treatment of the Data

Upon the collection of interviews and surveys, document analysis was used in the treatment of the data. The “Faculty Survey of Course Outcomes” and “Student Survey of Course Outcomes” (Prentice & Robinson, 2010, pp. 5-6) were coded and matched in the areas of 1) critical thinking, 2) communication, 3) career and teamwork, 4) civic responsibility, 5) global understanding and citizenship, and 6) academic development and educational success. One major question in this analysis process focused on the consistency of faculty responses with the students’ responses. Was there similarity in the responses, or did they match at all?

The syllabi and assignments were analyzed in this study. I used document analysis in this particular process. Six syllabi were investigated by reviewing content material such as 1) the student placement process; 2) timeframe for the student; 3) deadlines, due dates, and required hours; 4) specific steps needed to complete the

project; 5) contact information if problems arose; 6) reflection assignment used to reinforce activity; and 7) procedures to grade the assignment.

After the data had been collected, it was important to focus on the treatment of the data. It was especially helpful to remember that the treatment of the data must reflect the problem statement and questions embedded within the research. In this case, the problem statement involved the intentional integration of the service-learning assignments into the classroom arena. The data (results from the interviews and surveys) could be utilized to help the faculty and students learn from the experience. For example, the instructor could use student responses to investigate which service-learning experiences and teaching techniques aided most in the students' learning venture. In addition, pedagogical tools such as syllabus style, reflective activities, and evaluation procedures could be reviewed to evaluate learning in the classroom. In the total research process, the researcher should be authentic with the human subjects and avoid subjectivity.

In this particular study, the surveys were evaluated on the basis of the likert scale (1-6), and a chart was devised to display results. The interviews were conducted face-to-face, and the results were displayed in a narrative form.

As stated earlier, a clear plan was needed for treating the completed data. In the "Faculty Survey of Course Outcomes" and "Student Survey of Course Outcomes," I used data triangulation. The student and faculty responses were mismatched with what this researcher observed in the syllabi, assignments, and interviews in regard to the overall

scores on the six (6) aforementioned areas of 1) critical thinking, 2) communication, 3) career and teamwork, 4) civic responsibility, 5) global understanding and citizenship, and 6) academic development and educational success. Students and faculty scored these designated areas through the evaluation likert- scale process, and then this researcher observed the emphasis placed on the syllabi, assignments, and interviews and also scored the designated areas.

There were also benchmarks used in treating the completed data. The benchmarks provided a way to compare the completed data with progressive work in the field of service-learning in higher education at Virginia Highlands Community College.

The first benchmark used was the *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* by Andrew Furco (Jeandron & Robinson, 2010, pp. 32-35). The purpose of this rubric was to help gauge the progress of service-learning in institutions. In this rubric, there were five dimensions deemed to be key components for higher education service-learning institutionalization. The five dimensions were as follows:

DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE-LEARNING

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-
LEARNING

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-
LEARNING

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE-LEARNING

(Jeandron & Robinson, 2010, pp. 32-35)

The second benchmark used was the *Seven Principles for Good Practice:*

Enhancing Student Learning (Winona State University, 2011). The seven principles in this publication included the following:

1. Good Practice Encourages Student-Instructor Contact.
2. Good Practice Encourages Cooperation Among Students.
3. Good Practice Encourages Active Learning.
4. Good Practice Gives Prompt Feedback.
5. Good Practice Emphasizes Time on Task.
6. Good Practice Communicates High Expectations.
7. Good Practice Respects Diverse Talents and Ways of Learning. (Winona State University, 2011)

The seven principles listed above served as a benchmark in regard to how faculty are encouraging and enhancing service-learning. Specifically, the assignments given in class were analyzed in connection with these seven basic principles.

The *third benchmark* was the *Faculty Survey of Course Outcomes and the Student Survey of Course Outcomes* as outlined by Mary Prentice and Gail Robinson (2010). The responses by faculty and students were coded and matched with each area in the survey. This survey contained the following areas:

1. Critical Thinking
2. Communication
3. Career and Teamwork
4. Civic Responsibility
5. Global Understanding and Citizenship
6. Academic Development and Educational Success (Prentice & Robinson, 2010,pp. 5-6)

The fourth and final benchmark focused on the syllabus. The syllabi in the service-learning classes were reviewed via document analysis. As mentioned earlier, the syllabus is a roadmap to the course and should contain a clear and concise definition of service-learning. In addition, the syllabus was the primary document in conveying the expectations of the instructors and the benefits of the course to the students. Baratian et al. (2007, p. 37) offered seven components which comprise an effective, logistical syllabus in a service-learning class, and the components were the factors used for this final benchmark as the data completion was fulfilled.

1. ...an explanation of the student placement process
2. ...the timeframe of commitment required for the student
3. ...deadlines, due dates, and required hours
4. ...specific steps needed for the completion of the service component
5. ...instructions on who to contact and how to address problems during the service-learning experience

6. ...reflection assignments and exercises to reinforce the experience
7. ...procedures so that the student will know how the course will be graded.

Summary

The community college is an educational institution. Learning can come in a variety of forms and through diverse pedagogical approaches. According to Hutchings and Schulman (1999), “the scholarship of teaching and learning requires a kind of ‘going meta’ in which faculty frame and systematically investigate questions related to student learning” (p. 15) in order to deepen understanding. Service-learning can provide an excellent means for going meta. In other words, when service-learning assignments are intentionally integrated into the classroom, the practice expands to other courses and “evolves in multiple new ways” (Baratian et al., 2007, p. 90).

This particular research project endeavored to focus on learning that can occur through service-learning assignments as they were intentionally integrated into the classroom environment. Questionnaires and interviews focused on service-learning and student learning. Specific ethical concerns and rigors such as trustworthiness, subjectivity, and authenticity were important factors to consider. Results on service-learning that contributed to student learning through the syllabi and assignments can be used to aid in other areas of learning on the college campus.

CHAPTER V

FINDINGS

The purpose of this study was to explore how service-learning assignments and activities are integrated into the community college classroom. The thrust of the research focused on two questions: 1) How are service-learning assignments being intentionally integrated into the classroom, and 2) How can service-learning enhance student learning through the syllabus, reflective activities, and questionnaire process.

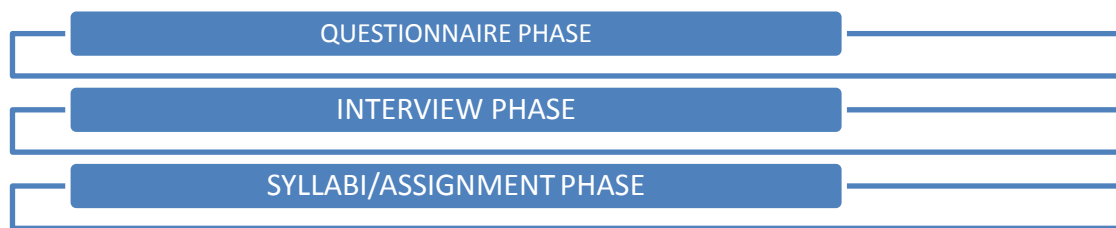


Figure 2. Three Phases in the Questionnaire Process

In this particular research endeavor, questionnaires, interviews, and syllabi reviews were used to address the aforementioned questions. Questionnaires and interviews were administered to students and faculty to research the relationship between service-learning assignments and academic learning. Six syllabi from six different classes were also reviewed to investigate the description and assignments

given to any potential service-learning projects. Three of the syllabi were from the Biology 101, Biology 102, and Horticulture 259 classes. The other three syllabi reviewed were from three classes which participated in the SIFE Club. This organization is responsible for initiating a student-run coffee house and also presenting other volunteer service-learning activities. A percentage value was applied to a benchmark of seven key elements descriptive of an effective syllabus. The following information presents each phase of this project and also offers a detailed description of the findings within each area of the study.

The first phase of this research project introduced a questionnaire tool constructed to address the issue of the intentional integration of service-learning into the classroom arena and was administered to three chosen classes (BIO 101, BIO 102, and HRT 259). The questionnaire was divided in the following subcategories:

- 1) Critical Thinking (C1)
- 2) Communication (C2)
- 3) Career and Teamwork (C3)
- 4) Civic Responsibility (C4)
- 5) Global Understanding and Citizenship (C5)
- 6) Academic Development (C6)

Four questions were also presented under each heading for a total of 24 questions. A likert-style scale was used and the number 6 indicated the highest

response and the number 1 indicated the lowest response. Questions were constructed to ensure that like items were not presented in a consecutive manner.

Students in all three classes were individually released from the classroom to respond to the questionnaire and interview inquiries. BIO 101 had 22 students to participate; BIO 102 had 18 students participate; and HRT 259 had a total of 12 students to participate. The instructors were not present for any of the process to ensure the privacy of the students' responses. In addition, the room provided for the administration of the evaluation was in a quiet and secluded environment, so students could feel more open in answering the questions. The majority (80%) of the students were traditional ages 18-22 years of age.

Category A was compared with Category B, respectively, and respondents who participated in the evaluation were divided into the following groupings:

Table 6. Student Groups Responding To Questionnaires

CATEGORY A	CATEGORY B
PARTICIPANT IN SERVICE-LEARNING	NON-PARTICIPANT IN SERVICE-LEARNING
REQUIRED SERVICE-LEARNING	OPTIONAL SERVICE-LEARNING
ASSIGNMENT	ASSIGNMENT
RETURNING STUDENT	NEW STUDENT

Participants in this study were defined as those individuals who engaged in the specified service-learning project, and non-participants were defined as those individuals who chose not to be a part of the service-learning endeavor. The professor in the Biology 101 and Biology 102 classes allowed students to choose whether they wanted to participate in service-learning; however, the professor in the Horticulture 259 class had a requirement that all students participate in the service-learning project. The new student category in this study referred to the students in the Biology 101 class, and the returning student category referred to students who had already been at the college for at least one semester.

The questionnaires were reviewed first and responses to the six components 1) Critical Thinking, 2) Communication, 3) Career and Teamwork, 4) Civic Responsibility, 5) Global Understanding and Citizenship, and 6) Academic Development and Educational Success were used in comparisons between service-learning participants and non-service-learning participants, required and voluntary service-learners, and new student versus returning students.

