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Coupling academia and civic responsibility: impact of incorporating service-learning into selected courses

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COUPLING ACADEMIA AND CIVIC RESPONSIBILITY: IMPACT OF

INCORPORATING SERVICE-LEARNING INTO

SELECTED COURSES

by
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ABSTRACT

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The demand on universities across America to produce civic-minded students is ever

increasing. These demands are necessary to answer the constantly evolving needs of

society due to advancing technology, the economy, war, politics, and social media.

Volunteerism and community engagement can offer students the opportunity for

connecting to their university and the surrounding community by presenting a reciprocal

approach to meeting students' needs for involvement, fulfilling the university mission

statement, and providing valuable service to the local community. This study investigated

the service-learning practices at Rowan University, Glassboro, NJ. The findings suggest

there is a strong level of agreement between student participation in previous community

service and enrollment in a service-learning course. This suggests that when students

have a positive experience in service, they are likely to continue the practice when

offered service-learning as part of the curriculum. The findings also suggest that selected

students enrolled in service-learning courses perceived a positive impact on their

academic, civic, developmental, social-skills, and personal related outcomes. Students

also perceived a positive impact in taking a service-learning courses in comparison to

traditional courses.

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Chapter I

Introduction

As society changes by the economy, war, politics, social media, and technology, universities are increasingly tasked with developing civic minded individuals. The development may be influenced through the incorporation of service-learning in the curriculum. Is an influence on the student's worldly knowledge increased through hands-on experiences in expanding course related issues with community needs? Studies have shown that students who feel engaged and involved have higher retention rates at institutions of higher education (Tinto, 1988). Theorists explain that students' psychological development may be positively influenced by service-learning (Chickering, 1969). But what draws a student to enroll in a service-learning course, and what is the impact of reflection in relation to the civic responsibility and coursework? This study sought to explore the impact of coupling academia and social responsibility through integration of service-learning into the curriculum.

Statement of the Problem

Service-learning is thought to be an asset to enhance student learning, fulfill institutional mission, and provide needed service to the community (Astin & Sax, 1998). The incorporation of service-learning into the curriculum is a complex process involving faculty, academic departments, administration, community partners, and student participation. Students may participate in service projects and volunteerism to fulfill civic

obligations of sorority, fraternity, or other club requirements. Apart from mandated activities, what is the impact of service-learning courses on student cognitive development and civic responsibility?

Purpose of the Study

  The purpose of this research study was to understand how the formation of service-learning courses take place, and to gain a perspective of how service-learning in the curriculum impacts students' academic understanding of the coursework and civic responsibility. A comparison regarding student perspective of service-learning courses verses traditional courses was also researched during this study. Although service-learning is not a mandated part of the curriculum, this research sought to gain a deeper understanding of how Rowan University is progressing toward this initiative.

Significance of the Study

  Universities change in response to the growing needs of society, competition among benchmark schools, and a national call to improve the field of higher education. Rowan University has heeded the call as well. Relationships must be created to form loops of interaction, as one department understands the needs of, and provides support to other departments (Birnbaum, 1988). Rowan is continuing to develop relationships with the surrounding community, by addressing the need to produce civic minded students through implementing service-learning into the curriculum. Research by Astin and Sax (1998) indicates participation in service-learning enhances the student's life skills, sense of civic responsibility, and academic development (Austin & Sax, 1998). Previous research has been conducted at Rowan involving service-learning related issues which

include: the impact on students perceptions of society was examined in a study abroad service-learning project (Perez-Colon, 2008); the implementation of a group service-learning course (Scales, 2006); the institutionalization of service-learning (Joyce, 2008); and the perceived impact of service-learning and selected students participants (Sandas, 2008).

This research study sought to deepen the investigation of service-learning in the curriculum and the resulting student comprehension of coursework from the related incorporation of service projects.

Assumptions and Limitations

This study focuses on service-learning at one four year institution of higher education based in South Jersey. It is assumed that service-learning is an accepted part of the Rowan culture, and that student participation is voluntary. Also, it is assumed that the subjects provided honest answers and possessed a clear understanding of the items posed in the survey.

Limitations of this study include availability of service-learning courses during the term this research paper was developed, student participation, and potential for researcher bias. A convenient sampling of student participants was used and limited to students who were enrolled or had recently taken a service-learning course at Rowan University during the academic year 2011-2012. This sampling may have unintentionally excluded students with disabilities, language barriers, and diverse race/ethnicity depending on student enrollment in the service-learning course. No students under the age of 18 were included in this research.

The nature of the service project is also a potential limitation, as each class had different assignments. The findings were limited to the self-reporting responses from the survey instrument. Also, there may have been research bias present as the researcher is an advocate for service-learning and volunteerism in the collegiate setting.

Operational Definitions

1. Civic Responsibility: The responsibilities of an individual living in a society.

2. Curriculum/Curricula: All the courses of study offered by an educational institution.

3. Impact: The effect and/or influence of service-learning relating to a measurable outcome.

4. Likert Scale: A rating scale which measures questions usually highest to lowest level of agreement (i.e. (5) most likely to (1) least likely).

5. Mandatory/Mandated: A policy or procedure that is not voluntary.

6. Non-Participant Subject: Individuals who tested the validity and reliability of the instrument who were not related to the research. For this research, the thesis advisor reviewed the survey, and a non-participant graduate student tested the survey for ease of use and understanding.

7. Perceived Impact: The effect and/or influence of service-learning as perceived by the student participants and measured by the *Impact of Incorporation Service-Learning into the Curriculum survey* during the 2011/12 academic year.

8. Program: The area of study of the individual student.

9. Project: An organized purposeful volunteer activity.

10. Reflection: A way for a student to look back on the recent experience and understand its impact.

11. Service-learning: The integration of an organized service project for the community into the academic curriculum, usually involving a student reflection of the experience. For this study, service-learning is used to couple the relationship between the service and learning.

12. Student Participants: Students enrolled in a service-learning course at Rowan University during the academic year 2011-2012.

13. Students: Individuals attending the Rowan University main campus, being of diverse age, ethnicity, gender, and race.

14. Total Population: For this research, total population refers to all of the students enrolled in the selected service-learning course during the academic year 2011-2012. This population included both undergraduate and graduate students.

15. Volunteer/Community Service: A voluntary service the student participates in without compensation, or credit.

Research Questions

The following research questions guided this study:

1. What do selected students report about their previous experience in participating in some form of community service?

2. Why did the selected students participate in a service-learning course at Rowan University?

3. What impact did participating in a service-learning course have on selected students academic, civic, developmental, social, leadership, and personal outcomes?

4. How do selected students compare the outcomes of participating in a service-learning course to a traditional course?

Overview of the Study

Chapter II of this research study is a compilation of scholarly literature relevant to service-learning, including the conceptual framework which guided this study. A brief history is presented to acquaint the reader with the service-learning from an historical perspective. Also reviewed is relevant research on the benefits of service-learning and its uses at Rowan University.

Chapter III presents a description of the methodology used in the context of the study. Described are the population and sample selection, the data collection instrument and the data collection process, and finally, how the data were analyzed.

Chapter IV offers the findings and results of the study. The research questions introduced in Chapter I are addressed in this chapter. The data summary is in the form of statistical summaries.

Chapter V provides the conclusion of this research study, presenting a summary and discussion of the findings. It also details recommendations for practice and further research.

Chapter II

Review of the Literature

Introduction

Researchers have long studied the aspects of student retention, engagement, and self-worth in institutions of higher education. Universities have expounded on ways to address these needs, and some have adopted service-learning as a form of social interactions, civic responsibility, and personal development. The experience can be transformational, encouraging students to think in a different way, thus creating new ways to engage in fundamental changes to society (Smith, 2008). Students immersed in service-learning projects can apply theory to practice, developing a greater understanding of their impact on society.

The application of the terms "service" and "learning" have varying definitions. Some universities put the greater emphasis on service to the community. Others focus on the importance of the learning aspect as it relates directly to the students' intellectual development (Smith, 2008). Though the definition varies throughout research, for the purpose of this paper, the hyphenated term service-learning is used suggesting the equal balance between service and learning (Jacoby & Associates, 1996). This chapter addresses: (a) the history of service-learning, (b) student perspective, (c) reasons universities may choose to connect to the community through service-learning, (d) issues affecting service-learning in higher education, and (e) the incorporation of service-learning at Rowan University, Glassboro, New Jersey.

Background on Service-Learning

Inspired by the Progressive Educational Movement led by philosopher John Dewey, many universities have incorporated service-learning into the curriculum. As cited in Dewey & Findlay, Dewey (1910) believed education was both a social and interactive process. Dewey argued that education should not only be a place for students to gain academic knowledge, but also to realize and utilize their full potential for the greater good of society. Early in the 20th century, Dewey expressed the need for learning coupled with experience to meet the social problems in society (Eyler & Giles, 1999). In the mid 1960s, the civil rights movement was a source of encouragement for students to engage in social justice in society.

