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SERVICE-LEARNING AT ROWAN UNIVERSITY: PERCEIVED IMPACT
ON SELECTED STUDENT PARTICIPANTS

by
Dawn E. Sandas

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
June 25, 2008

Approved by _____
Dr. Burton R. Sisco

Date Approved June 25, 2008

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ABSTRACT

Dawn E. Sandas
SERVICE-LEARNING AT ROWAN UNIVERSITY: PERCEIVED IMPACT
ON SELECTED STUDENT PARTICIPANTS
2007/08
Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The primary purpose of this study was to explore the perceived impact that involvement in two service-learning courses had on participating Rowan University students during the spring semester of 2008. This study also investigated the impact of service-learning courses on the traditional classroom setting. Data were collected by means of a survey using Likert scale statements measuring related outcomes based on six components: academic, civic, developmental, social skills, leadership, and personal. Additionally, students were asked to rank those outcomes using another set of Likert scale items, comparing the service-learning experience to that of the traditional classroom setting. Overall, the data collected indicated that students who participated in a service-learning course at Rowan University during the spring semester of 2008 perceived their service-learning experience to positively impact them. Similar results were indicated when participants were asked to rank the positive impact outcomes of their service-learning experiences in comparison to traditional classroom experiences. Findings of this study were similar to previous research and suggestions of related literature.

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CHAPTER ONE

INTRODUCTION

Service-learning, also referred to as experiential learning, is increasingly common within institutions of higher education. Service-learning provides students with an opportunity to be involved with their institution and local community (Stephenson, 2000). At Rowan University, a number of opportunities are offered in the form of community service that mobilizes the college community and provides resources to deliver solutions to community problems (<http://www.rowan.edu>). However, few service-learning courses are typically available to students. This study sought to discover the perceived impact that involvement in a service-learning course had on selected college students at Rowan University, and to determine future directions.

Statement of the Problem

Service-learning is often credited with positively enhancing student development during the undergraduate years, while simultaneously fulfilling the institutional mission of higher education by providing service to the community (Astin & Sax, 1998). The curricula of service-learning bring forth real world concerns, and allow students the opportunity to discover meaningful solutions. This concept is becoming rapidly popularized at colleges and universities, but are students at institutions, such as Rowan University, receiving the positive impact

often associated with service-learning? If so, are institutions offering enough opportunities for students to benefit from such programs?

Purpose of the Study

The purpose of this study was to discover the perceived impact that involvement in a service-learning course had on selected college students at Rowan University, and to determine future directions. With the increasing practice of service-learning within institutions of higher education, as well as the perceived benefits, it is important that Rowan University takes these practices into consideration.

Significance of the Study

Researchers have found that integrating service-learning into the curriculum enhances student development and responsibility on a number of levels. Astin and Sax (1998) found that undergraduate participation in service activities substantially enhances the student's academic development, life skill development, and sense of civic responsibility. All 35 outcome measures were positively influenced by engagement in some form of service work. The researchers concluded that service-learning represents a powerful vehicle for enhancing undergraduate student development.

The impact of service-learning on college students is typically a positive one. Considering the goals of service-learning to be a means of providing students with a positive, well-rounded college experience, all students should be presented with at least the option of participating. Results of this study could help

administrators determine the proper course of action for integrating service-learning into the Rowan campus.

Assumptions and Limitations

This study focused on the service-learning practices of one particular university, with a limited number of student participants. It begins with the assumption that service-learning in general is a beneficial experience to students and the community. Some critics argue against service-learning because of its time consuming, resource consuming and “indoctrinating” nature (Speck, 2001).

As far as limitations of this study, there is the potential for researcher bias because of experience in the field. The method of selecting participants is another limitation. Participants were chosen by purposeful selection because of their participation in a service-learning course at Rowan University. This study also fails to take into account special student populations such as those with physical limitations or language barriers.

Operational Definitions

1. Curriculum/Curricula: All the courses of study offered by an educational institution (<http://dictionary.reference.com/browse/curriculum>).
2. Impact: The influence or effect of service-learning leading to a certain outcome that is in some way measurable.
3. Mandatory/Mandated: A requirement to be met before a student officially fulfills all graduation requirements.

4. Perceived Impact: The influence or effect of service-learning leading to a certain outcome as it is perceived by student participants, and measured by a survey of 41 related Likert scale statements.
5. Program: When related to service-learning, the broad, overall practice of the university.
6. Project: When related to service-learning, one specific volunteer activity.
7. Service-learning: A method of organized service to the community offered without compensation in which both participants and those being served acquire knowledge through service. Service-learning is generally associated with integrating community service into the curriculum, including a reflection on the student's part.
8. Student Participants: Students that voluntarily participated in a service-learning course offered at Rowan University during the spring semester of 2008. Those students also participated in this study at the conclusion of the course.
9. Students: Individuals of diverse ages, races, and both genders, enrolled in a college or university. This study focuses on a convenience sample of selected undergraduate students at Rowan University who have completed a service-learning course.
10. Volunteer/Community Service: Organized service to the community without compensation, with the possibility of lacking an active exchange of knowledge. No reflection by the student is required.