To review the data for the evaluation, two quantitative instruments were used. First, this researcher utilized statistical mean averages for the students' responses to the six components listed and compared the three groups (participants with non-participants, required and voluntary service-learners, and new student versus returning students) to one another.

ANALYSIS I STATISTICAL MEAN AVERAGES

Service-Learning Participants versus Service-Learning Non-Participants

Service-learning participants and service-learning non-participants were compared on each of the six components listed below. Note that in six out of the six learning outcome components, service-learning participants scored higher.

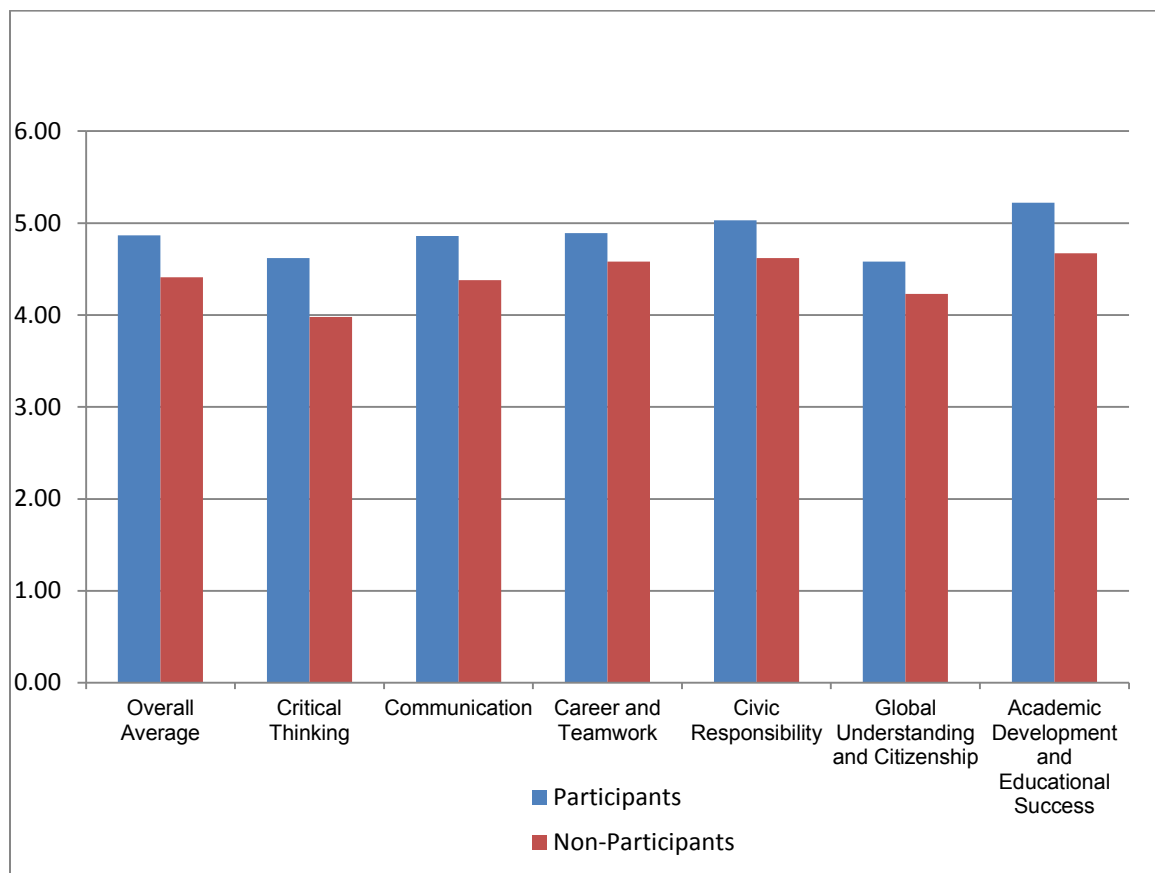


Figure 3. Comparing Service-Learning Participants with Non-Participants

Required Service-Learners versus Optional Service-Learners

The second category involved student participation in a class that required service-learning ventures (HRT 259) and student participation in classes that offered an

option to be engaged in a service-learning component (BIO 101 and BIO 102). Students who were in a class that required a service-learning assignment (HRT 259) scored higher in all six component areas than those who were given an option to complete a service-learning experience (BIO 101 and BIO 102). Students who registered for such a course (one that requires a service-learning component) may have a pre-disposition to working on service-learning assignments. The course is presented as a service-learning component at the time of registration.

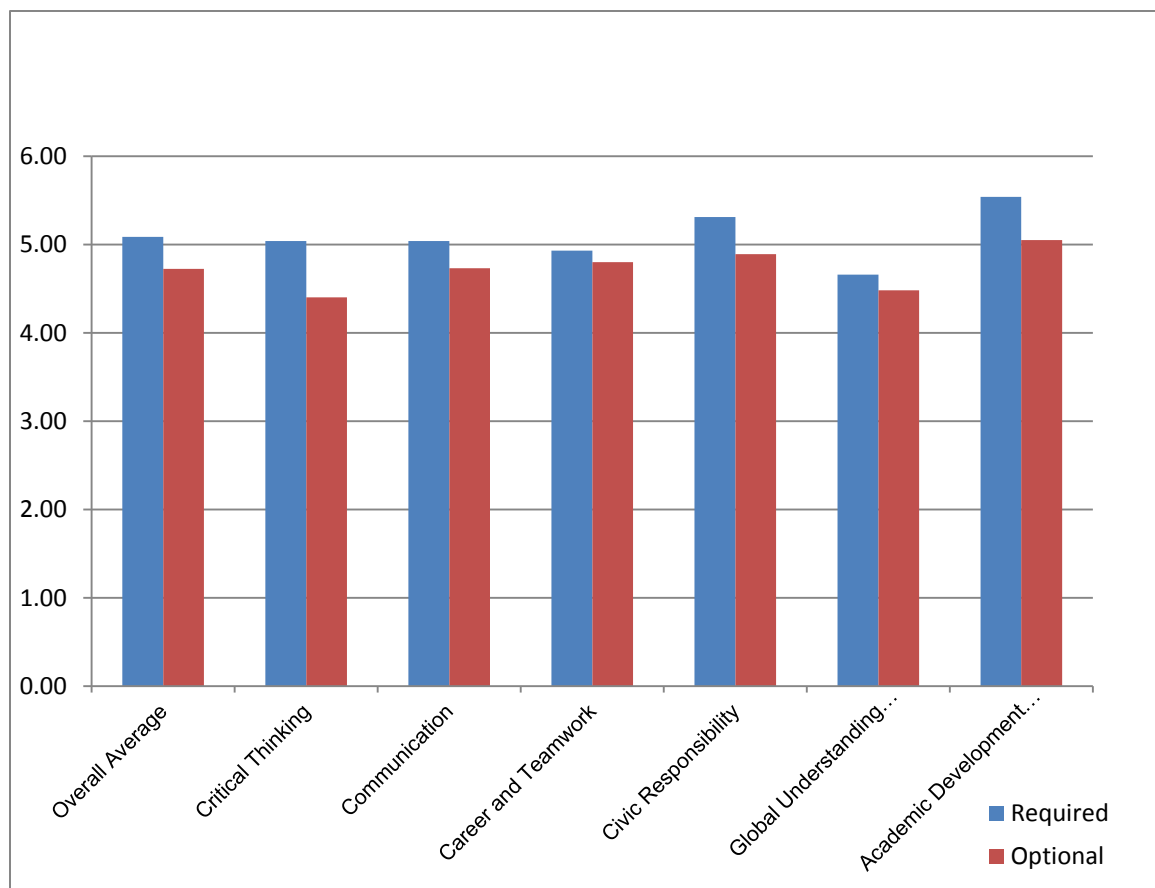


Figure 4. Comparing Required Service-Learners with Optional Service-Learners

Returning Service-Learners versus New Service-Learners

The last category in the evaluation section of this research endeavor involved the returning student (BIO 102 and HRT 259) who had options to participate in a service-learning engagement and the new student (BIO 101) who had not an opportunity to participate in a service-learning assignment. Returning students scored higher in five out of the six learning component outcome areas than the new service-learner. The only area in which the new students scored higher was in the Civic Responsibility area.