During the mid 1980s, the formation of the Campus Compact was developed by the Education Commission of the United States (Eyler & Giles, 1999). Its purpose was to encourage university presidents to engage in pedagogy service-learning. Further development spurred the Campus Outreach Opportunity League (COOL), which was developed by college graduates for use by other students to encourage community service (Eyler & Giles, 1999). The cultural aspect of service-learning has evolved over time. Kuh, Schub,Whitt, and Associates (1991) report the culture serves four purposes: (a) developing a sense of identity, (b) attaining a feeling of commitment to others, (c) stabilizing a group's social system, and (d) guiding and shaping behavior. Mezirow (1990) began to focus on meaning-making, individual growth, and transformative development through adult experiences. Mezirow defines transformational learning as transforming problematic frames of reference, like meaning perspectives, mindsets, and habits of mind, to make them more discriminating, open, inclusive, reflective, and have

the emotional ability to change (Mezirow, 1990). In other words, assessing and advancing reasoning. Through his research, Mezirow developed a strong conviction that educators have an obligation to serve as role models of civic engagement, in conjunction with including students with the practice of societal consciousness (Mezirow, 1990). In the 1990s, the U.S. federal government increased its interest in service by developing The Points of Light Foundation and The Corporation for National Service (Eyler & Giles, 1999). These lead to the creation of AmeriCorps and Learn and Serve America. Beginning in 1994, the *Higher Education Amendments of 1992* required 5% of institutionally allocated federal work study funds to be paid to students who engaged in community service (Joyce, 2008).

Service-learning is different from community service and volunteerism, as it combines theory with practice (Butin, 2005). Its main focus is on critical and reflective thinking coupled with personal and civic responsibility (Robinson, 2001). This process helps students understand the need for community involvement as it relates to the readings of their coursework.

Service-learning may have an impact on reducing negative stereotypes by exposing students to diverse cultures (Eyler & Giles, 1999). Tinto (1997) suggested that first time college students may have a difficult time adjusting to campus life, causing them to dropout, or attrite. Studies have shown students who feel engaged and develop a sense of community have a greater retention rate than students who do not (Tinto, 1997). Kuh et al. (1991) explained that student engagement is representative of the time and effort put into college activities, and is linked to achieving the desired academic outcomes. Curriculum involving service-learning is course based, credit bearing

pedagogy experiences where students engage in a structured service activity that meets university identified community needs, and reflect on the activity to gain further understanding of course content. They then develop a broader appreciation for the coursework, gaining an enhanced sense of civic responsibility (Berle, 2006). The creation of a course for service-learning must include a service requirement that meets a community need while relating to the syllabus, and must include a learning reflection that allows the student to show the connection between class and community (Mezirow, (1990).

Astin and Sax (1998) studied how civic responsibility influenced service-learning projects. The first goal of their research was to uncover large gaps between students involved in service-learning and students who were not involved. The largest gaps were evident in the pre and post testing involving racial understanding, involvement in community action programs, and participating in volunteer work; all posing examples of civic responsibility (Astin & Sax, 1998). The second goal of the Astin and Sax research was to identify academic success motivated through service-learning. Students who engaged in service-learning through acting as a tutor or teacher were shown to increase their grade point average by expanding their knowledge of the subject matter, increasing their contact with faculty members, and increasing their research time (Astin & Sax, 1998). The final goal of Astin and Sax was to explore the enhanced of life skills by participating in service-learning. Their research found that students who participated in service-learning, compared to non-service-learners, showed an increase in self confidence, leadership, and overall better understanding of the world around them (Astin & Sax, 1998).

Chickering (1969) developed a Theory of Identity Development in college students, consisting of seven vectors of psychological development. These vectors consist of developing competency, managing emotions, moving through autonomy towards interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. These vectors are essential in the students' personal growth to develop a sense of competency. During the first vector, the student develops intellectual, physical, and interpersonal competencies. Managing emotions comes with experience, where the student learns to understand, express, and accept emotions. Developing autonomy toward interdependence ensures the student achieves a level of emotional independence. This helps the student disengage from the parent, developing a deeper sense of autonomy. Developing mature interpersonal relationships involves the student learning to understand and appreciate others. Establishing identity comes from feeling comfortable with oneself. In the developing purpose vector, the student has a sense of meaning and following through with decisions. Developing integrity requires the student to develop a consistent set of beliefs and values, and the behaviors associated with them.

Students' Perspective

Students may choose to engage in service learning to help reach their career goals. As a student tries to attain a job, many respective employers take into account the services of the individual. Employers may view service learning as benevolence beyond a monetary return. Service-learning has also been shown to offer students a chance to enhance their leadership skills (Eyler & Giles, 1999). Students who participate in

service-learning feel a greater connection to both their university and their community, leading to a higher retention rate (Tinto, 1997).

Research has been primarily focused on the positive outcomes of service-learning in the curriculum. The positive outcomes have been well documented, but the student resistance aspects should also be addressed. Students sometimes feel forced into situations they are not ready for. In a service learning setting, student's prior social assumptions, stereotypes, and privileges are uncovered (Butin, 2005). Butin refers to the integration of this theoretical framework as a "critical development lens" (p. 4). Some students find that they are confronted with their own privilege for the first time (Butin). Student resistance may also be a factor to service-learning. Butin (2005) reported three types of student resistance: (a) good volunteer, (b) politely frustrated volunteer, and (c) active resister. The good volunteer is typically the model helper who willingly engages in a project, but wishes to see the results of the service work. The politely frustrated volunteer sympathizes with the recipient of the service learning project, but does not feel he/she is part of the problem. Lastly, the active resister may be both hostile and disruptive. He/she blames the recipient for the situation and openly argues contrary coursework ideals. These individuals feel service learning is an attempt to force them to change their values (Butin, 2005).

Connecting to the Community through Service-Learning

Service learning requires community relationship building along with university planning. While developing a service-learning project, it is desirable to expand on existing relationships between the university and the community (Scales, 2006). Professors may require students to serve at a predetermined organization; the class may

be involved in a service project with a school or agency, or may be required to work with a community partner on a research or a special project. The community benefits by having its needs met by the future leaders produced by the university. Some benefits for the university include higher retention and graduation rates, which portrays the university in a positive view to the community it services, and produces a well rounded student who has developed the skills to reciprocate and give back to society. Reciprocity is the concept that entails students to develop a greater sense of responsibility and belonging to a larger community (Jacoby & Associates, 1996).

In order for the full benefits of service-learning incorporated into the curriculum to be realized, there must be strong communication between community partners, academic departments, and administrative departments. Consideration for the implementation of service learning include: (a) what service will be provided, (b) what connection will there be to the coursework, (c) what assessment will there be, and (d) what resources are required (Jacoby & Associates, 1996). To investigate these issues, Rowan University utilizes the Office of Service Learning, Volunteerism, & Community Engagement. This office utilizes the human resource frame, which focuses on completing service work, having a good feeling about it, and centering on the family analogy (Boleman & Deal, 1997). Motivation and empowerment are a critical part of the human resource frame, therefore, providing people with a sense of autonomy and inclusion which yields positive results (Boleman & Deal, 1997).

Issues Affecting Service-Learning in Higher Education

Implementation of service-learning in the curriculum takes time and planning. Some universities have openly adopted service-learning as a way of developing a

reciprocal relationship between itself and the surrounding community. Some reward faculty involvement through promotions, tenure, and other supportive factors (Jacoby & Associates, 1996). University failures at incorporating service-learning have been attributed to poor planning, implementation, and assessment (Jacoby & Associates, 1996). Predictors of student success in a service-learning project include prior experience volunteering in high school, or tutoring other students. Women have also been found to make up the majority of individuals involved in service and volunteerism (Jacoby & Associates, 1996). Shortcomings of implementation also are attributed to the majority of faculty using service-learning were women or persons of color, considered marginalized faculty, who taught a "soft" course such as social work and therefore lack resources (Butin, 2005). Although some universities do reward faculty and staff, most universities do not give recognition to faculty who implement service-learning, leaving faculty uncompensated for the extra work involved.

In 2004, the Campus Compact presented data indicating that less than half of directors of service-learning were full time, and 46% of offices supporting service-learning had an annual budget of less than $20,000 (Smith, 2008). This supports prior research which reports service-learning is hard work, and requires a deep commitment between the university, community, and the students involved (Butin, 2005).

Incorporation of Service-Learning at Rowan University

At the time of this research paper, Rowan University was not part of the Campus Compact, but has a culture of providing service and volunteerism to both the community and abroad. Rowan offers limited service-learning courses, but is attempting to increase faculty and student awareness to the potential benefits of this practice (Service Learning,

Volunteerism, and Community Engagement, 2011). The Office of Service Learning, Volunteerism, and Community Engagement is continually reaching out to establish new partnerships with the community in an effort to couple civic needs with academic goals (Service Learning, Volunteerism, and Community Engagement, 2011).

In 2009, Rowan University earned The President's Higher Education Community Service Honor Roll. This is recognition for institutions of higher education for their commitment and achievements in community service (2009 President's Higher Education Community Service Honor Roll, 2011). President Obama supports community service and has pledged his administration will commemorate the achievements of higher education initiatives toward this cause (2009 President's Higher Education Community Service Honor Roll, 2011).