Research Questions

The following research questions guided the study:

1. What is the perceived impact of service-learning on college students, particularly those who participated in such a course at Rowan University, during the spring semester of 2008?
2. What are the perceived benefits of service-learning as reported by selected students, particularly in comparison to traditional courses?

Overview of the Report

Chapter two of this research study discusses the relevant literature based on service-learning. A brief history of service-learning in general is first outlined. Then, service-learning today and how it works in higher education is highlighted in the next section, with special attention paid to theories integrating service-learning and students of higher education. The benefits of service-learning and associated impact on students are then discussed.

Additionally, there is discussion on the development of field-related skills through specific curriculums in service-learning that are currently enacted. Criticisms and limitations of service-learning are taken into consideration. Finally, the mission affecting practice at Rowan University is explored in relation to where service-learning fits within the institution.

Chapter three presents the methodology and procedures used in the study. Details included in this description are: the context of the study, the population and sample selection, the data collection instrument, the data collection process, and the analysis of the data.

Chapter four provides the results and the findings of the study and addresses the research questions posed in chapter one. Statistical analysis is used to summarize the data in this section.

Chapter five offers a summary and discussion of the findings of the study, along with conclusions and recommendations for practice and further research.

CHAPTER TWO

REVIEW OF LITERATURE

The Development of Service-Learning

Ideas of the service-learning concept have been generating for years. The first surge developed in the 1930s with theorist and philosopher John Dewey's experiments in creating a democratic culture and community improvement (Morton & Enos, 2002). Dewey (1935) integrated his understanding of the nature of knowledge and society to develop the foundations for service-based learning. He considered social welfare as being promoted because of individual efforts to increase the goods and services of society as a whole (Dewey, 1935). Since then, service learning has been through various transformations and has developed almost into a field of its own.

Recognizing service-learning's place in society, a number of presidents of the United States have advocated inclusion in federal legislation. During Franklin D. Roosevelt's presidential term, the Civilian Conservation Corps (CCC) was created for millions of young people to serve terms of 6 to 18 months to help restore the nation's parks, revitalize the economy, and support their families and themselves. Roosevelt was also responsible for enacting the G. I. Bill of 1944, which allowed Americans whom served their country the opportunity for an education (National Service-Learning Partnership, 2007).

John F. Kennedy, Lyndon B. Johnson, George Bush, George W. Bush and other United States Presidents have all been credited with establishing a service-based learning program in the United States. In 1993, President Bill Clinton recognized Rutgers, The State University of New Jersey, as having a national model of serving-learning for undergraduate students (Stewart, n.d.).

Clearly, service-learning has received consistent support of American presidents for nearly 80 years, but how is the support related to service-learning in higher education? What are the benefits of service-learning for college students? Should it be a mandatory or an optional experience left to individual colleges and universities to decide? These questions are important to address as the merits of service-learning are debated in higher education.

How Service-Learning Works Today

Service-learning has become increasingly common at universities around the United States (Brown, 2005). The two complex concepts united to form service-learning are discernibly, service and learning. Service consists of some form of community action including volunteerism, while learning is derived from that action through gaining knowledge (Stanton, Giles, & Cruz, 1999). The hyphen in service-learning is sometimes referred to as one's reflection (Stephenson, 2000).

In higher education settings, there may be additional pressures to perform service-related learning activities. Service-learning assists colleges and universities with their missions of teaching, research, and service (Jacoby, 2004). For example, the nationally recognized service-learning program at Rutgers

University allows the school to easily accomplish its mission of “service to citizens of the State of New Jersey” (Stewart, n.d.).

Content of many service-learning courses is often focused on contemporary social problems (Astin & Sax, 1998). Today, service-learning is inspired by the desire to engage college students as active citizens, both nationally and internationally (Morton & Enos, 2002). Service-learning also serves as a nexus between classroom pedagogy and institutional civic engagement, which is crucial within higher education institutions (Jacoby, 2004).

As service-learning integrates theory and practice (Speck, 2001), successful programs bridge the gap between institutions of higher education and the community, by cultivating a spirit of interdependence and collaboration (Stewart, n.d.). Students can choose to volunteer in a wide array of settings including public, urban or special education schools, hospitals, libraries, environmental groups, churches and counseling centers, or cultural organizations (Stewart, n.d.). Such a variety of choices allows for students to volunteer based on their personal interest or field of study.