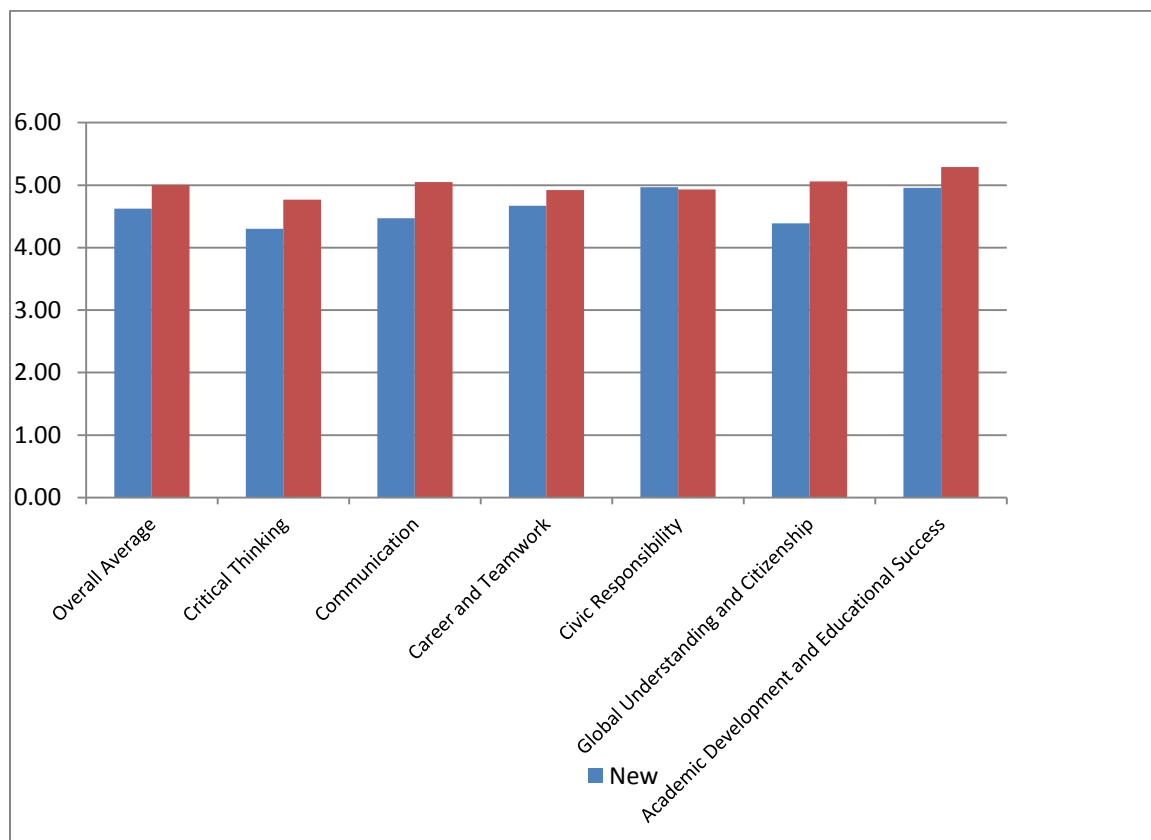


Figure 5. Comparing Returning Service-Learners with New Service-Learners

ANALYSIS 2 TWO-SAMPLE T-TESTS

The second part of this analysis also focused on responses to the student questionnaire. A two-sample T-test was used to evaluate the six stated learning outcomes: 1) Critical Thinking, 2) Communication, 3) Career and Teamwork, 4) Civic Responsibility, 5) Global Understanding and Citizenship, and 6) Academic Development and Educational Success. Students were identified in the following categories: 1) Participants vs. Nonparticipants Students, 2) Required vs. Optional Students, and 3) Returning vs. New Students.

AREA 1 PARTICIPANT VS. NONPARTICIPANT

CRITICAL THINKING

There was a higher difference in the results for those who participated in the service-learning versus those who did not participate in the service-learning engagement. Participants scored higher on the critical thinking than the nonparticipant in this particular study as displayed by the following results.

Table 7. Data Results

Two-Sample T-Test and CI: CTP, CTN

T-Test of difference = 0 (vs not =): T-Value = 2.31 P-Value = 0.033 DF = 19

AREA 2 REQUIRED VS. OPTIONAL

CRITICAL THINKING

There was a higher difference in the results for students who were in classes that required engagement in a service-learning assignment (HRT 259) than for students who were in classes that did not require participation in a service-learning assignment (BIO 101 and BIO 102). Students who were in a class that required service-learning scored higher in the area of Critical Thinking. This is the second time a higher difference was shown in the region of Critical Thinking as shown by the following results:

Table 8. Data Results

Two-sample T for CTreq vs CT op

T-Test of difference = 0 (vs not =): T-Value = 2.13 P-Value = 0.045 DF = 21

AREA 3 RETURNING VS. NEW

GLOBAL UNDERSTANDING AND CITIZENSHIP

There was a higher difference in the results for students who were returning to the college (BIO 102/HRT 259) versus students who were new to the college (BIO 101). This difference occurred in the category of Global Understanding and Citizenship.

Table 9. Data Results

Two-Sample T-Test and CI: acad new, acad ret

T-Test of difference = 0 (vs not =): T-Value = -1.22 P-Value = 0.233 DF = 3

ANALYSIS 3 DATA TRIANGULATION RESULTS

Data triangulation was used in the report. In addition to the students who took this survey, the faculty of selected classes and this researcher also completed this evaluation. The purpose of this exercise was to compare the faculty emphasis on desired outcomes with students' perception of achieved outcomes. This researcher, through observation, also rated the outcomes. The largest discrepancy between faculty (6.00) and students (4.33) occurred in the Critical Thinking area in the BIO 101 class. Student scores were higher than those of faculty in the area of Global Understanding with the exception of the SIFE Club. In the HRT 259 class, students ranked higher than faculty in all areas with the exception of Career and Teamwork and Academic and Educational Success. The SIFE Club students ranked higher in all areas but Civic Responsibility and Career and Teamwork. The closest match between the students, the faculty, and the researcher was in the SIFE Club under the Academic and Educational Success category. The area of Global Understanding received the lowest scores, and the

Career and Teamwork areas received the highest scores among all parties involved (students, faculty, and researcher).

ANALYSIS 4 STUDENT INTERVIEW QUESTIONNAIRE

The fourth analysis in this research endeavor involved a student interview questionnaire. The focus of this area focused on participants and nonparticipants. Questions were asked to respondents and were divided into six categories. Then, the percentage value placed on the YES responses were listed in a bar chart. Participants scored higher in all areas of the questionnaire.

CATEGORY 1 QUESTION: Do you believe that the service aspect of this class helped you to have a better understanding of the course materials, lectures, and readings?

CATEGORY 2 QUESTION: Is there information that you can only learn through service-learning?

CATEGORY 3 QUESTION: Do you believe service-learning experiences play a role in your decision to stay in school and finish your education?

CATEGORY 4 QUESTION: Are you planning to enroll in more courses that offer a service-learning component?

CATEGORY 5 QUESTION: Would you encourage other students to take courses that offer service-learning?

CATEGORY 6 QUESTION: Did the service-learning aspect of this course show you how you can become more involved in your community?

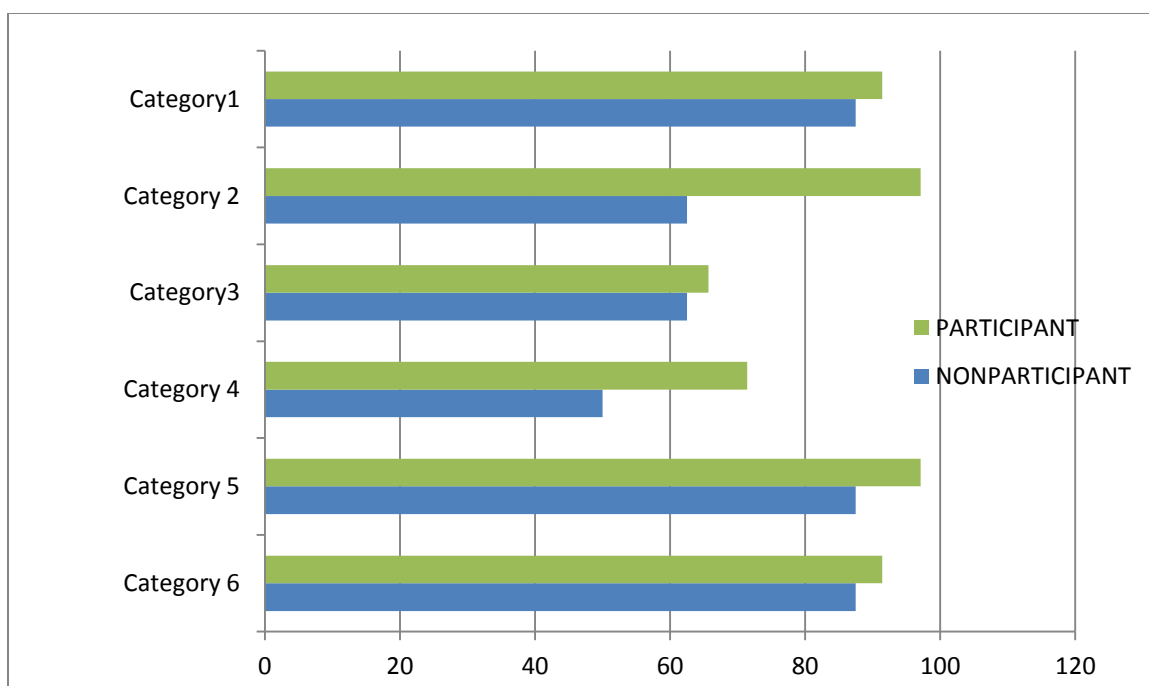


Figure 6. Interview Questionnaire Results

EXCERPTS FROM STUDENT INTERVIEWS

Q1 DO YOU BELIEVE THAT THE SERVICE ASPECT OF THIS CLASS HELPED YOU TO HAVE A BETTER UNDERSTANDING OF THE COURSE MATERIALS, LECTURES, AND READINGS?

In discussing learning course content, there were three main phrases that kept reoccurring. It was important to have “hands-on” experiences in the service-learning experience. One student stated that he wanted to “see” and “touch” the assignment. Several students stated that they wanted a “picture” or “mental image” of the service-learning engagement. Last, the word “interesting” was used to describe a needed element in practicing and completing a service-learning assignment.

Q2 IS THERE INFORMATION THAT YOU CAN ONLY LEARN THROUGH SERVICE-LEARNING?

In describing the uniqueness of learning that can be obtained via service-learning, one student stated that there was a difference between learning facts and understanding. Another student replied that experience is very different from knowledge and “when you work with a project, you see and visualize the success.” Several students from the Horticulture 259 class emphasized the relevancy and practical advantage of actually pruning the trees. Some students even offered step-by-step guidelines for pruning a tree. This showed learning from doing the project.

Q3 DO YOU BELIEVE SERVICE-LEARNING EXPERIENCES PLAY A ROLE IN YOUR DECISION TO STAY IN SCHOOL AND FINISH YOUR EDUCATION?

Many of the students who stated that they believed service-learning experiences played a role in their decision to stay in school emphasized the alternative setting of the service-learning endeavor. One student responded that he “tolerated the classroom,” but he looked forward to the service-learning project because “things happen out there.” Another student said the service-learning assignment made learning more “enjoyable” and “interesting” while learning valuable skills because you could “witness the experience” rather than just “hearing” about the experience.

One component that came repeatedly was the link of staying in school to the vocational world of work. Several students stated that service-learning could “solidify career goals” and that this was an opportunity to specialize in career experience which could help when filling out an application or building up a resume.

Q4 ARE YOU PLANNING TO ENROLL IN MORE COURSES THAT OFFER A SERVICE-LEARNING COMPONENT?