At Rowan, students have had opportunities to engage in voluntary community service activities. Engineers Without Borders (EWB) is one of the clubs that encourages students to engage in volunteer work, and has sponsored trips to Louisiana and Mississippi after the devastation of Hurricane Katrina (Rowan University Engineers Without Borders). The group also traveled to Honduras, Senegal, El Salvador, South Dakota, and Thailand in efforts to improve water supplies and provide general help. Volunteer services are generally non-credit, but when faculty are present and couple service-learning with the course curriculum, general education credits may be earned.

Universities operate as professional bureaucracies (Mintzberg, 1980), where the academic and administrative sub-organizations may connect to develop an area linking service-learning and the curriculum. Rowan University has utilized implementing service-learning in the curriculum for several years. Previous research at Rowan has

revealed that service-learning courses have a greater positive impact on both student satisfaction and civic responsibility than traditional coursework alone (Sandas, 2008). Student satisfaction was shown to be a factor for those involved in EWB projects (Perez-Colon, 2008). Perez-Colon indicated that students who participated in EWB felt a greater sense of accomplishment and self-worth in a global society.

Working in a collaborative effort between the Office of Service Learning, Volunteerism, and Community Engagement and The Faculty Center for Excellence in Teaching and Learning, the university is seeking venues to implement service-learning in degree bearing coursework. Development of this initiative took place during a three part series in September, October, and November of 2010. The two offices, along with interested faculty and staff met to analyze ways of incorporating service-learning into the curriculum. A representative of the Office Service Learning and Volunteerism & Community Engagement is tasked with developing partnerships and relationships with host sites for service-learning and volunteerism (personal interview, September 15, 2010). The Faculty Center for Excellence in Teaching and Learning is working on developing course design and/or redesign (personal interview, September 15, 2010). Funding will be provided by mini grants awarded to departments who choose to incorporate the new initiative.

Research and planning must be coordinated prior to implementation. Issues to be examined include: (a) what opportunities will be presented; direct service; indirect service; advocacy; research, (b) what course/courses will be utilized and will it be necessary to develop a curriculum proposal and/or gain approval of the department, (c) who will benefit from the effort, (d) will the service learning project be in addition to the

course or replacing an assignment, (e) what connection will be made to the program/course objectives, (f) what will the students be required to produce, (g) how will the project be incorporated; by assignment or class activity, (h) how will assessment made, and (i) what resources are needed for implementation.

Summary of the Literature Review

Students who develop a connection to the community feel a sense of engagement, which may lead to higher retention rates at institutions of higher education (Tinto, 1988). Undergraduate students who have not participated in a sorority, fraternity or sport, may be left with a feeling of disconnect with their institution. Service-learning may provide an avenue for students to engage, which could help them develop a sense of leadership and pride. Students who are actively involved in service learning also gain interpersonal skills, leading them to work well with others. These students also show a higher level of cultural understanding and greater racial acceptance. Graduate level students may be emotionally ready to act as mentors and teachers, providing quality service to the community, while acquiring skills needed to increase their academic competency. Service-learning may present an avenue for students to grow in both their academic knowledge, and their worldly knowledge. Greater comprehension of coursework and motivation to learn has been reported by students involved in service-learning (Eyler & Giles, 1999).

This study explored; (a) what impact did the service-learning course have in comparison to traditional coursework, and (b) what impact did the service-learning course have in comparison to traditional coursework. As current service-learning courses at Rowan are being reassessed, and new service-learning courses are being implemented,

the need for follow-up research and reevaluation is a clear necessity. Did the service-learning course provide the student with necessary skills useful for their career path? There is a need for further research to understand what motivates some faculty, and deters others in regard to incorporating service learning in the curriculum. Faculty should be poled to see what alterations were made after the initial implementation. Students should be given follow up evaluations to gain perspective of their future service-learning participation involving coursework.

Chapter III

Methodology

Context of the Study

Research for this study was conducted at Rowan University, Glassboro, NJ. Rowan is a comprehensive midsize public four year institution. The student body is made up of 9,918 undergraduate and 1, 474 graduate students from the Mid-Atlantic States and 30 foreign countries (Rowan Fast Facts 2011-2012). There are seven colleges which include: Business, Communications, Education, Engineering, Fine and Performing Arts, Graduate and Continuing Education, and Liberal Arts and Sciences. Rowan has an urban campus in Camden, N.J., and offers online classes as well as classes held at local community colleges. Rowan was included in the Princeton Review's "The Best Northeastern Colleges," and Forbes recognized Rowan in their annual listing of "America's Best Colleges" (Rowan Fast Facts 2011-2012). A total of 96.75% of faculty holds doctorate/terminal degrees (Rowan Fast Facts 2011-2012).

Although there are various tuition and fees based on credit load, for the academic year 2011- 2012, excluding summer, full time undergraduate students carrying 12 credits or more were charged a flat fee of $12,018.00 for instate, and $19,598.00 for out-of-state. Conversely, the graduate students' rate is based on their credit load, and there is no flat rate charge. Graduate students are considered full time at 9 credits, and were charged

$13,534.20 for both instate and out-of-state tuition and fees at this credit load

(http://www.rowan.edu/adminfinance/bursar/tuitionfeesandrates.html).

Rowan University primarily functions as a political institution, which has a

central characteristic of indifference (Birnbaum, 1988). Most individuals on campus are

not interested in current issues on campus, unless they are directly related to the issue

(Birnbaum, 1988).

As portrayed in the political system, the Office of Service Learning,

Volunteerism, and Community Engagment (OSLVCE) seems to enlist the use of "going

on the square," face-to-face interaction, and finding common interests with other

departments of the university to achieve its goals (Birnbaum, 1988).

The OSLVCE at Rowan University, is located in the Student Center of the main

campus in Glassboro, NJ. The office is a division of the Student Life Administration.

Office personnel consist of the assistant director, one secretary, one graduate coordinator,

and two work study students. The department describes its mission statement as:

> The Office of Service Learning, Volunteerism & Community Engagement
>
> provides programming, resources, and support to promote a Rowan
>
> community of active citizens. We work collaboratively with university
>
> faculty and community partners to design a range of curricular and co-
>
> curricular service-learning opportunities. Students who engage with
>
> service learning, volunteerism and community engagement at Rowan will
>
> reflect on meaningful volunteer experiences as they develop a lifelong
>
> commitment to their communities.
>
> (http://www.rowan.edu/open/studentaffairs2/servicelearning/)

This study evaluated three fall 2011 courses. The first course, Social Media Marketing Management, herein referred to as course one, was part of the College of Business, Department of Marketing and Business Information Systems. Students worked on a capstone project involving a social media campaign to help an alumnus win $1 million dollars for Wish upon a Hero, a charity the alumnus founded in 1994. The Wish Upon a Hero charity is a peer-to-peer social helping platform connecting people in need with others who would like to grant their wishes, and make a difference (http://www.rowan.edu/today/news/index/PR/3103). The second course was Selected Topics in Higher Education: Admissions, herein referred to as course two, and was part of the College of Education, Department of Educational Services, Administration, & Higher Education. In this course, graduate students worked with Glassboro High School student to prepare them for college admission. The third course was Adventure & Experiential Learning, herein referred to as course three, and was part of the College of Education, Department of Health and Exercise Science. In this class, the students identified a group on campus or in the community who allowed them to lead three sessions of experiential, cooperative, or group activities.

Population

A total population sample was taken from students enrolled in the selected three service-learning courses, as described above, during the academic year 2011-2012 at the Rowan University main campus in Glassboro, NJ. The targeted audience encompassed

students enrolled in three degree bearing undergraduate and graduate courses incorporating service-learning in the curriculum. Enrollment in these courses consisted of 18 students in course one, 23 students in course two, and 23 students in course three. All inclusion subjects were students enrolled in a service-learning course during academic year 2011-2012. All exclusions were students who were not enrolled in a service-learning course during the academic year 2011-2012. No students under the age of 18 participated in this research. Approximately 63 students made up the total population studied.

The primary objective of the collaboration was to monitor service-learning through the redesign of coursework, implementing hands-on service as it related to the syllabus. Feedback and assessment must be followed closely, offering evaluation and areas of improvement for the success of incorporation.

Instrumentation

Research for this study was obtained through administering a survey instrument. The survey (Appendix C) was issued to student participants of the three selected service-learning courses described above. Subjects who were younger than 18 years of age were excluded by means of a disclaimer placed on the survey in the informed consent section stating that if the student is younger than 18, he/she should not complete the survey.

The instrumentation was an adaptation of an existing survey used form a previous research similar to this project (Sandas, 2008). The survey was constructed based on Chickering's Theory of Identity Development in college students, and divided into six factor groupings: Academic-Related Outcomes, Civic-Related Outcomes, Developmentally-Related Outcomes, Social Skill-Related Outcomes, Leadership-Related Outcomes, and Personal-Related Outcomes. The 50 item Likert scale survey consisted of

two parts. The first part derives from the Likert scale values of Definitely True (5), Mostly True (4), Neither True Nor False (3), Mostly False (2), and Definitely False (1). The second part compared the service-learning course to traditional coursework , and derive from the Likert scale values of More Compared to Traditional Courses (4), About the Same Compared to Traditional Courses (3), Less Than Traditional Courses (2), and Unable to Rate (1).