Faculty and staff play an essential role in students’ learning through service. Service-learning requires support from administrators and faculty, but also may require funding (Ward, 1998). In order for faculty to carry out effective service-learning programs, personal needs must be met as well. Service-learning must relate to a faculty member’s expertise, and provide a means for students to absorb the course content in relation to their volunteer experience (Ward, 1998). In a study by O’Quin, Bulot, and Johnson (2005), 100% of faculty stated that

service-learning requires more time and effort than traditional courses, yet 83% proceeded to use the service-learning method, even without additional funding. Faculty at Wheaton College in Massachusetts agreed that a service component made their courses more interesting and rewarding for both faculty and students (Hubelbank & Baron, 2004).

Theories Integrating Service-Learning and Students of Higher Education

Several theorists have considered the connections between service-learning and higher education. Albert Bandura, a psychologist specializing in social cognitive theory and self-efficacy, may represent the social learning that occurs during service-learning. According to Bandura's Social-Cognitive theory (1986), "people not only gain an understanding through reflection, but they evaluate and alter their own thinking, and the satisfactions people derive from what they do are determined by their self-evaluative standards" (p. 21).

Reflection is an essential component in service-learning.

Service-learning can be evaluated from the standpoint of a number of college student development theorists as well. Student development theorists, in particular, demonstrate significant connections between their theories and service-learning in higher education. While they may not have intended their research specifically for that reason, it is important to consider them when evaluating service-learning and the impact on college students. Consider how service-learning is taken into account through the following student development theorists.

Arthur Chickering, for example, explains his theory of psychological development of college students through seven independent stages, or “vectors.” Several of those vectors can be closely related to service-learning. Three vectors that can be explored in greater detail as pertaining to development occurring through service-learning are developing competence, developing autonomy, and developing integrity.

Chickering (1969) described the developing competence vector as threefold, encompassing intellectual competence, physical competence, and interpersonal competence. All three competences continue to develop on a regular basis, each fostered by a growing sense of competence (Chickering, 1969). Service-learning activities allow college students to exercise each form of competence through personal reflection, social interaction, and physical and manual labor.

The developing autonomy vector describes moving through autonomy toward interdependence. College students must achieve a level of emotional independence in order to mature, disengaging from the parents and ending with personal autonomy (Chickering, 1969). During this period, students proceed through reliance on peers and form relationships of reciprocal respect with peers, parents, and other sympathetic adults (Chickering, 1969).

The last vector that Chickering describes is developing integrity. Developing integrity is closely related to two other vectors: establishing identity and developing purpose. Integrity develops through a consistent set of beliefs and values, and the behaviors associated with it (Chickering, 1969). Preexisting

values may be challenged by service-learning activities, as students are faced with conditions that they had not previously experienced. As a college student matures, he or she can begin the development of integrity, but achieving congruence between values and behaviors is a lifelong task (Chickering, 1969). Experiences provided through service-learning activities may place students in a better position to achieve further integrity and congruence.

The remaining vectors include managing emotions, establishing identity, establishing interpersonal relationships, and developing purpose. Each vector has potential for development resulting from service-learning activities.

Additionally, Chickering proposed that conditions in the educational environment, such as curriculum, and clarity and consistency of institutional objectives, are in part responsible for impacting student development (Chickering, 1969). One of the main principles that underscore those factors is the integration of work and learning. According to Chickering, cooperative efforts are required to complete educational tasks with excellence. Students are better prepared for the workforce after interacting with people of diverse skills, perspectives, and insights (Chickering, 1969). Service-learning epitomizes work and volunteer experiences combined with learning.

William Perry's theory of Intellectual and Ethical Development in college students also exhibits close ties with service-learning. Perry suggests that college students progress through nine stages, or "positions," of intellectual development. By the sixth position, relativism, students construct knowledge by combining reason with faith, experience and reflection (Perry, 1999). During the seventh

position, commitment, students make initial commitments on their own responsibility. By the eighth and ninth positions, students further explore the commitments they have chosen, and identify ways in which this commitment will be carried out throughout life (Perry, 1999). Service-learning provides students with an opportunity to transition through the latter positions of relativism and commitment.

King and Kitchener (2004) look further into the reflection element through their Reflective Judgment Model. Their model is characterized by developmentally related sets of assumptions about the view of knowledge and how it is acquired. Young adults, particularly college students, move through seven reflective judgment stages, beginning with pre-reflective thinking, and ending with reflective thinking (King & Kitchener, 2004). At the last stages, solutions to problems are constructed based on a number of plausible conclusions.

Service-learning programs often deal with problems of society, and the content of many service-learning courses is often focused on contemporary social problems (Astin & Sax, 1998). Similar to Perry's theory, the pre-reflective stages exist when students do not realize that knowledge is certain; the quasi-reflective stages exist when students are aware that complex problems exist, yet knowledge is uncertain; and during the reflective stages, knowledge is constructed, contextual, and evidence based (Evans, Forney & Guido-DiBrito, 1998). According to King and Kitchener (2004), students exhibit the most development in the reflective stage.