Several respondents were going to graduate and move on to a four-year school; however, they would like to pursue more service-learning at another school. One student from the Horticulture 259 class was going to start his own fruit and vegetable delivery business due in part to the learning engagement provided through the classroom service project. Another student believed that service-learning “created more interest” and made the experience more “real and personal” and applied to the real world.

Q5 WOULD YOU ENCOURAGE OTHER STUDENTS TO TAKE COURSES THAT OFFER A SERVICE-LEARNING COMPONENT?

The majority of students (participants = 97.1% and nonparticipants = 87.5%) said that they would encourage others to take a class with a service-learning component. Again, the terms “hands-on” and “interesting” showed-up in the answers to this question. One student would encourage courses that offer a service-learning component because the experience “pulls things together and allows you to see the bigger picture.”

Q6 DID THE SERVICE-LEARNING ASPECT OF THIS COURSE SHOW YOU HOW YOU CAN BECOME MORE INVOLVED IN YOUR COMMUNITY?

Many students responded that the service-learning assignment and community can and should be linked. The Horticulture 259 class actually did “gorilla-pruning”

where they chose an area in the local community and pruned some trees. This was beneficial to both the students and the community, and the residents appreciated the practical engagement to help the community. One student commented that going out in the community is “something that you cannot get from a textbook!” Another student stated that meeting and helping the community is “more interesting than a textbook.” Several students commented on the teacher’s role as being an important factor regarding involvement in the community and used terms such as “expertise,” “passion,” and “fun” when describing contributions by the instructor in the outreach to the community.

ANALYSIS 5 REVIEW OF SYLLABI DESIGN BY FACULTY

The fifth phase of analysis in this research endeavor involved a focus on faculty and how they intentionally designed the class syllabus to explain and integrate the service-learning engagement. For this benchmark, six class syllabi were chosen for review. Three of the syllabi were from the classes in which the student evaluations and interviews were given, and three of the syllabi were from faculty involved in the SIFE Club (a club on campus which initiates community service-learning projects and then integrates the projects into their course assignments). A percentage value was given to each segment of the syllabus review. The seven components were taken from Baratian (2007, p. 37).

Table 10. Syllabus Review Analysis

SYLLABUS	BIO 101	BIO 102	HRT 259	HMS 100	ECO
INFORMATION	% SCORE	% SCORE	% SCORE	% SCORE	201/202
	85.71%	85.71%	71.43%	100%	% SCORE
					100%
STUDENT PLACEMENT	YES	YES	YES	YES	YES
PROCESS					
TIMEFRAME FOR STUDENT	NO	NO	YES	YES	YES
DEADLINES, DUE DATES,	TBA	TBA	TBA	YES	YES
AND REQUIRED HOURS					
SPECIFIC STEPS NEEDED TO	YES	YES	NO	YES	YES
COMPLETE PROJECT					
CONTACT INFORMATION	YES	YES	YES	YES	YES
IF PROBLEMS ARISE					
REFLECTION ASSIGNMENT	YES	YES	NO	YES	YES
USED TO REINFORCE					
PROCEDURES TO GRADE	YES	YES	YES	YES	YES
THE ASSIGNMENT					

The overall percentage score grades on the content of the syllabi in relationship to service-learning activities revealed the class that required engagement in a service-

learning endeavor received the lowest score. The HRT 259 (arboriculture class) received a grade of 71.43% on the overall score. In the syllabus, the instructor did not list specific steps needed to complete the project, and there was no listing of a reflection assignment being used to reinforce the service-learning experience (although a reflection assignment may be given later outside of the syllabus).

The BIO 101 and BIO 102 classes were taught by the same instructor. In the biology classes, service-learning experiences were optional. Also, the basic syllabus was used in both classes. The syllabus in these two classes received a percentage score of 85.71. The deadlines and required hours were to be announced at a later date, and there was no specific timeframe listed for the students.

The final classes selected for syllabi review were a part of the SIFE Club at Virginia Highlands Community College. The classes were ECO 201 (Macroeconomics), ECO 202 (Microeconomics) and HMS 100 (Introduction to Human Services). The ECO 201 instructor gave a description of the purpose of the SIFE Club:

One of the ways that requirement can be satisfied is through a service-learning experience. The expectation is that an effective service-learning experience will enhance the students understanding of the important guideposts to economic thinking found in chapter one of the text used in both Economics 201 and 201. Students will fulfill the service-learning experience through membership and involvement in the projects undertaken by Virginia Highlands Community College chapter of Students in Free Enterprise. (Collins, 2011, p. 6)

Both classes in the SIFE Club received 100% on the syllabi construction. The information was clear, descriptive, practical, and relevant to the course material. It was

interesting to this researcher that the club’s syllabi were more inclusive than the structured classes. All six syllabi listed attempted to involve and engage the students in a service-learning engagement.

ANALYSIS 6: GOOD TEACHING PRACTICES

In this analysis, there were seven principles listed for good pedagogical practices (Winona State University, 2011). The principles were conveyed, and then the six classes in this study (three classes in the traditional setting and three classes in the SIFE Club) were matched and evaluated with the prescribed teaching practices. In this specific benchmark, each category had a descriptive account regarding how each component was carried out and accomplished in the assigned class. The description under each class was derived from the following methods: syllabi document, evaluations, and interviews. If a category was listed as N/A, that indicated that the practice was not observed through these methods; however, it does not indicate that the practice was not accomplished in the classroom or service-learning experience.

Table 11

The Art of Good Practice Techniques in Teaching

GOOD PRACTICE	BIO 101/102	HRT 259	ECO 201/202	HUM 100
			CROSS-OVER	CROSS-OVER
STUDENT INSTRUCTOR	FIELD TRIPS	FIELD TRIPS	DISCIPLINES	DISCIPLINES
CONTACT				

COOPERATION AMONG STUDENTS	TEAMWORK	TEAM WORK	CLUB MEETINGS	CLUB MEETINGS
ACTIVE LEARNING	SALAMANDER RESEARCH	TREE PRUNING	8 ACCOUNTING PRINCIPLES	INTERACTIVE JOURNAL TOPICS
PROMPT FEEDBACK	UNABLE TO DETERMINE	UNABLE TO DETERMINE	UNABLE TO DETERMINE	UNABLE TO DETERMINE
TIME ON TASK	UNABLE TO DETERMINE	UNABLE TO DETERMINE	DETAILED UNIT OUTLINE	SPECIFIED DATES FOR PROJECTS
HIGH EXPECTATIONS	COMMUNITY INTERACTION	COMMUNITY INTERACTION	GOALS ARE WELL-DEFINED	OBJECTIVES ARE CLEARLY STATED
DIVERSE TALENTS AND WAYS OF LEARNING	TRANSFER ENCOURAGED	CAREER FOCUS ENCOURAGED	GOALS INTERACT W/ PROJECTS	TOPIC-VARIETY FOR PAPERS

ANALYSIS 7 SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION

The following rubric was used as a benchmark to gauge the progress of Virginia Highland Community College in the service-learning institutionalization efforts. Assignments, evaluations, interviews, and syllabi construction were all used in assessing the following components of Furco's Service-Learning Institutional Assessment (2002, pp. 3-5). (Details are in Appendix A.) Dimensions were scored on levels: Stage 1 = Critical Mass, Stage 2 = Quality Mass, and Stage 3 = Sustained Institutionalization.

Table 12. VHCC Service-Learning Institutionalization Ratings

TITLE	DESCRIPTION 1	DESCRIPTION 2	DESCRIPTION 3
DIMENSION 1 PHIL AND MISSION OF SERVICE- LEARNING	DEFINITION OF SERVICE- LEARNING	STRATEGIC PLANNING	ALIGNMENT W/ INSTITUTIONAL MISSION
STAGE/LEVEL	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION
DIMENSION 2 FACULTY SUPPORT FOR S. L. INVOL	FACULTY KNOWLEDGE AND AWARENESS	FACULTY INVOLVEMENT AND SUPPORT	FACULTY LEADERSHIP
STAGE/LEVEL	STAGE 2 QUALITY BUILDING	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION
DIMENSION 3 STUDENT SUPPORT FOR S. L. INVOLV	STUDENT AWARENESS	STUDENT OPPORTUNITIES	STUDENT LEADERSHIP
STAGE/LEVEL	STAGE 2 QUALITY BUILDING	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION
DIMENSION 4 COMMUNITY PARTICIPATION/PARTNERS	PARTNER AWARENESS	MUTUAL UNDERSTANDING	
STAGE/LEVEL	STAGE 2 QUALITY BUILDING	STAGE 2 QUALITY BUILDING	
DIMENSION 5 INSTITUTION SUPPORT FOR S. L.	COORDINATING ENTITY	POLICY-MAKING ENTITY	STAFFING
STAGE/LEVEL	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION	STAGE 3 SUSTAINED INSTITUTIONALIZATION

In the questionnaire and interview process, the results also reflected the stance of the institution and its importance placed on service-learning. This researcher gave high marks in Stage Three (3 = Sustained Institutionalization) to Virginia Highland Community College in the areas of service-learning defined, strategic planning, alignment with institutional mission, faculty involvement and support, faculty leadership, student opportunities, student leadership, coordinating entity, policy-making entity, and staffing. In the areas of alignment with educational reform efforts, faculty knowledge and awareness, faculty incentives and awards, student awareness, student incentives and rewards, community partner awareness, and mutual understanding, this researcher gave the score of Stage Two (2 = Quality Building).

Summary of Findings

This specific study explored how service-learning assignments and activities were integrated into the community classroom. In a questionnaire process, service-learners were compared with non-participants, required service-learners were compared to optional service-learners, and returning service-learners were compared with new service-learners. Six outcome components were used in these comparisons. In addition, student interview questionnaires were administered, and six syllabi/assignments were investigated. Results of this study revealed that in six out of the six learning components, service-learning participants and required service-learners scored higher, and returning service-learners scored higher in five out of the six learning

component areas. The only area where the new students scored higher was in the Civic Responsibility area.

The second analysis reported a higher difference for those who participated in service-learning versus those who did not participate in service-learning and for students required having a service-learning assignment versus students who had an option to participate. The service-learning participants and the required service-learners scored higher in the Critical Thinking outcome component. The returning students scored higher in the Global Understanding and Citizenship outcome.