The survey instrument was developed and delivered through the use of an online electronic survey program. The survey items were aligned to have the student reflect on the service-learning experience as it related to course work and civic responsibility. A comparison of the service-learning to non-service-learning courses was also acquired. The survey used an alternate informed consent statement as subjects were not asked identifying information, and therefore remained anonymous.

In accordance with Rowan policy regarding the use of human subjects for research, approval was gained from the Institutional Review Board (see Appendix A) prior to conducting this research.

Data Collection

Approval was gained from the Rowan University Registrar to make contact with the previous researchers for instrument usage. After the approval of the Institutional Review Board (Appendix A), reliability and validity were tested through a field test using two non-participant subjects who were not related to the research. Neither of two subjects reported any problem with the readability of the survey questions and statements. The survey took less than 10 minutes for the subjects to complete.

Approval to invite students to participate was granted from the professors teaching the service-learning course, and permission to email the total population sample of students the survey invitation was granted by the Office of the Registrar. After the completion of the course, an email invitation was sent to the student's Rowan email account inviting them to participate in the survey (see Appendix B). A disclaimer was used stating that participation in the survey was voluntary and had no bearing on their class grade. Data were collected through the use of the online electronic survey program. This program was utilized to collect, store and compile the results of the survey. The invitation was sent at the conclusion of the service-learning course. As the timeframe for the email fell during winter break, one week later, follow-up reminder invitation was sent to the selected students. Two more follow up reminder emails were sent to the selected students in approximately two week intervals.

Cronbach's alpha coefficients were computed to measure the internal consistency of each factor grouping to determine whether the instrument was acceptable as well as reliable. The alpha values for each factor grouping were as follows: academic-related outcomes was .499, civic-related outcomes was .709, developmentally-related outcomes was .712, social skill-related outcomes .744, leadership-related outcomes .603, personal-related outcomes .794. Alpha coefficients with a value of .70 and above typically indicate internal consistency or a reliable instrument, which is true for the civic-related outcomes, developmentally-related outcomes, social skill-related outcomes, and personal-related outcomes, however not for the items on academic-related outcomes, and leadership-related outcomes.

Data Analysis

At the conclusion of the survey deadline, data were examined using the feedback from the statistical analysis gathered. The experience of the service-learning course was the independent variable in this study. The dependent variable was the impacts of service-learning to civic responsibility, academic aptitude, and the students' personal growth. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) computer software program. Data were examined by factor groupings, and rated in order of highest to lowest mean score by factor grouping. Descriptive statistics which included frequencies, percentages, means, and standard deviation were used to interpret the data.

Chapter IV

Findings

Profile of the Population

This study reports on data collected from three select service-learning courses at Rowan University's main campus in Glassboro, New Jersey during the academic year 2011-2012. All three of the courses consisted of class periods on campus, and service-learning on campus, or in the community.

Surveys were distributed through email invitation to the total population of students in the selected service-learning courses. Survey responses were coded and analyzed using the SPSS software program.

The objective of the survey was to have the student reflect on their experience involving service-learning incorporated in the curriculum, and to compare the service-learning course to traditional coursework.

As shown in Table 4.1, 55.9% of the respondents were female, and 44.1% were male. A total of 97.1% of respondents reported their ethnicity as Non-Hispanic or Latino, and 2.9% reported as Hispanic or Latino. Members of the service-learning population who participated in the survey identified with one of the following race groups: White (82.4%), Asian (5.9%), Black or African American (5.9%), and Other 5.9%. Although subjects could chose not to indicate, and/or skip any question, all participated in the survey by giving their gender, ethnicity, and race.

Table 4.1

Demographics: Gender/Ethnicity/Race (N =34)

Variable	f	*%*
Gender		
Male	15	44.1
Female	19	55.9
Ethnicity		
Hispanic or Latino	1	2.9
Non Hispanic or Latino	33	97.1
Race		
Asian	2	5.9
Black or African American	2	5.9
White	28	82.4
Other	2	5.9

Course-related demographics (see Table 4.2) include the name of the course, and number of participants. Some background of the course demographics is as follows: Adventure and Experiential Learning, was part of the Health and Exercise Science Department; Selected Topics in Higher Education: Admissions, was part of the Educational Services, Administration, and Higher Education Department; and Social Media and Marketing Strategies, was part of the Marketing and Business Information Systems Department. Only one participant in this survey did not report the name of his/her class. The selected courses were developed as in class, on campus interface, however, the Social Media and Marketing Strategies class contained a service-learning online component. Table 4.2 shows the participant data based on name of course.

Table 4.2

Course-Related Information: Name of Course (N=34)

Variable	f	%
Name of Course		
Selected Topics in Higher Education: Admissions	14	41.2
Social Media and Marketing Strategies	13	38.2
Adventure and Experimental Learning	6	17.7
Not Reported	1	2.9

Table 4.3 reports student-related data based on the student's academic college, and classification (i.e. freshman, sophomore, junior, senior, or graduate) during the Fall 2011 semester. Members of the Graduate/Doctoral class made up the largest population of respondents (44.4%), the senior class made up the next largest population (30.6%), and the junior class made up the smallest population of respondents (19.4%). No first year (freshman) or second year (sophomore) students were reported to have taken the survey.

Table 4.3

Student-Related Data (N =34)

Variable	*f*	*%*
College		
Education	13	38.2
Business	12	35.3
Graduate and Continuing Education	6	17.6
Liberal Arts	3	8.8
Student Classification		
Graduate/Doctoral	16	47.1
Senior	11	32.4
Junior	7	20.6

Analysis of the Data

Research Question 1: What do selected students report about their previous experience in participating in some form of community service?

Table 4.4 indicates that 70.6%, (24) of respondents reported having participated in some community service prior to taking a service-learning course at Rowan University. A total of 23.5% (8) students reported they did not participate in community service prior to taking a service-learning course. Students who did not report made up 5.9% (2) of the respondents.

Table 4.4

Student Responses to Service (N =34)

Variable	*f*	*%*
Have you participated in some form of community service prior to this course?		
Yes	24	70.6
No	8	23.5
Not reported	2	5.9
Why did you participate in this service-learning course?		
Voluntary (interest, experience, or by recommendation)	28	82.4
Mandatory for major or minor class	3	8.8
Mandatory requirement for general education/graduation.	1	2.9
Not reported	2	5.9

Research Question 2: Why did the selected students participate in a service-learning course at Rowan University?

As reported in Table 4.4, results show 87.5% (29) of students reported they voluntarily (interest, experience, or by recommendation) chose to participate in a service-learning course at Rowan University; 11.8% (4) reported the course was mandatory for their major or minor; and 2.9% (1) stated they took the service-learning course at Rowan University as a mandatory requirement for general education/graduation.

Research Question 3: What impact did participating in a service-learning course have on selected students academic, civic, developmental, social, leadership, and personal outcomes?

An overall look at the survey data presented in Tables 4.5- 4.10 indicates a high to moderately high level of agreement across the six factored groupings.

The academic-related outcomes factor grouping consisted of six statements (see Table 4.5). The top responses that reported "definitely true" were "prepared me for work in my future field" (54.5%), "affirmed or reaffirmed my vocational/career goals, or

choice of major (52.9%) and "gave me a greater academic appreciation and

understanding of the field of my major" (50.0%). The lowest level of agreement in the

"definitely true" rating scale was reported in statement "made me spend too much time

on class work and activities" (3.3%), which indicates the students may perceive the

service-learning courses as not increasing class work and activities. The second lowest

level of agreement in the "definitely true" category was found in statement "did not have

adequate faculty support" (9.4%), indicating the majority of the students reported

adequate faculty support.

Table 4.5

Academic-Related Outcomes (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and
Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Prepared me for work in my future field. n=33,*M*=4.45,*SD*=.666 Missing = 1	18	54.5	12	36.4	3	9.1	-	-	-	-
Gave me a greater academic appreciation and understanding of the field of my major. n=34,*M*=4.44, *SD*=.613	17	50.0	15	44.1	2	5.9	-	-	-	-
Affirmed or reaffirmed my vocational/career goals, or choice of major. *n*=34,*M*=4.38,S*D*=.739	18	52.9	11	32.4	5	14.7	-	-	-	-
May have led to higher grades than other semesters. *n*=32,*M*=2.97,*SD*=1.067 Missing = 2	2	6.3	6	18.8	18	56.3	1	3.1	5	15.6

Variable	f	%	f	%	f	%	f	%	f	%
Made me spend too much time on class work and activities. *n*=30, *M*=2.67, *SD*=.992 Missing = 4	1	3.3	3	10	14	46.7	9	30	3	10.0
Did not have adequate faculty support. *n*=32,*M*=1.72,*SD*=1.198 Missing = 2	3	9.4	-	-	1	3.1	9	28.1	19	59.4

Civic-related outcomes are presented in Table 4.6. The statement "allowed me to communicate with those who received my service" yielded the highest "definitely true" response rating at 56.3%. Of the six statements, this was the only one which reported "definitely true" responses above 50%. The highest "mostly true" rating was found in the statement "developed my sense of social responsibility (giving to or helping society)" at 56.3%. The lowest level of agreement in the "definitely true" category was found in statement "made me interested in social justice" at 12.9%.