The Benefits of Service-Learning and Impact on Students

Much research has been performed to determine what impacts undergraduate students' development. Research consistently finds a relationship between student development and involvement or engagement. Service-learning unquestionably keeps students involved and engaged.

Involvement in service-learning typically offers a number of benefits to students. Service-learning broadens students' horizons, allowing them to give back to a local community, promotes development, and offers an opportunity to become involved on campus and to share in a common experience.

According to Astin and Sax (1998), students that participated in community service as undergraduates experienced greater development in academics and life skills, and an enhanced sense of civic responsibility than students that did not participate. Of the 35 student outcomes measured, remarkably each one was influenced by engagement in service work. At the same time, service-learning increased students' understanding of problems facing the nation, while providing service to the community, and thus fulfilling a component of higher education's mission (Astin & Sax, 1998).

In a study comparing moral identity and moral reasoning in college students (Lies, 2006), findings revealed that college students in the service-learning group showed statistically significant increases in moral identity and reasoning; whereas, the students in the group which experienced no service-learning did not. Results such as these are important in determining which factors best assist college students in developing various parts of their identity. The

findings in Lies' study suggest that service-learning plays a positive role in college student identity development.

Recent research by Cruce, Wolniak, Seifert, and Pascarella (2006) found, based on a diverse student sample, that seven principles of "good practice" positively impacted a students' orientation to learning as well as cognitive gains. Four of those seven principles can be directly related to service-learning. Encouraging student-faculty contact, encouraging cooperation among students, encouraging active learning, and respecting diverse talents and ways of learning are four principles that service-learning relies upon heavily (Cruce et al., 2006). Faculty teach the course content, and then as a group, the students carry out the service. Learning occurs both inside the classroom and out, and allows students to reflect on the unique way they experienced the program.

In addition to the impacts and results found in the aforementioned studies, service-learning promotes a number of other positive outcomes. Research involving the benefits of service-learning has become extensive. Such studies include the following results: Students that participated in service-learning tended to remember more information, and learn with more enthusiasm and motivation because they saw theory in action (Hubelbank & Baron, 2003).

Students were also prepared to participate in public life (Speck, 2001) and were provided with valuable practical experience to connect with potential employers (<http://psychology.camden.rutgers.edu/announcements-spring06.html>).

Findings from a study by Wang and Rodgers (2006) provided evidence that students' thinking and reasoning became more complex after participating in

service-learning courses. These results support theories such as those proposed by Perry and King and Kitchener.

A case study was conducted by Stephenson (2000) among seven student participants enrolled in a pilot service-learning course at Rowan University. Interactions among the students and the professor were studied, as well as students' perceptions regarding such a program. Perceptions were collected through journals, and analyzed through qualitative methodology.

Common themes resulted from several impacts on the students, ranging from effectively working as a team, forming a closer relationship with faculty, expressing themselves through reflection, identifying social problems, determining solutions to social problems, and future advocacy for community organizations (Stephenson, 2000). Additionally, "student participants all believed that they had learned much more than in other courses" (p. 42). According to Perry, that research suggests successful intellectual and ethical development in students.

Development of Field-related Skills

Through Specific Curriculum

Beneficial effects are also apparent within all types of service concerned with education, human needs, public safety, or the environment (Astin & Sax, 1998). Students in certain academic fields may be given the opportunity to use personal skills and knowledge to educate others through service-learning. For example, students entering into the health field can volunteer at free medical clinics, HIV clinics, or campus health centers to discover health disparities within

communities. Such experiences help prepare students before they enter certain fields (Ottenritter, 2004). Many programs throughout the nation already offer examples of curriculum specific service-learning.

Through a partnership between the University of Utah and a school in an at-risk neighborhood, college students served as role models to children by engaging in a number of after school activities, ranging from Frisbee to basketball, and tutoring to aerobics (Butcher & Hall, 1998). The goal of the program was to provide constructive, enjoyable activities that educate at-risk children, enhance their self-esteem and prevent them from engaging in risky behavior (Butcher & Hall, 1998).

At Rutgers University, a general biology class integrates service-learning into the curriculum by having college students design laboratory experiments and present them to students at local public schools. In another department, service-learning internships are offered for study in psychology or sociology, where students work with social workers and other health professionals to benefit families in the local city (<http://psychology.camden.rutgers.edu/announcements-spring06.html>).

McDonald and Dominguez (2005) found that college students' skills and engagement with environmental and science issues were greatly enhanced after taking a service-learning approach in teaching science literacy to others.

O'Quin, Bulot, and Johnson (2005) found that students who addressed the community need of gerontology education experienced enhancements in

academic learning, understanding older adults, and fostering civic responsibility to an older population.