The third analysis utilized data triangulation and compared the faculty emphasis on desired outcomes with students' and researcher's perceptions of achieved outcomes. Overall, Career and Teamwork and Academic Development and Educational Success received the highest scores among all parties involved.

The fourth analysis focused on the student interview questionnaire and the syllabi/assignment review. In the six questions presented on the interview, participants scored higher in the following five areas: 1) believing the service experience helped students understand the material better, 2) receiving information that can only be learned through the service-learning experience, 3) believing service-learning played a role in the decision to stay in school, 4) planning to enroll in another service-learning course, 5) believing that the service-learning aspect of the course helped the student become more involved in the community. The only area nonparticipants scored higher

than participants was in Category 5 – encouraging other students to take courses that offer service-learning.

The fifth analysis involved a syllabus review of the three general classes and the three specific classes represented by the SIFE Club. The results of the syllabi were an interesting aspect of this study. The classes represented by the SIFE Club (HMS 100, ECO 201, and ECO 202) scored 100%, whereas the general classes (BIO 101, BIO 102, and HRT 259) scored in a much lower range.

The sixth analysis used seven principles listed for good pedagogical practices. A description was listed describing specific activities that supported the seven areas of good teaching practices:

- 1) Student-instructor contact
- 2) Cooperation among students
- 3) Active learning
- 4) Prompt feedback
- 5) Time on task
- 6) High expectations
- 7) Diverse talents and ways of learning

It was interesting to note the variety of teaching tools used in the prescribed classes listed. No ranking was given, and the descriptions were derived from the syllabi document, evaluations, and interviews.

The seventh and final analysis reported the service-learning institutionalization efforts of Virginia Highland Community College. This specific community college has had classes which have incorporated service-learning for the last ten to twelve years. At least 12 faculty members offer a service-learning component in the classroom arena. VHCC has a Service-Learning Director and paperwork and tracking sheets are filled out each year to assess the program. When the director was asked to rate the intentional integration of service-learning engagements within the classroom experience the director gave the response: “above and beyond, anytime and everything.”

This researcher gave the highest marks in Stage Three (3 = Sustained Institutionalization) to Virginia Highland Community College in the areas of service-learning defined, strategic planning, alignment with institutional mission, faculty involvement and support, faculty leadership, student opportunities, student leadership, coordinating entity, policy-making entity, and staffing. This community college has plans to enlarge its service-learning efforts in the future by having more classes involved with service-learning and also having more staff in the Service-Learning Center.

CHAPTER VI

CONCLUSION

Thomas Dewey (1938) posited that experiential learning occurs when knowledge interacts with experience. Service-learning that is intentional and integrative incorporates experiential learning. This research focuses on the intentional integration of service-learning into the college curriculum. The two (2) questions embedded in this study contain the following components: 1) How are service-learning assignments being intentionally integrated into the classroom environment? 2) How can service-learning enhance student learning through reflective activities? 3) How can service-learning enhance student learning through the syllabus in each class? 4) How can service-learning engage the student through the evaluation and interview process? It is the purpose of this researcher to address these questions in this segment of the project.

Question 1: How are service-learning assignments being intentionally integrated into the classroom environment?

In this study, there are many diverse ways in which service-learning assignments are being intentionally integrated into the classroom environment. For example, students in the biology classes connect with the community assisting with stream clean-

ups and studying salamander populations. Students in the arboriculture class prune trees around the town of Abingdon. These projects reinforce class content but also form a connection with the surrounding community. The members in the area become more aware of the students and the mission of the college, and, in addition, community awareness is raised as students see the need for specific projects in the area. One example of insight and community awareness occurred when students saw the need for a delivery fruit service which eventually led to a student-owned fruit business. In addition, students in the Economics 201 and 202 classes were able to connect with senior citizens in the community by helping them file taxes. These service-learning ventures are assignments designed with a purpose and are structured to be integrated into the classroom arena to support the content of the subject matter.

QUESTION 2: How can service-learning enhance student learning through reflective assignments?

In noting the benefits of reflective assignments in the service-learning experience, Marylu McEwen stated that

service and reflection experiences can be shaped to increase students' knowledge of course content while encouraging them to think in a more critical and complex manner. Similarly, students can deepen their understanding of pressing social issues while exploring their own racial identity in regards to how it affects their thoughts and actions. (as cited in Jacoby, 1996, p. 53)

Reflective assignments can complement the particular experience and reinforce critical thinking skills. In the questionnaire presented to the students in this particular study, the term "hands-on" is used more than any other phrase when describing the

benefits of the service-learning experience. The biology classes engage in stream clean-ups with the desire to help the environment. The arboriculture class prunes trees around the community. In both of these class experiences, students report back and discuss in class their endeavors. In these “hands-on” experiences, the students are able to reflect on the assignment and process the information by explaining the experience as well as the impact the project made. The three most widely used reflective assignments in the classes cited involve journaling, reporting, and writing papers. A study conducted by Astin in 2000 in described the impact of service-learning on students. Critical thinking is one of the outcomes measured. The results of his research revealed that participation in experiential and reflective learning had significant positive effects in 11 outcomes measured: academic performance (grade point average, writing skills, critical thinking, values such as commitment to activism and racial understanding, self-efficacy, leadership, a service career, and plans to participate in service after college). Reflective activities can enhance students’ learning, interest, and experience in various venues, and critical thinking skills is one of those venues. Students who were required to take a service-learning component scored higher in the area of critical thinking. Through improving critical thinking skills, the students can be better equipped to make wise academic and career choices. The biology and arboriculture classes connected “hands-on” learning with reflective activities and, by student report, enhanced learning and critical thinking skills.

Another area where reflective assignments can enhance student learning involves the art of reinforcing the content of the class. Two particular classes in this study found innovative ways to reinforce the content of the class material. In the Economics 201 and 202 classes, students were required to complete an out-of-class option. One way to complete this requirement was through a service-learning experience. The instructor clearly connected the service project with the eight guideposts to economic thinking. To earn service-learning credit, which included 15 points toward the final grade, the students were required to 1) turn in a dated journal detailing what took place at SIFE meetings and were also required to discuss the SIFE project experience and 2) turn in a service-learning reflection paper. This paper was specified to be at least three typed pages and also needed to provide a link between the service-learning experience and a particular economic guidepost. It takes intentional thought and planning to reinforce the content of the class through reflective assignments.

QUESTION 3: How can service-learning enhance student learning through the syllabus?

The syllabus is a roadmap that guides the student and explains the service-learning project. The construction of the syllabus for service-learning projects is a very important tool for faculty and students alike. In this particular study, six syllabi were reviewed and given a percentage grade. The criteria used for the syllabi were based on information provided by faculty in the following six areas: 1) student placement, 2) timeframe, 3) deadlines and due dates, 4) steps needed to complete the project, 5)

contact information, and 6) grading criteria for the service-learning endeavor. The interesting aspect and unexpected result of this analysis is that the classes chosen for service-learning outside of the SIFE Club received lower scores than the classes related to the SIFE Club. The BIO 101 and BIO 102 classes earned a percentage score of 85.71%, and the HRT 259 class earned a percentage score of 71.43%. The three classes involved in the SIFE Club all received scores of 100%.

An additional component in this observation regarding the syllabi involves cross-over aspects of the academic disciplines. Masterson (1998) supported the idea that learning communities work, and the main reason they work is because of collaboration (or working together in cross-over disciplines). Research revealed that students learn subject material better from learning communities, and faculty generally enjoy working with fellow teachers. As a result, learning and satisfaction increase, and retention improves. The syllabus for a service-learning class reveals a great deal about the intent of the course as well as the service-learning experience and, if used properly, can be a learning tool.

In the particular syllabi under review for this study all six classes have cross-over and collaborative aspects in the structure of the classes. For example, the BIO 101, 102, and HRT 259 classes have a standing joint-trip planned for the summer to the University of Southern Mississippi's Gulf Coast Research Laboratory (GCRL). Students and faculty members go as a team on this venture, and undergraduate as well as graduate students are given an opportunity to learn about the coastal environment in an intensive natural

field and lab-based setting. In addition, students and faculty from the three classes in the SIFE Club (ECO 201, ECO 202, and HRT 259) use cross-over disciplines and collaborate under the auspices of the SIFE Club. Students can see more of a connection when cross-over disciplines are used, and the reviews of stated syllabi under review in this study all contain this connective element.

QUESTION 4: How can service-learning enhance student learning through the questionnaire and interview process?

The questionnaire in this study asks students to reflect on what they wish to achieve by the end of the course. As a set instrument, the questionnaire and interviews connect well to the purpose of the current research topic on service-learning.

The six outcomes are as follows: Critical Thinking, Communication, Career and Teamwork, Civic Responsibility, Global Understanding and Citizenship, and Academic Development and Educational Success. The students rate these outcomes on a scale of 1 – 6 (See Appendix B and Appendix C). The questionnaire reveals that students who participated in the service-learning had a higher sense of achievement in all six of these areas. In addition, students in classes that required a service-learning component also scored higher in all six areas. Last, students who were returning as service-learning participants scored higher in all of the six components versus new service-learning participants. This evaluation presented to the students highlights the importance of participation in a service-learning experience. It also reveals that repeated (returning)

service-learning experiences and required service-learning participation yield higher achievement in these six areas. Peer debriefing was used to check the validity of the evaluation results.

This research project also utilizes data triangulation in which students, faculty, and this researcher completed this evaluation. The purpose of this technique was to compare the faculty emphasis on desired outcomes with students' and researcher's perceptions of achieved outcomes. The evaluation areas which received the highest scores among all parties involved were Career and Teamwork and Academic and Educational Success. It is also interesting to note that the SIFE Club students ranked higher in all areas but Civic Responsibility and Career and Teamwork. They also received the highest marks on the syllabi evaluations. There is a definite advantage to comparing students and faculty in this process because faculty and students' goals can be compared with faculty and students' realistic and idealistic views.