Table 4.6

Civic-Related Outcomes (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	f	%	f	%	f	%	f	%
Allowed me to communicate with those who received my service. *n*=32, *M*=4.25, *SD*=1.016 Missing = 2	18	56.3	7	21.9	4	12.5	3	9.4	-	-
Developed my sense of social responsibility (giving to or helping society). *n*=32, *M*=4.25, *SD*=.622 Missing = 2	11	34.4	18	56.3	3	9.4	-	-	-	-

Variable	f	%	f	%	f	%	f	%	f	%
Made me interested in local community. n=32, M=4.13, SD=.901 Missing = 2	13	40.6	12	37.5	5	15.6	2	6.3	-	-
Resulted in my empathy for others. n=31, M=4.06, SD=.998 Missing = 3	12	38.7	12	38.7	5	16.1	1	3.2	1	3.2
Increased my comprehension of socioeconomic issues. n=32, M=4.06, SD=.948 Missing = 2	13	40.6	10	31.3	7	21.9	2	6.3	-	-
Made me interested in social justice. n=31, M=3.52, SD=.890 Missing = 3	4	12.9	11	35.5	14	45.2	1	3.2	1	3.2

Table 4.7 represents developmentally-related data. The highest level of agreement was found in the "mostly true" rating scale in the statement "challenged me intellectually" with 67.7%. The statement "helped me respect others' views, opinions, and beliefs" the second highest level of agreement at 50%, was represented in the "definitely true" rating scale. The lowest level of agreement was reported in the "definitely true" rating scale, with the statement "challenged me physically" (7.1%).

Table 4.7

Developmentally-Related Outcomes (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	f	%	f	%	f	%	f	%
Helped me respect others' views, opinions, and beliefs. n=30, M=4.27, SD=.868 Missing = 4	15	50.0	9	30.0	5	16.7	1	3.3	-	-

Statement	Count	%	Count	%	Count	%	Count	%	Count	%
Increased my decision-making skills and critical thinking. *n*=29, *M*=4.07, *SD*=.884 Missing = 5	11	37.9	10	34.9	7	24.1	1	3.4	-	-
Challenged me intellectually. *n*=31, *M*=4.0, S*D*=.894 Missing = 3	7	22.6	21	67.7	-	-	2	6.5	1	3.2
Played a role in my moral development. *n*=30, *M*=3.93, *SD*=.785 Missing = 4	8	26.7	12	40.0	10	3.33	-	-	-	-
Challenged me physically. *n*=28, *M*=2.57, *SD*=1.317 Missing = 6	2	7.1	5	17.9	9	32.1	3	10.7	9	32.1

Table 4.8 represents social skills-related outcomes. Of the nine statements, six had above 53% level of agreement in the "definitely true" rating scale. Over 83% of students chose "definitely true" for the statement "allowed me to form connections with others in working towards a common goal." The second highest level of agreement in the "definitely true" rating scale was found in statement "provided me with opportunities in working effectively with others." These two highest levels of agreement responses may indicate that students perceived a fulfilled social connection with others. The lowest level of agreement in the "definitely true" category was found in statement "caused unresolved conflicts with other classmates." No students chose this response in the "definitely true" rating scale. This may indicate most students perceived their experience as having little to no conflict.

Table 4.8

Social Skills-Related Outcome (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and
Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Allowed me to form connections with others in working towards a common goal. *n=31, M=4.81, SD=.477* Missing = 3	26	83.9	4	12.9	1	3.2	-	-	-	-
Provided me with opportunities in working effectively with others. *n=30, M=4.73, SD=.450* Missing = 4	22	73.3	8	26.7	-	-	-	-	-	-
Developed my social and interpersonal skills. *n=31, M=4.55, SD=.568* Missing = 3	18	58.1	12	38.7	1	3.2	-	-	-	-
Allowed me to work with a diverse population. *n=31, M=4.45, SD=.768* Missing = 3	18	58.1	10	32.3	2	6.5	1	3.2	-	-
Helped me to respect personal differences. *n=30, M=4.43, SD=.679* Missing = 4	16	53.3	11	36.7	3	10	-	-	-	-
Increased my involvement with other students. *n=30, M=4.33, SD=.959* Missing = 4	18	60.0	6	20.0	4	13.3	2	6.7	-	-
Gave me an opportunity to interact with faculty outside of the classroom. *n=31, M=4.03, SD=1.08* Missing = 3	13	41.9	10	32.3	5	16.1	2	6.5	1	3.2

Variable	f	%	f	%	f	%	f	%	f	%
Taught me to compromise. n=31, M=3.87, SD=.885 Missing = 3	7	22.6	15	48.4	8	25.8	-	-	1	3.2
Caused unresolved conflicts with classmates. n=31, M=1.58, SD=.807 Missing = 3	-	-	1	3.2	3	9.7	9	29	18	58.1

In the leadership-related outcomes represented in Table 4.9, there were three outcome statements. All of these statements yielded a level of agreement above 80% when combining "definitely true" and "mostly true" rating scales. Statements in order of combined agreement were as follows: "provided me with opportunities in leadership" (93.6%), "required me to take on responsibilities" (93.6%), and "required me to multitask" (80.6%). This may indicate students perceived a high sense of leadership in the service-learning course.

Table 4.9

Leadership-Related Outcomes (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and
Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	f	%	f	%	f	%	f	%
Provided me with opportunities in leadership. n=31, M=4.55, SD=.624 Missing = 3	19	61.3	10	32.3	2	6.5	-	-	-	-
Required me to take on responsibilities. n=31, M=4.55, SD=.624 Missing = 3	19	61.3	10	32.3	2	6.5	-	-	-	-
Required me to multi-task. n=31, M=4.19, SD=.833 Missing = 3	13	41.9	12	38.7	5	16.1	1	3.2	-	-

Table 4.10 presents data regarding personal-related outcomes. The highest level of agreement was found in the "definitely true" rating scale in the statements "increased my overall satisfaction the semester in which I participated" (54.8%) and "the experience increased my overall satisfaction as a college student" (54.8%). The lowest level of agreement in the "definitely true" rating scale was found in statement "required me to spend too much money" (3.3%) and "presented difficulties regarding transportation" in which no responses were recorded. This may indicate the service-learning component did not involve spending too much money or difficulty in transportation.

Table 4.10

Personal-Related Outcomes (N=34)
Definitely True = 5, Mostly True = 4, Neither True Nor False = 3, Mostly False = 2, and
Definitely False = 1

Variable	Definitely True		Mostly True		Neither True Nor False		Mostly False		Definitely False	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Increased my overall satisfaction the semester in which I participated. *n=31, M=4.26, SD=.999* Missing = 3	17	54.8	8	25.8	3	9.7	3	9.7	-	-
The experience increased my overall satisfaction as a college student. *n=31, M=4.26, SD=.930* Missing = 3	17	54.8	6	19.4	7	22.6	1	3.2	-	-
Increased my self-esteem. *n=31, M=4.16, SD=.86* Missing = 3	12	38.7	14	45.2	3	9.7	2	6.5	-	-
Prompted me to participate in community service outside the classroom. *n=30, M=4.13, SD=1.106* Missing = 4	15	50.0	8	26.7	4	13.3	2	6.7	1	3.3

	f	%	f	%	f	%	f	%	f	%
Made me feel that I could make a difference in the community and the workplace. *n*=31, *M*=4.10, *SD*=.944 Missing = 3	13	41.9	10	32.3	6	19.4	2	6.5	-	-
Encouraged me to plan to participate in community service in the future. *n*=30, *M*=3.97, *SD*=.765 Missing = 4	7	23.3	16	53.3	6	20	1	3.3	-	-
Required me to spend too much money. *n*=30, *M*=1.83, *SD*=1.147 Missing = 4	1	3.3	2	6.7	5	16.7	5	16.7	17	56.7
Presented difficulties regarding transportation. *n*=30, *M*=1.77, *SD*=1.006 Missing = 4	-	-	3	10	3	10	8	26.7	16	53.3

Research Question 4: How do selected students compare the outcomes of participating in a service-learning course to a traditional course?

Of the academic-related outcomes reported in table 4.11, the highest level of agreement was shown in the rating scale "about the same compared to traditional courses" in the statements "made me spend too much time on class work and activities" (67.9%), "may have led to higher grades than other semesters" (65.5%), and "did not have adequate faculty support" (61.3%). The remaining three statements had the highest level of agreement in the rating scale "more compared to traditional courses," and were as follows: "gave me a greater academic appreciation and understanding of the field of my major" (58.6), "prepared me for work in my field" (57.1%), and "affirmed or reaffirmed my vocational/career goals, or choice of major" (51.9%). Less than 20% of students reported responses in "less than traditional courses" or "unable to rate."