While few argue with the need for service-learning and service-learning programs, the debate regarding whether it should be mandatory abounds. According to the program at Rutgers University, it is not merely enough to require students to engage in service; it is crucial that the instructor integrates personal experiences into the curriculum. Service-learning is considered to contribute to positive student development, as previous studies suggest.

Criticisms and Limitations of Service-Learning

Critics of service-learning take into consideration a number of limitations. For instance, Speck's (2001) study of service-learning in higher education led to a few specific criticisms. The study found that faculty and staff objected to service-learning for reasons including: too time consuming, requires too many resources, cannot "require" volunteerism, and by requiring students to work with a particular agency, they are being indoctrinated. In addition, support for certain faculty needs must be met before successfully implementing a service-learning program (Ward, 1998).

By suggesting service-learning for undergraduates as a requirement for graduation, further criticism ensues. The main criticism appears to evolve around the concept of volunteerism and who decides whether to participate.

Stukas, Snyder, and Clary (1999) found that students who initially did not intend to volunteer, felt even less likely to volunteer in the future because of personal experience with external control. Those students which originally

intended to freely volunteer, were virtually unaffected by whether the service-learning opportunity was mandated.

Another issue that faces mandatory service-learning is that it can become politicized through its activist nature, possibly requiring students to become politicized a certain way (Garber & Heet, 2000). With its oxymoronic nature, “mandatory volunteerism” has the potential to diminish the value and true philosophies behind the concept of service-learning (Garber & Heet, 2000). By forcing students to participate in any form of community service, does this alter free will and associated learning?

A separate issue consists of the possibility of legal complications. The fear of having to deal with legal issues may be a deterrence for faculty and administrators from establishing programs which require students to participate in a service-learning activity before they can graduate. Austin (1998) looks at how higher education institutions must take into account the potential effects of negligence, school codes, federal labor laws and worker compensation. In addition, institutions are advised to consider insurance, waivers and risk management for all required service-learning endeavors.

Despite the criticisms and limitations presented in service-learning, particularly when suggesting mandating it, the literature reflects a significant positive impact on a number of student outcomes. Even critics would agree that service-learning is imperative because it supports higher education’s basic educational mission of teaching, research, and service (Jacoby, 2004) and it facilitates student learning directly.

The Mission Affecting Practice at Rowan University

Both the mission and vision at Rowan University call for service oriented activities (Stephenson, 2000). According to Rowan University, the mission states that as:

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

(<http://www.rowan.edu>)

As previously expressed, teaching, research and service are the three common missions throughout higher education. Service-learning unites the missions concerning integration and engagement (Speck, 2001). Providing service to the community fulfills a basic mission, both for Rowan University and higher education in general (Astin & Sax, 1998).

The Office of Service Learning and Volunteerism (OSLV) serves as the method to get students involved, and provides a number of desired outcomes including student development (<http://www.rowan.edu>). Located at Rowan's main campus in Glassboro, the OSLV seeks to offer opportunities for students

who want to give back to the community as volunteers. Volunteerism opportunities may exist on the campus, such as Clean and Green, or at any of Rowan's numerous community partnerships, such as the American Red Cross or Glassboro Child Development Centers. The OSLV is open year-round and provides interested students and faculty with related resources.

Summary of the Literature Review

The concept of service-learning has been around for decades and it has been through many transformations. Today, service learning focuses on contemporary problems and strives to engage students as active citizens (Morton & Enos, 2002). Despite a few criticisms and limitations, a number of positive outcomes and impacts on students in higher education have been reflected in the extensive literature.

Further research is necessary to examine the perceived impact that the few service-learning courses offered at Rowan University had on the student participants, and to determine whether it provides appropriate service-learning opportunities to its students. Additionally, research is needed to determine steps that should be taken regarding service-learning in the future.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at Rowan University, in Glassboro, NJ, and its branch campus in Camden, NJ. Rowan is a selective, medium-sized public university located in southern New Jersey between Philadelphia and Atlantic City. The school's nationally ranked academic programs combine a traditional liberal arts-based education and the latest technologies and hands-on experiences (<http://www.rowan.edu>). Nearly 10,000 full- and part-time students who represent the Mid-Atlantic States and 30 foreign countries were enrolled at the time of this study. Approximately 500 students were enrolled at the Camden campus.

At Rowan University's main campus in Glassboro, 57 undergraduate majors among seven colleges are offered. The seven colleges include: Business, Communication, Education, Engineering, Fine & Performing Arts, Liberal Arts & Sciences and Professional & Continuing Education. Additionally, 38 master's programs, 19 certification programs, and a doctoral program in educational leadership are available to graduate students. At the extended campus in Camden, general education courses and full degree programs in Sociology, Elementary Education, and Law and Justice Studies are offered. Both schools offer day and evening courses, and serve a diverse student body.