Another area that was important to investigate in this study centers on good teaching practices administered in the service-learning experience (see pp. 100-101). The questionnaires, interviews, syllabi, and campus newspaper were used as resources to compare good teaching practices. The professors in this study had close student-instructor contact via field trips and cross-over disciplines. Teamwork and club meetings enhanced cooperation among students. The actual service-learning project served as the active learning component. Time on task and high expectations were mainly observed by way of the syllabi document and student interviews. This

component of good teaching practices reveals the importance of student-instructor contact and teamwork. Students gave high marks in these areas in the interview portion of this study.

The student interviews were beneficial in focusing on repeated words or phraseology. Member checking by way of restating and summarizing the response made was the research tool used in this endeavor. Terms like “hands-on” learning, “see,” “touch,” “picture,” or “mental image,” and “interesting” were used repeatedly in describing a needed element in practicing and completing a service-learning assignment. In addition, “staying in school” was linked, in many instances, to the participation in the service-learning experience. In particular, one student responded that he “tolerated the classroom,” but he looked forward to the service-learning project. Another student said the service-learning assignment made learning more “enjoyable” and “interesting” while learning valuable skills. The majority of students (97.1% participants and 87.5% nonparticipants) said they would encourage others to take a class with a service-learning component and also stated that participating in a service-learning experience could “solidify career goals.” The document analysis/word study in student interviews showed the value students placed on the service-learning experience.

The final evaluation used in this study emphasizes the importance that the institution places on the service-learning experiences practiced at the chosen research school, Virginia Highlands Community College (see pp. 101-102). This researcher gave

the highest marks in Stage Three (3 = Sustained Institutionalization) to Virginia Highland Community College in the areas of service-learning defined, strategic planning, alignment with institutional mission, faculty involvement and support, faculty leadership, student opportunities, student leadership, coordinating entity, policy-making entity and staffing. It is interesting to note that the biology instructor who encourages service-learning at this school was listed as “Virginia’s 2009 Professor of the Year.” Through interviews with the Service-Learning Director and faculty members, this institution has plans on enlarging its service-learning efforts by having more service-learning classes and increasing staff in the Service-Learning Center.

There were several unanticipated events which occurred as a result of this research endeavor. One unexpected value of this service-learning experience was the emphasis of the SIFE Club on service-learning. The main thrust of this dissertation focused on three standard classes. Three SIFE classes were also used but not as extensively. One interesting aspect of this work is that the syllabi from the three SIFE classes scored higher than the traditional classes that had been integrating service-learning for years. This is not to say that the traditional classes were weak in service-learning. It just opens new doors and opportunities to study when non-traditional classes in a club setting collaborate with traditional classes and combine group service-learning project goals with general classroom assignments.

Another unexpected event of this study related to the communication between faculty and service-learning staff. There were concerns among faculty, some of whom

have been at VHCC for many years, and the service-learning staff. As stated earlier, this specific community college is growing in the area of service-learning and has a small staff in place which encourages and promotes these areas of learning. Faculty members indicated that they have so many teaching responsibilities; it is hard for them to do the administrative paper work required in this type of class. For example, attendance records are required for all of the classes which contain a service-learning component. As a result, tensions could rise between the faculty and administrative staff.

An additional unexpected possibility with this study has to do with incorporating service-learning into the culture and everyday life of the community college. For example, some community colleges have a service-learning day when they invite varied organizations to share with students how to get involved in learning and serving. Another possibility in relating service to the community college arena might be to actually present service-learning opportunities and courses into the student orientation sessions. This shows the emphasis that is placed on service-learning in the academic arena. It is exciting to note these unanticipated events in this study. These events can add to the richness of the service-learning experience in the academic endeavors.

As stated earlier, there are three major limitations that I observed in this study: 1) attendance and availability of the students and faculty to participate in the evaluation and interviewing process in a timely fashion, 2) the students' willingness by choice to take part in the research endeavor, and 3) choosing a research tool that connects to the purpose of this specific project (service-learning). The research tools (evaluations and

interview questionnaires) are valuable assets used in this study. The time issue and student availability, however, were two (2) major concerns encompassing this research study. More time, contacts, and rapport-building techniques would be helpful for a future similar project.

Implications for Practice

There are several implications for practice gleaned from this study. The first implication for practice focuses on the students and possible benefits from the service-learning engagement. First of all, the student may benefit from the practice of service-learning assignments in the community college in regard to class satisfaction and retention. Astin (1993) posited that students who participate in experiential learning report higher levels of academic and life skills and also report that active engagement helps to clarify vocational/career goals. In addition, service-learning involvement during the first semester is an effective tool in keeping students in school. Retention is always an important issue to the students and to the college.

The students may also benefit from the practice of service-learning assignments in the community college classroom by working toward academic acknowledgement. A relatively new implication for the practice in service-learning explores the possibility of offering certificates, minors, and majors in service-learning. Butin (2010) related that reflection, academic coursework, and field-based experiences that spanned multiple semesters were basic requirements to receiving specific certificates, minors, and majors

in service-learning. Academic acknowledgement can encourage students to continue and excel in service-learning assignments.

In addition to the students, the implication for the practice of service-learning also impacts the community college. One point of focus involves the commitment of the community college to its mission and faculty. Does the mission of the college make reference to service-learning? This can reflect a great deal on how serious the community college is to the practical application of service-learning. In addition, are faculty encouraged to advance intentional service-learning assignments in the individual classroom, and do faculty members use a “best-practice” approach in the construction of the syllabus where the service-learning goals are clearly stated in the assignments given? Last, are instructors and professors given teacher recognitions such as awards, grants, and earned leave to research, write, and engage in service-learning projects?

In addition to the emphasis on the students and the community college, the community is also an area of interest when discussing implications for the practice of service-learning. Students, faculty, and administration at the community college level can focus on solving practical particular needs for the community via intentional service-learning assignments. As a result, bridges can be built that can help all parties to grow and benefit from this collaboration. Prentice and Robinson (2010) quoted a student in regard to this bridge of service-learning: “Service-learning is important for the benefit of society in the long run because it builds character in us. It gets us out there and

makes us realize the difference between the teachings and the potential that we have” (p. 9).

Last, innovation is an important element in the practical application of service-learning. New ideas can add vitality and purpose to the practical application of service-learning in higher education. One innovative implication for the practice of service-learning in the community college classroom involves crossover assignments that span two or more academic disciplines. In this way, faculty can collaborate on joint service-learning assignments. One primary example offered by Virginia Highland Community College embraces the SIFE Club. This organization is a service-learning club that includes a coffee-house business run entirely by students as well as an outreach community service program. Several faculty members serve as co-sponsors, and service-learning assignments are constructed to facilitate learning in academic content. In addition, the assignments are intentionally designed to assist in practical application of the content presented in class. For example, foundational economic principles are applied as students help community seniors with their tax returns. Then in the English class, some of these same students will be asked to write a paper on this experiential learning venture. Through these innovative club projects, community members are assisted, faculty members collaborate on joint service-learning assignments, and students learn valuable economic and English skills.

It is important for the community college to be open to innovative ideas in expanding experiential learning. The following flowchart gives an example of what can possibly happen when innovation is put into practice:



Figure 7. The Art and Practice of Innovation in Experiential Learning

Recommendations for Further Research

This dissertation on the intentional integration of service-learning into the community college can yield itself to further studies. For example, there are possible research endeavors that could be undertaken to clarify and expand the topic of service-learning. One recommendation in investigating future areas is to conduct a comparative analysis on two community colleges. One community college could have a well-defined mission statement with a service-learning statement as a positive goal in the academic career of the student. Another community college that did not have service-learning

mentioned at all in the mission statement could be chosen. Furco's Service-Learning Institutional Assessment (2002) might then be used as a criteria or benchmark in scoring the two community colleges. The purpose of this study would be to look at the institutional focus of the designated schools and compare the two in how they view service-learning. This comparative analysis could also include interviews and evaluations. Students and faculty and administration would be interviewed at both schools in order to research satisfaction for the service-learning emphasis at selected institutions.

Another research endeavor could be to conduct a longitudinal study to research and determine long-term effects of intentional integration of service-learning into the community college classroom. For example, do the activities and assignments initiated help the students to stay in school and also define career goals? Astin (1993) purported those students who are involved and participate in experiential learning show an increased retention rate. In addition, students who are actively engaged in the classroom agenda are better equipped to reach their career goals. This longitudinal study could also investigate whether the service-learning assignments help the students to define academic goals and decide on a four-year colleges or universities. The National Research Council (2000) stated that "a major goal of schooling is to prepare students for flexible adaptation to new problems and settings. Students' ability to transfer what they have learned to new situations provides an important index of

adaptive, flexible learning..." (p. 235). Transferring to a new school would include these ideas.

Research endeavors could also investigate how the community colleges work to improve the connection between service-learning assignments and academic learning across various academic disciplines. For example, how can English, psychology, and biology classes be used under one umbrella in a service-learning assignment to foster learning? Also, further study and research in service-learning clubs such as the aforementioned SIFE Club could open new avenues for the intentional integration of service-learning in the community college classroom. In this specific study, the SIFE Club provided a new and exciting discovery. This organization carried out practical service projects to the community; in addition, it established classes such as accounting and human services courses, joined forces with the SIFE Club, and incorporated the projects into the content of their course syllabi. In fact, when non-SIFE Club syllabi were compared with SIFE Club participating syllabi, the SIFE Club syllabi received higher scores. Integration and interdisciplinary learning are two key concepts which outline the collaboration between this service-learning organization (SIFE Club) and the actual classroom environment. The National Research Council (2000) stated "the field of learning research needs to become more integrated in focus and draw together relevant fields for interdisciplinary collaborations. To this end, mechanisms are needed to prepare a new generation of learners...to work together...Efforts are needed to direct training programs in order to foster such interdisciplinary learning" (p. 278). Learning

communities can work, and when this happens, students learn class content better and also grow in the area of social connections with fellow-students. In addition, faculty can enjoy working with fellow colleagues. As a result, learning improves, retention rates go higher, and satisfaction within the academic community can be realized. In an era when retention is so important for all higher institutions of learning, it is vital to inquire how integrative service-learning projects can contribute to retention. As stated earlier, some students reported in this study that their particular service-learning experience encouraged them to “stay the course” in school and complete their studies, some even deciding to transfer to a four-year institution.