Table 4.11

Academic-Related Outcomes – Compared to Traditional Courses (N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less
Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	%	*f*	%	*f*	%	*f*	%
Gave me a greater academic appreciation and understanding of the field of my major. *n*=29, *M*=3.52, *SD*=.634 Missing = 5	17	58.6	10	34.5	2	6.9	-	-
Affirmed or reaffirmed my vocational/career goals, or choice of major. *n*=27, *M*=3.48, *SD*=.580 Missing = 7	14	51.9	12	44.4	1	3.7	-	-
Prepared me for work in my field. *n*=28, *M*=3.36, S*D*=.870 Missing = 6	16	57.1	7	25	4	14.3	1	3.6
Made me spend too much time on class work and activities. *n*=28, *M*=2.75, *SD*=.701 Missing = 6	2	7.1	19	67.9	5	17.9	2	7.1
Did not have adequate faculty support. *n*=27, *M*=2.64, *SD*=.911 Missing = 7	2	6.5	19	61.3	6	19.4		
May have led to higher grades than other semesters. *n*=29, *M*=2.52, *SD*=.986 Missing = 5	2	6.9	19	65.5	-	-	8	27.6

Civic-related outcomes are reported in Table 4.12, and had the highest level of agreement in four of the "more compared to traditional courses" rated statements. These statements included: "developed my sense of social responsibility (giving to or helping society)" (74.1%), "increased my comprehension of socioeconomic issues" (67.9%), "allowed me to communicate with those who received my service" (64.3%), and "made me interested in local community" (57.1%). Only one statement in the "about the same as traditional courses" responses had a level of agreement above 50%: "made me interested in social justice" (64.3%). It is worth noting that statement "resulted in my empathy for others" had a 48.1% response rate in both "more compared to traditional courses," and "about the same compared to traditional course," leading to an inconclusive response.

Table 4.12

Civic-Related Outcomes – Compared to Traditional Courses(N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less
Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	%	f	%	f	%	f	%
Developed my sense of social responsibility (giving to or helping society). n=27, M=3.74, SD=.557 Missing = 7	20	74.1	7	25.9	-	-	-	-
Increased my comprehension of socioeconomic issues. n=28, M=3.64, SD=.559 Missing = 6	19	67.9	8	28.6	1	3.6	-	-
Resulted in my empathy for others. n=27, M=3.41, SD=.694 Missing = 7	13	48.1	13	48.1	-	-	1	3.7

Variable	f	%	f	%	f	%	f	%
Allowed me to communicate with those who received my service. n=28, M=3.36, SD=1.026 Missing = 6	18	64.3	5	17.9	2	7.1	3	10.7
Made me interested in local community. n=28, M=3.29, SD=1.049 Missing = 6	16	57.1	8	28.6	-	-	4	14.3
Made me interested in social justice. n=28,M=2.96,SD=.838 Missing = 6	6	21.4	18	64.3	1	3.6	3	10.7

Table 4.13 represents developmental-related data. This factor grouping had the highest level of agreement (greater than 53%) across the statements in the "about the same compared to traditional courses" rating scale. These findings seem to indicate that students did not perceive a greater positive impact on their developmental-related outcomes by participating in a service-learning course compared to traditional coursework.

Table 4.13

Developmentally-Related Outcomes – Compared to Traditional Courses (N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Helped me respect others' views, opinions and beliefs. n=28, M=3.39, SD=.567 Missing = 6	12	42.9	15	53.6	1	3.6	-	-

Increased my decision-making skills and critical thinking. *n*=28, *M*=3.25, *SD*=.518 Missing = 6	8	28.6	19	67.9	1	3.6	-	-
Played a role in my moral development. *n*=29, *M*=3.24, S*D*=.786 Missing = 5	11	37.9	16	55.2	-	-	2	6.9
Challenged me intellectually. *n*=27,*M*=3.07, *SD*=.550 Missing = 7	5	18.5	19	70.4	3	11.1	-	-
Challenged me physically. *n*=29, *M*=2.55, *SD*=.985 Missing = 5	3	10.3	17	58.6	2	6.9	7	24.1

Table 4.14 represents social skills-related outcomes. Of the nine statements, seven had the highest level of agreement (53.6% - 78.6%) in the "more compared to traditional courses" responses. This analysis indicates most subjects perceived social skills-related outcomes to be higher in service-learning courses compared to traditional coursework. The highest response in this factor grouping was found in the statement "provided me with opportunities in working effectively with others" (78.6%). The statement "caused unresolved conflicts with classmates" (34.6%) was equally reported in both the "more compared to traditional courses" and "less than traditional courses" rating scale, making the results inconclusive.

Table 4.14

Social Skills-Related Outcome – Compared to Traditional Courses(N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less
Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	%	*f*	%	*f*	%	*f*	*%*
Provided me with opportunities in working effectively with others. *n*=28, *M*=3.79, *SD*=.418 Missing = 6	22	78.6	6	21.4	-	-	-	-
Allowed me to form connections with others in working towards a common goal. *n*=28, *M*=3.75, *SD*=.441 Missing = 6	21	75.0	7	25.0	-	-	-	-
Developed my social and interpersonal skills. *n*=28,*M*=3.64,*SD*=.488 Missing = 6	18	64.3	10	35.7	-	-	-	-
Increased my involvement with other students. *n*=27, *M*=3.63, *SD*=.742 Missing = 7	20	74.1	5	18.5	1	3.7	1	3.7
Allowed me to work with a diverse population. *n*=27, *M*=3.63, *SD*=.492 Missing = 7	17	63.0	10	37.0	-	-	-	-
Helped me to respect personal differences. *n*=28, *M*=3.54, *SD*=.508 Missing = 6	15	53.6	13	46.4	-	-	-	-

Variable	f	%	f	%	f	%	f	%
Gave me an opportunity to interact with faculty outside of the classroom. *n*=27, *M*=3.22, *SD*=.847 Missing = 7	11	40.7	13	48.1	1	3.7	2	7.4
Taught me to compromise. *n*=27, *M*=3.07, *SD*=.781 Missing = 7	7	25.9	17	3.0	1	3.7	2	7.4
Caused unresolved conflicts with classmates. *n*=26, *M*=2.04, *SD*=.824 Missing = 8	9	34.6	-	-	9	34.6	8	30.8

Leadership-related outcomes were reported in Table 4.15. There were three statements for this factored grouping, two of which had the highest responses in the "more compared to traditional courses" rating scale: "provided me with opportunities in leadership" (60.7%), and "required me to take on responsibilities" (51.9%). The third statement, "required me to multitask," had an 85.2% response rate in the "about the same compared to traditional courses. It is worth noting that no responses were reported in the "less than traditional courses," or the "unable to rate" rating scale for this factor grouping.

Table 4.15

Leadership-Related Outcomes – Compared to Traditional Courses(N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	%	*f*	%	*f*	%	*f*	%
Provided me with opportunities in leadership. *n*=28,*M*=3.61,*SD*=.497 Missing = 6	17	60.7	11	39.3	-	-	-	-

Variable	f	%	f	%	f	%	f	%
Required me to take on responsibilities. *n*=27,*M*=3.52, *SD*=.509 Missing = 7	14	51.9	13	48.1	-	-	-	-
Required me to multi-task. *n*=27, *M*=3.15, S*D*=.362 Missing = 7	4	14.8	23	85.2	-	-	-	-

Table 4.16 presents data regarding personal-related outcomes. This factor grouping had nine statements, six of which showed the highest level of agreement in the "more compared to traditional courses" rating scale. These statements dealt with applying service-learning content to the real world, participating in community service outside the classroom, increasing self-esteem, making a difference in the community and workplace, increasing overall satisfaction as a college student, and participating in future community service. The findings may indicate the students perceived a greater impact in these categories when enrolled in a service-learning course as compared to traditional coursework.

Table 4.16

Personal-Related Outcomes – Compared to Traditional Courses(N=34)
More Compared to Traditional Courses = 4, About the Same Compared to Traditional Courses = 3, Less
Than Traditional Courses = 2, and Unable to Rate = 1

Variable	More Compared to Traditional Courses		About the Same Compared to Traditional Courses		Less Than Traditional Courses		Unable to Rate	
	f	%	*f*	%	*f*	%	*f*	%
Helped me apply service-learning content to the real world. n=28, *M*=3.82, *SD*=.390 Missing = 6	23	82.1	5	17.9	-	-	-	-

	n	%	n	%	n	%	n	%
Prompted me to participate in community service outside the classroom. n=26, *M*=3.54, *SD*=.706 Missing = 8	16	61.5	9	34.6	-	-	1	3.8
Increased my self-esteem. *n*=27, *M*=3.48, *SD*=.643 Missing = 7	15	55.6	10	37.0	2	7.4	-	-
Made me feel that I could make a difference in the community and the workplace. *n*=28, *M*=3.46 ,*SD*=.693 Missing = 6	15	53.6	12	42.9	-	-	1	3.6
The experience increased my overall satisfaction as a college student. *n*=28, *M*=3.39, *SD*=.737 Missing = 6	14	50.0	12	42.9	1	3.6	1	3.6
Encouraged me to plan to participate in community service in the future. *n*=27, *M*=3.37, *SD*=.839 Missing = 7	14	59.9	11	40.7	-	-	2	7.4
Increased my overall satisfaction the semester in which I participated. *n*=28, *M*=3.32, *SD*=.67 Missing = 6	12	42.9	13	46.4	3	10.7	-	-
Required me to spend too much money. *n*=27, *M*=2.56, *SD*=.974 Missing = 7	5	18.5	9	33.3	9	33.3	4	14.8
Presented difficulties regarding transportation. *n*=27, *M*=2.48, *SD*=1.087 Missing = 7	5	18.5	10	37.0	5	18.5	7	25.9

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated how service-learning in the curriculum of select courses at Rowan University during the 2011-2012 academic year impacted students' academic understanding of the coursework and civic responsibility. Included in this study was a comparison regarding student perspective of service-learning courses verses traditional courses. Demographic information was collected in relation to the research questions. All subjects were students enrolled in one of three selected service-learning courses at Rowan University, Glassboro, N.J. campus during Fall 2011.