While currently no mandatory service-learning program exists at Rowan University, service-learning is still performed at both campuses. Rowan's Office of Service-learning and Volunteerism (OSLV), located at the main campus in Glassboro, seeks to find service-learning opportunities within every discipline (Stephenson, 2000). Significant volunteer and community service opportunities are offered frequently throughout the campus, but fewer opportunities exist for students to engage in service-learning courses.

The OSLV is open year-round to provide students and faculty with volunteerism opportunities and service-learning resources. Students are provided with a variety of ways to give back to the community on a local, national, and even international level. In addition to the many on-campus service opportunities such as Clean and Green campus clean-up, local opportunities exist through community partnerships such as the American Cancer Society and the Boys and Girls Club of Gloucester County. Engineers Without Borders is a volunteer organization that allows student engineers to train short-term with professionals while improving the quality of life in developing countries (<http://www.rowan.edu>).

Students can choose among a wide range of community service projects that aid children, senior citizens, terminally ill patients, animals, the arts, and nearly anything they express interest in. With 57 undergraduate majors among seven academic colleges, and more than 150 clubs and organizations, there are ample opportunities for service-learning activities and course-related projects.

Population and Sample Selection

The target population for this study was all students that had participated in a service-learning course at Rowan University. The participants were selected by purposive selection. In order to participate in this study, the participants must have been enrolled in a service-learning course and be able to answer specific questions related to their experiences in the course, including in comparison with traditional courses.

The sample of this population was selected students that were willing to share information about their experiences and the perceived impact that service-learning had on them. The sample included students that were enrolled in one of two service-learning courses offered at Rowan University during the spring semester of 2008.

The first service-learning course, *Field Study of Selected Environments: A Service-Learning Course*, was offered as a Humanities and Social Sciences Interdisciplinary course at Rowan University's main campus in Glassboro. The total student enrollment for the course was 22. Students met with the faculty member on campus for class periods. They achieved the field experience through volunteering in post-Hurricane Katrina New Orleans. Finally, they reflected on their experiences throughout the semester, and presented their learning during the final class period.

The second service-learning course, *Senior Seminar: Social Impact Assessment*, was offered through the Sociology department at the university's Camden campus, with a total student enrollment of 15. Students met with the

faculty member on campus for class periods. They achieved the field experience through volunteering in the city of Camden. Finally, they reflected on their experiences throughout the semester, and presented their learning during the final class period.

The total enrollment of students for both courses was 37. For both courses, objectives included: having a clear understanding of sustainable community development, expose students to diverse cultures, form community partnerships, and complete required class-contact and community-service hours. Both courses were offered as electives, and were not considered a requirement for graduation or completion of a program.

Instrumentation

The instrument used to collect data was a survey (Appendix B) adapted from a number of reliable instruments used in previous studies. It included elements from researchers such as Astin, Vogelgesang, Ikeda, and Yee (2000), and a study from Eyler, Giles, and Braxton (1997) contained in the *Michigan Journal of Community Service Learning* (1997). Additionally, the instrument contained similar items as found in the research study of Rowan University (Stephenson, 2000). Other items were constructed from the knowledge base, including Chickering's Theory of Identity Development in college students, through the Seven Vectors.

The survey contained a number of items organized into two main sections. Section one consisted primarily of demographic information and questions related directly to the service-learning course in which they participated. Gender,

ethnicity, undergraduate major, class at time of participation, motive for participating, and prior community service were addressed.

Section two of the survey included items pertaining to the perceived impact that the service-learning course had on the student. This section was divided into six components based on related outcomes: academic, civic, developmental, social skills, leadership, and personal. Each section contained between three to 10 Likert scale statements, for a total of 41. Scaling is defined as 5 (definitely true), 4 (mostly true), 3 (in between), 2 (false) and 1 (definitely false) in addressing the perceived impact of service-learning.

For each statement, an additional item asked the participant to compare the service-learning experience with the traditional classroom setting. Participants were asked to choose one of: 3 (more), 2 (about the same), or 1 (less). The total number of combined survey items was 82.

Data Collection

Following approval from the Institutional Review Board of Rowan University (Appendix A), reliability and validity of the instrument was measured through a field test of four subjects that were not participants in the sample. The surveys were distributed to subjects that met the criteria of the population, but would not be included in the sample. None of the subjects in the field test mentioned any problems related to the readability of the survey questions and statements, and the survey was completed in six to eight minutes.

Student subjects that participated in the study were then accessed through help of the service-learning course instructor. Information was gathered from the

sample through a survey. The survey contained a statement of confidentiality and noted that the following survey was voluntary and would not in any way affect the grade of the subject.

Permission was granted by the instructor to distribute surveys before the class sessions began. Student subjects of courses at both Rowan campuses were surveyed anonymously at the end of the spring 2008 semester. Surveys were distributed at the beginning of their class period. During the class located at the Glassboro campus, 10 surveys were collected from the students in attendance. During the class located at the Camden campus, 12 surveys were collected from the students in attendance.