There are also outreach endeavors that could be investigated in the field of service-learning. For example, community colleges and local public high schools could meet to review the possible collaboration of both institutions regarding the inclusion of service-learning in the high school curriculum. As a result of this collaboration, entering community college freshmen would already be aware of the intentional integration of service-learning assignments into the academic classroom. In addition, there could be research on the advantages of incorporating service-learning and academic learning opportunities in new student orientation programs. Awards could be offered on this special day to faculty, students, and even the entire school for outstanding service-learning assignments. Dugan (2001) purported that schools which integrate service-learning into their orientation agenda are enriching the lives of students, aiding the school atmosphere, and facilitating positive community activities. As a result of these

outreach endeavors, the researcher could ask if the endeavors are resulting in more students becoming involved in service-learning opportunities. Last, a service-learning day on campus could spark interest for service-learning and possibly be a gateway for a prosperous career connection. Businesses from the surrounding community could be involved and work with faculty and students in the possibility of connecting service-learning activities to vocation.

The purpose of this study focuses on how service-learning assignments can be intentionally integrated into the community college classroom. Service-learning activities can be utilized in a practical manner and can also apply resources from the community college to the community to address a defined need. As a result of this interaction between the educational institution and the surrounding community, it is the goal that students will learn from these specific experiences.

APPENDIX A.

INFORMED CONSENT FORM (STUDENTS)

RESEARCH PROCEDURES

This research is being conducted to explore how service-learning assignments are being integrated into the community college classroom. If you agree to participate, you will be asked to complete a survey on your service-learning experience. You may also be asked to answer a short interview questionnaire. It will take approximately 20 – 30 minutes to complete the survey and interview.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no benefits to you as a participant.

CONFIDENTIALITY

The data in this study will be confidential. For confidential surveys, names and other identifiers will not be placed on surveys or other research data. For coded identifiable data regarding interviews (1) your name will not be included on the surveys and other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your survey to your identity; and (4) only the researcher will have access to the identification key.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT

This research is being conducted by Leiauanna (Lee) R. Allen at George Mason University. She may be reached at phone #540-857-6336 for questions or to report a research-related problem. The faculty advisor for this research project is Dr. Victoria Salmon, Associate Dean for Graduate Programs and Academic Affairs for the College of Visual and Performing Arts at George Mason University. She may be reached at phone #703-993-4541. You may also contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

APPENDIX B. (permission to use granted by Dr. Gail Robinson)

FACULTY SURVEY OF COURSE OUTCOMES

For each item below, circle the number that best describes the degree to which that learning outcome is addressed in your course.

On a 1-to-6 scale, 1 indicates the lowest amount and 6 indicates the highest amount of that learning outcome.

CRITICAL THINKING

Not at all Somewhat Moderately Definitely

By the end of the course, students would know how to:

- | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| <i>1. identify problems in the community.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>2. uncover the root cause of a problem.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>3. generate alternative solutions to a problem.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>4. evaluate information for possible biases.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |

COMMUNICATION

By the end of the course, students would be able to:

- | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| <i>5. communicate effectively using speaking skills.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>6. listen during a conversation.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>7. communicate effectively using writing skills.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |
| <i>8. argue effectively for a particular alternative or idea.</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> |

CAREER AND TEAMWORK

By the end of the course, students would:

9. have strong leadership skills.	1	2	3	4	5	6
10. be able to work well in teams and with others.	1	2	3	4	5	6
11. have a realistic understanding of the daily responsibilities involved in the jobs or careers in which they are interested.	1	2	3	4	5	6
12. obtain the skills to work in a career that will make contributions to society.	1	2	3	4	5	6

CIVIC RESPONSIBILITY

By the end of the course, students would:

13. think that people should find time to contribute to their community.	1	2	3	4	5	6
14. be concerned about local community issues.	1	2	3	4	5	6
15. plan to improve their neighborhoods in the near future.	1	2	3	4	5	6
16. believe they can have a positive impact on local social problems.	1	2	3	4	5	6

GLOBAL UNDERSTANDING AND CITIZENSHIP

By the end of the course, students would:

17. be comfortable working with cultures other than their own.	1	2	3	4	5	6
18. know about different cultures of people in other countries.	1	2	3	4	5	6
19. understand that there are different perspectives on international issues.	1	2	3	4	5	6
20. recognize that what they do in their jobs or work might have implications beyond the local community.	1	2	3	4	5	6

ACADEMIC DEVELOPMENT AND EDUCATIONAL SUCCESS

By the end of the course, students would:

21. understand how the subject matter of this course can be used in everyday life.	1	2	3	4	5	6
22. learn better when courses include hands-on activities.	1	2	3	4	5	6
23. see the connection between their academic learning at this college and real-life experiences.	1	2	3	4	5	6
24. be committed to finishing their educational goals (either earning a degree or certificate, transferring to another college or university, or taking all of the classes that they had planned on taking when they first enrolled at this college).	1	2	3	4	5	6

Source: Prentice & Robinson, pp. 5-6, 2010

APPENDIX C. (permission to use granted by Dr. Gail Robinson)

STUDENT SURVEY OF COURSE OUTCOMES

For each item below, circle the number that best describes the degree to which that learning outcome is addressed in your course.

On a 1-to-6 scale, 1 indicates the lowest amount and 6 indicates the highest amount of that learning outcome.

CRITICAL THINKING

Not at all – Somewhat-Moderately-Definitely

As a result of taking this course, I am able to:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. identify problems in the community. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. uncover the root cause of a problem. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. generate alternative solutions to a problem. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. evaluate information for possible biases. | 1 | 2 | 3 | 4 | 5 | 6 |

COMMUNICATION

As a result of taking this course, I am able to:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 5. communicate effectively using speaking skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. listen during a conversation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. communicate effectively using writing skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. argue effectively for a particular alternative or idea. | 1 | 2 | 3 | 4 | 5 | 6 |

CAREER AND TEAMWORK

As a result of taking this course, I am able to:

9. have strong leadership skills.	1	2	3	4	5	6
10. work well in teams and also work well with individuals.	1	2	3	4	5	6
11. have a realistic understanding of the daily responsibilities involved in the jobs or careers in which they are interested.	1	2	3	4	5	6
12. obtain the skills to work in a career that will make contributions to society.	1	2	3	4	5	6

CIVIC RESPONSIBILITY

As a result of taking this course, I am able to:

13. think that people should find time to contribute to their community.	1	2	3	4	5	6
14. be concerned about local community issues.	1	2	3	4	5	6
15. plan to improve their neighborhoods in the near future.	1	2	3	4	5	6
16. believe they can have a positive impact on local social problems.	1	2	3	4	5	6

GLOBAL UNDERSTANDING AND CITIZENSHIP

As a result of taking this course, I am able to:

17. be comfortable working with cultures <i>other than their own</i> .	1	2	3	4	5	6
18. <i>know about different cultures of people in other countries.</i>	1	2	3	4	5	6
19. <i>understand that there are different perspectives on international issues.</i>	1	2	3	4	5	6
20. <i>recognize that what they do in their jobs or work might have implications beyond the local community.</i>	1	2	3	4	5	6

ACADEMIC DEVELOPMENT AND EDUCATIONAL SUCCESS

As a result of taking this course, I am able to:

<i>21. understand how the subject matter of this course can be used in everyday life.</i>	1	2	3	4	5	6
<i>22. learn better when courses include hands-on activities.</i>	1	2	3	4	5	6
<i>23. see the connection between their academic learning at this college and real-life experiences.</i>	1	2	3	4	5	6
<i>24. be committed to finishing their educational goals (either earning a degree or certificate, transferring to another college or university, or taking all of the classes that they had planned on taking when they first enrolled at this college).</i>	1	2	3	4	5	6

Source: Prentice & Robinson, pp. 5-6, 2010

APPENDIX D.

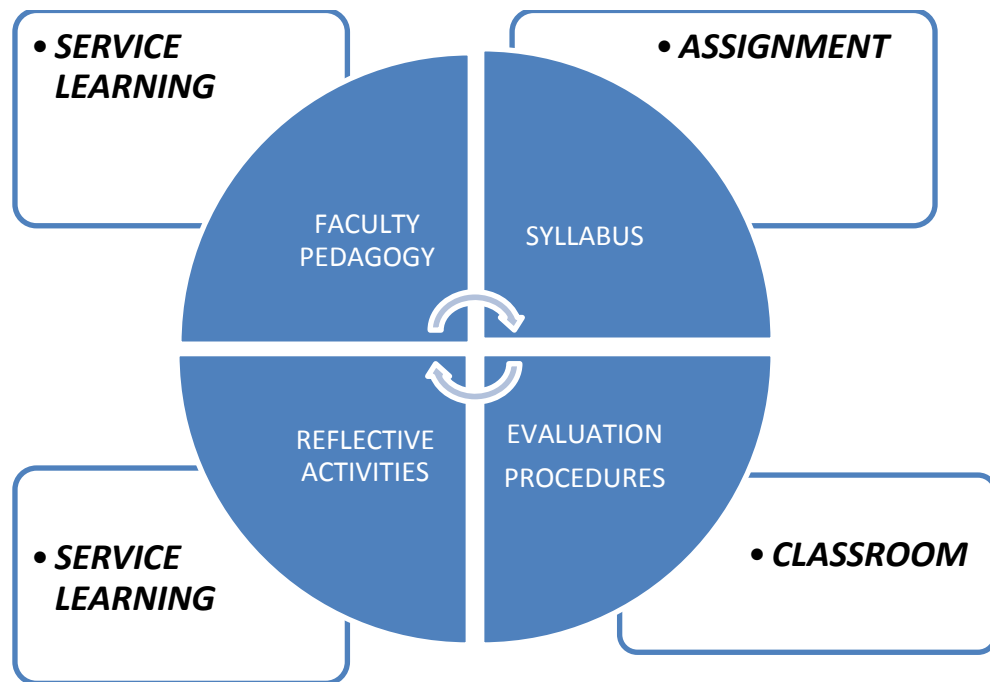


Figure 8. Chart on the Intentional Integration of Service-Learning Assignments Into The Classroom Arena

Source: CTCH 989 Research Student

Leiauanna (Lee) R. Allen

REFERENCES

Allen, L. (2010). *Chart on the intentional integration of service-learning assignments into the classroom environment*. Roanoke, VA: Virginia Western Community College.