The survey instrument was derived from previous research conducted in by Sandas (2008). The survey was constructed based on Chickering's Theory of Identity Development in college students, and divided into six factor groupings: Academic-Related Outcomes, Civic-Related Outcomes, Developmentally-Related Outcomes, Social Skill-Related Outcomes, Leadership-Related Outcomes, and Personal-Related Outcomes. A 50 item Likert scale survey using a two part 5 point, and 4 point rating scale was used in this study. An email invitation was sent to the total population of students enrolled in the three selected three service-learning courses. The email invitation was sent out three times, in two week increments. The survey used an alternate informed consent statement in which subjects were not asked identifying information, which ensured the

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subjects remained anonymous. A disclaimer was placed on the survey in the informed

consent section stating that if the student was younger than 18, he/she should not

complete the survey. A total of 34 surveys were completed, yielding a return rate of 54%.

Descriptive statistics (frequencies, percentages, means, and standard deviations)

were used to interpret the data collected from the surveys. The analysis was conducted

using Statistical Package for the Social Sciences (SPSS) computer software.

Discussion of the Findings

Research Question 1: What do selected students report about their previous

experience in participating in some form of community service?

The findings suggest there is a strong level of agreement in students who

participated in previous community service and enrolled in a service-learning course at

Rowan University. The majority of the participants, 73.5% (25), indicated they had

participated in some form of community service prior to enrollment in the service-

learning course at Rowan University. This suggests that students may engage in

community service, and may pursue service-learning to increase their personal and

developmental skills. This coincides with the findings of Astin and Sax (1988), where

students who participated in service-learning, compared to non-service-learners, showed

an increase in self confidence, leadership, and overall better understanding of the world

around them.

Research Question 2: Why did the selected students participate in a service-

learning course at Rowan University?

The majority (85.3%) of subjects indicated they voluntarily participated in the service-learning course due to interest, experience, or recommendation. This may be attributed to the student's gaining a sense of empowerment by voluntarily participating in the project (Scales, 2006). This is significant because it suggests students purposefully seek out service-learning courses to meet their need for involvement. Rowan currently has no listing of service-learning courses for students to reference, so students must self-advocate for enrollment in these courses. Astin and Sax (1998) stated that the most influential types of involvement are academic involvement, involvement with faculty, and involvement with student peer groups. The need for these types of involvement may be met through enrollment in a service-learning course.

Research Question 3: What impact did participating in a service-learning course have on selected students academic, civic, developmental, social, leadership, and personal outcomes?

Data analysis indicates the majority of subjects perceived a positive impact (high to moderately high level of agreement) on their academic, civic, developmental, social, leadership, and personal outcomes by enrollment in a service-learning course.

Of the six factor groupings, the social skills-related factor grouping reported the greatest percentage of statements in the "definitely true" rating scale, with the highest level of agreement at 83.9%.

This corresponds to Chickerings (1969) student development theory, where the college student needs to establish interpersonal relationships and purpose, which is a vital part of the psychological development. Challenging the students' critical thinking and

reflective skills, leads to an enhanced worldly knowledge and developmental growth (Chickering, 1969).

Additionally, the leadership-related outcomes were represented in three outcome statements. A combination of "definitely true" and "mostly true" rating scales presents a level of agreement above 80%. This may indicate students perceived a high sense of leadership by participating in a service-learning course.

The findings of this study support the research of Kuh et al. (1991), who suggest a service-learning culture serves four purposes: (a) developing a sense of identity (personal-related outcomes), (b) attaining a feeling of commitment to others (civic-related outcomes), (c) stabilizing a group's social system (social-related outcomes), and (d) guiding and shaping behavior (developmental-related outcomes). The student enhances their identity by gaining a more worldly knowledge, establishes a commitment to others by broadening their understanding of others, and establishes a social system by developing relationships with their peers.

This study also supports the research of Chickering (1969) whereas participation in a service-learning course, broken down into factor groupings perceive a positive impact on overall academic, civic, developmental, social, leadership, and personal related outcomes.

Research Question 4: How do selected students compare the outcomes of participating in a service-learning course to a traditional course?

The findings comparing a service-learning course to traditional coursework indicate the majority of the subjects perceived a greater positive impact from taking a service-learning course compared to traditional coursework in four of the six factor

groupings. These results were determined by analyzing the percentages in the levels of agreement in each factor grouping, by Likert rating scale value. Factor grouping which had the highest level of agreement in the rating scale "more compared to traditional courses" were civic-related outcomes, social skill-related outcomes, leadership-related outcomes, and personal-related outcomes.

The findings suggest common themes of establishing interpersonal relationships, and personal growth, which is essential in the development of the college students' psychological development (Chickering, 1969). Similar findings were reported by Sandas (2008), where 63.4% of the students reported a positive impact of the incorporation of a service-learning component to enhance the traditional coursework. The findings of Joyce (2008), indicated 91% of faculty respondents stated service-learning would increase student engagement; 91% stated service-learning would help apply subject matter to real world settings, and 85% stated it would enhance subject matter. The study of Perez-Colon (2008), reported that students who participated in service-learning felt a greater sense of accomplishment and self-worth in a global society. All of the five students interviewed expressed a desire to continue to do volunteer work (Perez-Colon, 2008). Pre-testing for statements of interconnectedness to the global society yielded 8.84 (SD = .62), and increased to 4.23 (SD = 5.94) during post testing. The data suggested that students' attitudes toward interconnectedness was positively impacted by the service-learning experience (Perez-Colon, 2008).

Two of the factor groupings "academic-related outcomes," and "developmentally-related" outcomes reported the highest level of agreement in the "about the same compared to traditional courses" rating scale. It is worth noting that the developmental-

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related factor grouping had the highest level of agreement (greater than 53%) across the statements in the "about the same compared to traditional courses" rating scale. These findings suggest that students did not perceive a greater positive impact on their developmental-related outcomes by participating in a service-learning course compared to traditional coursework.

Conclusions

Service-learning is perceived to enhance student learning, fulfill institutional mission, and provide needed service to the community (Astin & Sax, 1998). The service-learning component of the coursework is typically focused on contemporary social problems and community needs (Astin & Sax, 1998). Student/community needs were addressed, and perceivably fulfilled, by the three service-learning courses involved in this study.

The results of this study confirm the findings from previous research indicating that the majority of students who participate in service-learning courses perceived a positive impact. Subjects overall reported a positive impact on their academic, civic, developmental, leadership, personal, and social skills-related outcomes. The high rate of students who have previously participated in community service may indicate a positive experience, leading them to voluntarily enroll in service-learning courses in their university studies. Through the guidance and direction of faculty, students can gain a deeper understanding of coursework by directly relating current issues with the social needs of the surrounding community.

The findings of this study also indicate that the majority of students perceived a high to moderately high level of agreement of positive impact when comparing

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enrollment in a service-learning course to traditional coursework in four of the six factor groupings. From these findings, this study concluded that students perceived the greatest service-learning benefit in civic-related, social skill-related, leadership-related, and personal-related outcomes. The data analysis did not indicate a high level of agreement in the factor groupings academic-related, and developmentally-related outcomes when comparing service-learning courses to traditional courses.

In conclusion, the results of the study indicate that the majority of the selected students perceived a positive impact at Rowan University when academia was coupled with civic responsibility. Through incorporating service-learning into the curriculum students are afforded the opportunity to enhance their worldly knowledge, increase their reflective and self assessment skills, and gain a deeper understanding of how they can make an impact on society.

Recommendations for Practice

Based upon the findings and conclusions of the study, the following suggestions are offered for better practice and successful integration of service-learning into the curriculum:

1. The Office of Service Learning, Volunteerism, and Community Engagement of Rowan University should continue to work with faculty, by providing workshops and information sessions regarding how to develop a service-learning course in their curriculum.

2. Students and faculty should have a resource where service-learning courses can easily be found. This resource should explain the perceived benefits to both the student and the university/department by the implementation of the course.

3. Faculty should receive compensation when using service-learning in their curriculum, as it helps build community relations, civic-minded students, and increases the brand of Rowan University in the eyes of the community.