Additionally, all 37 students were emailed by the instructor inviting them to complete the survey online if they had not already done so during the class. An additional four surveys were collected from students that had responded to the email.

Data Analysis

The independent variable in this study was the experience of participation in a service-learning course. The dependent variables were the impacts as measured by the six components of outcomes: academic, civic, developmental, social skills, leadership, and personal; and comparisons of the service-learning experience to the traditional classroom setting.

After data were collected, survey responses were analyzed through the Statistical Package for the Social Sciences (SPSS) computer software program. The impact of the independent variable on the dependent variables was analyzed

using descriptive statistic tables (mean and standard deviation) and frequency tables (frequency and percent).

All six components of outcomes were analyzed together using descriptive statistics tables, with means organized in descending order. Comparisons of the service-learning experience to the traditional classroom setting were then analyzed together using descriptive statistics tables, with means organized in descending order. Additionally, frequency tables were used to analyze each of the six components of outcomes separately, as well as the comparisons of service-learning experiences to the traditional classroom. All frequency tables were organized by ascending values.

CHAPTER FOUR

FINDINGS

The study findings are the result of surveys collected from students that were enrolled in one of two service-learning courses at either Rowan University, Glassboro campus, or Rowan University, Camden campus. Survey responses were coded and analyzed using the SPSS software program.

Students at the main campus in Glassboro were enrolled in *Field Study of Selected Environments: A Service-Learning Course*, offered as a Humanities and Social Sciences Interdisciplinary course. Students at the branch campus in Camden were enrolled in *Senior Seminar: Social Impact Assessment*, offered through the Sociology department.

Both courses consisted of class periods on campus, service-learning in the community, and a personal reflection of the connection between the two. Objectives included: having a clear understanding of sustainable community development, expose students to diverse cultures, form community partnerships, and complete required class-contact and community-service hours.

The course was designated as a service-learning course based on the following criteria as outlined by the instructor: a needed service; relevance to subject matter; thinking about what was learned; assessment; evaluation of service by recipient; civic education; knowledge enhancing service; and learning from other class members.

Profile of the Sample

The participants selected for this study were students at Rowan University that were enrolled in a service-learning course at the main Glassboro campus or the extended Camden campus, for the spring semester of 2008. Of the 37 surveys distributed during class periods or via email, 26 were returned, resulting in a response rate of 70.3%.

There were 14 participants from the service-learning course at the Glassboro campus, and 12 participants from the service-learning course at the Camden campus. Sixteen (61.5%) of the participants were majoring in a liberal arts and science field. Four (15.4%) were engineering majors, three (11.5%) were education majors, two (7.7%) were double majors in two unrelated fields, and one participant was a business major.

As far as class year in school, seniors accounted for 57.7% (n=15) of the sample. Three (11.5%) were juniors, and sophomores and freshmen each accounted for 15.4% (n=4). Prior to this service-learning course, 20 participants (76.9%) had already participated in some kind of community service, whereas 6 (32.1%) had not.

Demographics were also collected for participants. There were 19 (73.1%) females and 7 (26.9%) males. African-American and Caucasian participants each accounted for 38.5% of the sample (n=10). Five participants (19.2%) listed Latino/Chicano, and one student listed other, and did not specify.

Table 4.1 contains course-related information including frequency and percent of undergraduate major and class year. Table 4.2 contains information on

whether or not students participated in some form of community service prior to this course.

Table 4.1

Course-Related Information

Item	Frequency	%
<i>Undergraduate major</i>		
Business	1	3.8
Education	3	11.5
Engineering	4	15.4
Liberal Arts and Science	16	61.5
Other or Double-major	2	7.7
Total	26	100.0
<i>Class year</i>		
Freshman	4	15.4
Sophomore	4	15.4
Junior	3	11.5
Senior	15	57.7
Total	26	100.0

Table 4.2

Participation in Prior Service

Item	Frequency	%
Yes	20	76.9
No	6	23.1
Total	26	100.0

Table 4.3 contains demographic information including gender and ethnicity.

Table 4.3

Demographic Information

Item	Frequency	%
<i>Gender</i>		
Male	7	26.9
Female	19	73.1
Total	26	100.0
<i>Ethnicity</i>		
African American	10	38.5
Caucasian	10	38.5
Latino/Chicano	5	19.2
Native American	1	3.8
Total	26	100.0

Analysis of the Data

Research Question 1: What is the perceived impact of service-learning on college students, particularly those who participated in such a course at Rowan University, during the spring semester of 2008?