Astin, A. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.

Astin, A., Vogelgesang, L., Ikeda, E., & Yee, J. (2000). *How service learning affects students*. Executive Summary, Service-Learning Clearinghouse Project. Higher Education Research Institute, University of California, LA. Retrieved from www.gseis.ucla.edu/slc/rhowass.html

Baratian, M., et al. (2007). *Service-learning course design for community colleges*. Providence, RI: Campus Compact.

Bates, A., Allen, C., & McCandless, P. (2006). Fostering service-learning in teacher preparation. *Academic Exchange Quarterly*, 10(1), 62-67.

Berman, S. (2006). *Service-learning: A guide to planning, implementing, and assessing student projects*. Thousand Oaks, CA: Corwin Press.

Bonnette, R. (2006). Out of the classroom and into the community. *The Technology Teacher*, 65(5), 1-6.

Butin, D. (2010). "Can I major in service-learning?" An empirical analysis of certificates, minors, and majors? *Journal of College & Character*, 2(2), 1-19.

Campbell, J. (2008). *Questions faculty ask about service-learning*. Retrieved from <http://vfc18.project.mnscu.edu>

Collins, D. S. (2011). *Economics syllabus*. Marion, VA: Virginia Highlands Community College Press.

Corporation for National & Community Service. (2014). *National Service timeline: History of National Service*. Retrieved from <http://www.nationalservice.gov>

- Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone Edition.
- Duffy, D. et al. (2007). *Service-learning course design for community colleges*. Providence, RI: Campus Compact. College Press.
- Dugan, S. (2001). 64 schools nationwide honored for outstanding achievement in service-learning. Corporation National Service Press Release. Retrieved from www.nationalservice.org/news/pr/041101.html
- Deans, T. (1999). Service-learning in two keys: Paulo Freire's critical pedagogy in relationship to John Dewey's pragmatism. *Michigan Publication*, 6(1), 15-39.
- Dunham, A. (2009-2010). Taking root. *Virginia Highlands Community College 2009-2010 Annual Report*. Retrieved from <http://vhcc.edu>
- Evans, N. (1998). *Student development in college: Theory, research and practice*. San Francisco, CA: Jossey-Bass.
- Eyler, J., & Giles, D., Jr. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Eyler, J., Giles, D., Jr., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.
- Feagin, J., Orum, A., & Sjoberg, G. (Eds.). (1991). *A case for case study*. Chapel Hill, NC: University of North Carolina Press.
- Flyvbjerg, B. (2004). Five misunderstandings about case study research. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative approaches to the study of education* (pp. 139 – 170). Lanham, MD: Rowan & Littlefield Publishers.
- Furco, A. (1996). Service-learning: A balanced approach to experiential education. In B. Taylor (Ed.), *Expanding boundaries: Service and learning*. Washington, DC: Corporation for National Service.
- Furco, A. (2002). *Self-assessment rubric for the institutionalization of service-learning in higher education*. Berkeley, CA: University of California, Campus Compact Press.
- Gottlieb, K., & Robinson, G. (2002). *A practical guide for integrating civic responsibility into the curriculum*. Washington, DC: Community College Press.

Hatcher, J., & Bringle, R. (1997). Reflection: Bridging the gap between service and learning. *College Teaching*, 45(4), 153-159.

Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Providence, RI: Campus Compact.

Holdsmen, K., & Tuchmann, D. (2004, December 9). *A guide to service-learning building: District lessons*, 2. New York: National Service-learning Partnership.

Hutchings, P., & Shulman, L. (1999). The scholarship of teaching: New elaborations, new developments. *Change*, 31(5), 11-15.

Jacoby, B. (1996). Service-learning in higher education. In B. Jacoby (Ed.), *Service-learning in higher education* (pp. 3, 5, 6, 7, 18, 53). San Francisco, CA: Jossey-Bass.

Jeandron, C., & Robinson, G. (2010). *Creating a climate for service-learning success*. Washington, DC: American Association of Community Colleges.

Kamuche, F. (2006). Service-learning and student performance. *Academic Exchange Quarterly*, 10(3), 187-192.

Kelshaw, T., et al. (2009). *Partnerships for service-learning: Impact on communities and students*. San Francisco, CA: Jossey, Wiley & Sons, Inc.

Keohane, M. L. (2011). Human services syllabus. Marion, VA: Virginia Highlands Community College Press.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Long, S. (2001). *The wingspread statement on student civic engagement*. Providence, RI: Campus Compact. College Press.

Mangan, K. (2010). 'Service-learning' becomes the new standard at Tulane. *The Chronicle of Higher Education*, 57(4), 1-5.

Masterson, J. (1998, April). Learning communities, the wizard, and the holy grail. *American Association for Higher Education Bulletin*. Retrieved from www.aahe.org/bulletin/Learning.edu

Mauch, J., & Park, N. (2003). *Guide to the successful thesis and dissertation* (5th ed.). Boca Raton, FL: CRC Press.

McBride, M. (2010). What is service-learning? *Broadening Horizons*. Retrieved from <http://www.vhcc.edu/index.aspa?page=377>

Moely, B. E., Mercer, S. H., Ilustre, V., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the civic attitudes and skills questionnaire (CASQ): A measure of students' attitudes related to service-learning. *Michigan Journal of Community Service-learning*, 8(2), 15-26.

National Research Council. (2000). *How people learn*. Washington, DC: National Academy Press.

National Service-Learning Clearinghouse. (2008). *History of service-learning in higher education*. Herndon, VA: National Student Clearinghouse Research Center Press.

Prentice, M. (2006). Service-learning's impact on civic engagement. *Academic Exchange Quarterly*, 10(2), 197-201.

Prentice, M., & Robinson, G. (2010). *Improving student learning outcomes with service learning*. Washington, DC: American Association of Community Colleges, Community College Press. Retrieved from www.aacc.nche.edu

Prentice, M., Robinson, G., & McPhee, S. (2003). *Service-learning in community colleges: 2003 national survey results*. Washington, DC: Community College Press. Available from www.aacc.nche.edu

Robinson, G. (2000). Stepping into our destiny: Service-learning in community colleges. *Community College Journal*, 4(1), 8-12.

Robinson, G. (2003). *Community colleges broadening horizons through service-learning, 2000-2003*. Washington, DC: American Association of Community Colleges, Community College Press. Available from www.aacc.nche.edu

Robinson, G. (2009). *Community colleges broadening horizons through service-learning, 2006-2009*. Washington, DC: American Association of Community Colleges, Community College Press. Available from www.aacc.nche.edu

Robinson, G. (2010). *Community colleges broadening horizons through service-learning, 2009-2012*. Washington, DC: American Association of Community Colleges, Community College Press. Available from www.aacc.nche.edu

Seifer, S. D. & Connors, K. (Eds.). *Community campus partnerships for health: Faculty toolkit for service-learning in higher education*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007.

Shram, T. (2006). *Conceptualizing and processing qualitative research* (2nd ed.). UpperSaddle River, NJ: Prentice Hall.

Shulman, L. (1998). Course anatomy: The dissection and analysis of knowledge through teaching. In P. Hutchings (Ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning* (pp. 5-12). Washington, DC: AAHE.

Sigmon, R. (1979). Service-learning: Three principles. *Synergist*, 8(1), 9-11.

Simons, L., & Cleary, B. (2006). The influence of service-learning on students' personal and social development. *College Teaching*, 54(4).

Spillett, M. (2003). Peer debriefing: Who, what, when, why, how. *Academic Exchange Quarterly*, 10(1), 1-2.

Stake, R. (2000). Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 435 – 454). Thousand Oaks, CA: Sage Publishing.

Stephens, L. (1995). *The complete guide to learning through community service*. Needham Heights, MA: Allyn and Bacon Press.

Suny Rockland Community College. (2013). *Service-learning*. Retrieved from <http://www.sunyrockland.edu>

Tellis, W. (1997). Applications of a case study methodology. *The Qualitative Report*, 3(3), 1-5.

Titlebaum, P., Williamson, G., Daprano, C., Baer, J., & Brahler, J. (2004). *Annotated history of service-learning*. Paper presented at the University of Dayton, Dayton, OH, on May 2004. Condensed version retrieved from <https://sharepoint.kclinc.org/NPASS/Service>

- Virginia Highlands Community College. (2011). About VHCC. *Virginia Highlands Community College History*. Retrieved from <http://www.edu/index.aspa?page=13>
- Waggener, T. (2006). Citizenship and service-learning. *Academic Exchange Quarterly*, 10(1), 207-211.
- Westdijk, K., Hamshaw, K., Howe, C., & DePasquale, K. (2010). *Strategically integrating service-learning into academic units*. Burlington, VT: Campus Compact.
- Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.
- Winona State University. (2011). *Seven principles for good practice: Enhancing student learning*. Retrieved from <http://www.wiziq.com/tutorial>
- Wolff, M., & Tinney, S. (2006). Service-learning and college student success. *Academic Exchange Quarterly*, 10(1), 57-62.
- Yin, R. (1993). *Applications of a case study research*. Newbury Park, CA: Sage Publishing.
- Yin, R. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publishing.
- Zlotkowski, E. (1998). *Successful service-learning programs: New models in higher education*. Bolton, MA: Anker Publishing Company, Inc.
- Zlotkowski, E., Duffy, D., Franco, R., Gelmon, S., Norvell, K., Meeropol, J., & Jones, S. (2004). *The community's college: Indicators of engagement at two-year institutions*. Providence, RI: Campus Compact.

BIOGRAPHY

Leiauanna R. Allen received her Bachelor of Arts in Behavioral Science from Messiah College in 1985. She went on to receive her Master of Science in Counseling and Human Services in 1995. Upon completing this program, she pursued an Educational Specialist Degree in 2006 from Liberty University. Since 1999 Ms. Allen has served as Academic Advisor and Adjunct Faculty at Virginia Western Community College in Roanoke, Virginia.