4. Rowan University should explicitly list in its catalogue, course offerings and/or departments websites which courses are designated as containing a service-learning component.

Recommendations for Further Research

Based upon the findings and conclusions of the study, the following suggestions are offered:

1. Further research should be conducted using both student and faculty focus groups. Qualitative data gained by focus groups or interviews would add to the clarification of the impact the service-learning had in relation to the coursework.

2. A study could be conducted by analyzing faculty/departmental involvement in service-learning before and after the Office of Service Learning, Volunteerism, and Community Engagement, along with the Faculty Center for Excellence in Teaching holds their information workshops.

3. Future research should compare Rowan University's service-learning practice to other comparative colleges and universities service-learning practice.

4. A study could be conducted at the service-learning community partner's site to analyze the perceived impact of service-learning and the fulfillment of community needs.

5. The survey instrument should be modified to give students a listing to pick for questions regarding name of class, and semester/year. This would remove any confusion if the student is not sure the exact title of the class, and the semester/year the course is offered. Questions regarding "department class is in" and "number of students in class (approximately)" should be omitted. Additionally, to increase internal consistency and reliability, the survey instrument should be distributed in class instead of online, in order to yield a higher response rate, and completion of the survey.

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APPENDIX A

Institutional Review Board Approval

December 14, 2011

Cheri James
8 Cobbler Court
Sewell, NJ 08080

Dear Cheri James:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has exempted your project:

IRB application number: 2012-131

Project Title: Coupling Academia and Civic Responsibility: Impact of Incorporating Service-Learning into the Curriculum

If you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Associate Provost for Research (shreek@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Services, Administration and Higher Education, Education Hall

Office of Research
Bole Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

APPENDIX B

Invitation to Participate in Survey

I would like to hear about your experience and would like to invite you to participate in a short survey. Your participation in this survey is voluntary and you may choose not to respond to any question or to not participate in the study as a whole with no penalty to you; however, your cooperation and participation are important to the success of a Master's thesis and are greatly appreciated. This survey should take no longer than 10 minutes to complete. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. If you are below the age of 18, please do not complete this survey. Your completion of this survey constitutes informed consent and your willingness to participate.

Thank you!

Cheri James, Higher Education Administration

Please click on the below link, or copy and paste it into your web browser.

https://www.surveymonkey.com/s/W39PLG8

APPENDIX C

Survey Instrument

Impact of Incorporating Service-Learning Into The Curriculum

Informed Consent

Your participation in this survey is voluntary and you may choose not to respond to any question or to not participate in the study as a whole with no penalty to you; however, your cooperation and participation are important to the success of a Master's thesis and are greatly appreciated. This survey should take no longer than 10 minutes to complete. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. If you are below the age of 18, please do not complete this survey. Your completion of this survey constitutes informed consent and your willingness to participate. Thank you!

Cheri James, Higher Education Administration jamesc@rowan.edu
Dr. Burton Sisco, Thesis Advisor Sisco@rowan.edu

1. Name of Class:

2. Department class is in:

3. Semester/Year:

4. Number of Students in Class (approximately):

5. Number of credits for class:

6. Gender:

1. Male

2. Female

3. Not reported

7. Ethnicity

1. Hispanic or Latino

2. Non Hispanic or Latino

8. Race:

   1. American Indian or Alaskan Native

   2. Asian

   3. Black or African American

   4. Native Hawaiian or Other Pacific Islander

   5. White

   6. Other

9. College:

   1. Business

   2. Communication

   3. Education

   4. Engineering

   5. Fine & Performing Arts

   6. Liberal Arts & Sciences

   7. Graduate and Continuing Education

10. Class at time of participation:

   1. Freshman

   2. Sophomore

   3. Junior

   4. Senior

   5. Graduate/Doctoral

11. Have you participated in some form of community service prior to this course?

   1. Yes

   2. No

12. Why did you participate in this service-learning course?

   1. Mandatory for major or minor class

   2. Mandatory requirement for general education/graduation

   3. Voluntary (interest, experience, or by recommendation)

   4. Sanction

   5. Other

Academic-Related Outcomes

13. Gave me a greater academic appreciation and understanding of the field of my major (please choose one answer from each column):

Definitely true	More compared to traditional courses
Mostly true	About the same compared to traditional courses
Neither true nor false; in between	Less than traditional courses
Mostly false	Unable to rate
Definitely false	

14. Prepared me for work in my future field (please choose one answer from each column):

Definitely true	More compared to traditional courses
Mostly true	About the same compared to traditional courses
Neither true nor false; in between	Less than traditional courses
Mostly false	Unable to rate
Definitely false	

15. Affirmed or reaffirmed my vocational/career goals, or choice of major (please choose one answer from each column):

Definitely true	More compared to traditional courses
Mostly true	About the same compared to traditional courses
Neither true nor false; in between	Less than traditional courses
Mostly false	Unable to rate
Definitely false	

16. Made me spend too much time on class work and activities (please choose one answer from each column):

Definitely true	More compared to traditional courses
Mostly true	About the same compared to traditional courses
Neither true nor false; in between	Less than traditional courses
Mostly false	Unable to rate
Definitely false	

17. Did not have adequate faculty support (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

18. May have led to higher grades than other semesters (please choose answer from both columns):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

19. Developed my sense of social responsibility (giving to or helping society) (please choose one answer from each column):

Definitely true

More compared to traditional courses

Mostly true

About the same compared to traditional courses

Neither true nor false in between

Less than traditional courses

Mostly false

Unable to rate

Definitely false

20. Resulted in my empathy for others (please choose one answer from each column):

Definitely true

More compared to traditional courses

Mostly true

About the same compared to traditional courses

Neither true nor false in between

Less than traditional courses

Mostly false

Unable to rate

Definitely false

21. Increased my comprehension of socioeconomic issues (please choose one answer from each column):

Definitely true

More compared to traditional courses

Mostly true

About the same compared to traditional courses

Neither true nor false in between

Less than traditional courses

Mostly false

Unable to rate

Definitely false

22. Allowed me to communicate with those who received my service (please choose one answer from each column):

Definitely true

More compared to traditional courses

Mostly true

About the same compared to traditional courses

Neither true nor false in between

Less than traditional courses

Mostly false

Unable to rate

Definitely false

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23. Made me interested in social justice (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

24. Made me interested in local community (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

25. Played a role in my moral development (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

26. Helped me respect others' views, opinions and beliefs (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

27. Increased my decision-making skills and critical thinking (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

28. Challenged me physically (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

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29. Challenged me intellectually (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

Impact of Incorporating Service-Learning Into The Curriculum

Social Skill-Related Outcome

30. Developed my social and interpersonal skills (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

31. Provided me with opportunities in working effectively with others (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

32. Allowed me to form connections with others in working towards a common goal (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

33. Gave me an opportunity to interact with faculty outside of the classroom (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

Impact of Incorporating Service-Learning Into The Curriculum

34. Allowed me to work with a diverse population (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

35. Helped me to respect personal differences (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

36. Increased my involvement with other students (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

37. Caused unresolved conflicts with classmates (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

38. Taught me to compromise (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

Leadership-Related Outcomes

39. Provided me with opportunities in leadership (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

40. Required me to take on responsibilities (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

41. Required me to multi-task (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

Impact of Incorporating Service-Learning Into The Curriculum

Personal-Related Outcomes

42. Increased my overall satisfaction the semester in which I participated (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

43. The experience increased my overall satisfaction as a college student (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

44. Made me feel that I could make a difference in the community and the workplace (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

45. Increased my self-esteem (please choose one answer from each column):

Definitely true

Mostly true

Neither true nor false; in between

Mostly false

Definitely false

More compared to traditional courses

About the same compared to traditional courses

Less than traditional courses

Unable to rate

46. Required me to spend too much money (please choose one answer from each column):

Definitely true   More compared to traditional courses

Mostly true   About the same compared to traditional courses

Neither true nor false; in between   Less than traditional courses

Mostly false   Unable to rate

Definitely false

47. Presented difficulties regarding transportation (please choose one answer from each column):

Definitely true   More compared to traditional courses

Mostly true   About the same compared to traditional courses

Neither true nor false; in between   Less than traditional courses

Mostly false   Unable to rate

Definitely false

48. Encouraged me to plan to participate in community service in the future (please choose one answer from each column):

Definitely true   More compared to traditional courses

Mostly true   About the same compared to traditional courses

Neither true nor false; in between   Less than traditional courses

Mostly false   Unable to rate

Definitely false

49. Prompted me to participate in community service outside the classroom (please choose one answer from each column):

Definitely true   More compared to traditional courses

Mostly true   About the same compared to traditional courses

Neither true nor false; in between   Less than traditional courses

Mostly false   Unable to rate

Definitely false

Impact of Incorporating Service-Learning Into The Curriculum

50. Helped me apply service-learning content to the real world (please choose one answer from each column):

- Definitely true
- Mostly true
- Neither true nor false; in between
- Mostly false
- Definitely false

- More compared to traditional courses
- About the same compared to traditional courses
- Less than traditional courses
- Unable to rate

Thank you very much for participating in this survey. Your participation will provide important feedback for this research.