An overall look at the data collected indicate that students who participated in a service-learning course at Rowan University during the spring semester of 2008 perceived their service-learning experience to have had a positive impact on them. Of the 41 statements on a 5 (definitely true) to 1 (definitely false) Likert scale addressing the perceived impact of service-learning, means ranged from the highest, 4.77 ($SD=.514$), to the lowest, 3.54 ($SD=1.104$). Thirty (73.2%) of the 41 positive impact outcomes had a mean value of 4 (mostly true) or higher. While 15 (36.6%) of the statements were rated with at least one

score of 1 (definitely false), all 41 items were rated with at least one score of 5 (definitely true).

Table 4.4 contains information on the most highly rated positive impact outcomes.

Table 4.4

Most Highly Rated Positive Impact Outcomes

Item	N	Minimum	Maximum	Mean	Std. Deviation
Increased my involvement with other students.	26	3	5	4.77	.514
Made me feel that I could make a difference in the community or in the workforce.	26	3	5	4.69	.549
Resulted in a sense of achievement and accomplishment.	25	3	5	4.68	.627
Allowed me to form connections with others in working towards a common goal.	26	4	5	4.65	.485
Required me to take on responsibilities.	26	4	5	4.62	.496
Helped me to respect cultural and personal differences, and appreciate commonalities.	26	3	5	4.62	.637
Helped me respect others' views, opinions and beliefs.	26	3	5	4.58	.578
Developed my sense of social responsibility (giving to or helping society).	26	3	5	4.58	.643
Allowed me to work with a diverse population.	26	3	5	4.54	.811
Allowed me to communicate with those who received my service.	26	3	5	4.54	.761

Research Question 2: What are the perceived benefits of service-learning as reported by selected students, particularly in comparison to traditional courses?

Similar results were indicated when subjects were asked to rank the positive impact outcomes of their service-learning experiences in comparison to traditional classroom experiences. Participants were asked in the survey to compare how the service-learning course helped them to achieve the positive impact outcomes compared to the traditional classroom setting. The first set of items were asked, followed immediately by the additional item that asked participants to compare the outcome they achieved from the service-learning course to the traditional classroom setting.

Of the 41 additional statements on a 3 (more) to 1 (less) Likert scale addressing the impact compared with the traditional classroom setting, means ranged from the highest, 2.88 ($SD=.326$), to the lowest, 2.00 ($SD=.693$). All forty-one positive impact outcomes had a mean value of 2 (about the same, or in between) or higher. While 20 (48.8%) of the items were rated with at least one score of 1 (less), all 41 statements were rated with at least one score of 3 (more). Additionally, 26 (63.4%) of the 41 items had a mean score of 2.54 or higher.

Table 4.5 contains information on the outcomes that students perceived to have achieved more through the service-learning course than through the traditional classroom setting.

Table 4.5

Most Highly Rated Outcomes Achieved Through the Service-Learning Course more than the Traditional Classroom Setting

Item	N	Minimum	Maximum	Mean	Std. Deviation
Developed my sense of social responsibility (giving to or helping society).	26	2	3	2.88	.326
Increased my involvement with other students.	26	2	3	2.88	.326
Allowed me to communicate with those who received my service.	25	2	3	2.84	.374
Allowed me to form connections with others in working towards a common goal.	26	2	3	2.81	.402
Increased my overall satisfaction as a college student.	26	2	3	2.77	.430
Required me to take on responsibilities.	26	2	3	2.77	.430
Provided me with opportunities in leadership.	26	2	3	2.77	.430
Increased my comprehension of race and socioeconomic issues.	26	2	3	2.77	.430
Increased my overall satisfaction during the semester in which I participated.	26	2	3	2.73	.452
Provided me with opportunities in communicating and working effectively with others.	26	2	3	2.73	.452

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study investigated the perceived impact that involvement in a service-learning course had on selected college students at Rowan University, as well as a comparison of their service-learning experiences to the traditional classroom setting. The subjects of this study were enrolled in a service-learning course during the spring semester of 2008. Service-learning has become increasingly common at universities around the United States (Brown, 2005). With the increasing practice of service-learning in higher education, as well as the perceived benefits noted in the literature, it is important that Rowan University takes these practices into consideration.

A survey was distributed to 37 subjects enrolled in one of two service-learning courses at Rowan University at the conclusion of the course. The survey, constructed from the knowledge base, including Chickering's Theory of Identity Development in college students, was divided into six components based on related outcomes: academic, civic, developmental, social skills, leadership, and personal. Each item then asked the participant to compare that outcome to the traditional classroom setting. Twenty-six surveys were collected, yielding a 70.3% response rate.

Descriptive statistics were used to analyze the data from the collected surveys. Perceived impact of the service-learning course and a comparison of the impacts to the traditional classroom setting were explored using the Statistical Package for the Social Sciences (SPSS) computer software program.

Discussion of the Findings

Research Question 1: What is the perceived impact of service-learning on college students, particularly those who participated in such a course at Rowan University, during the spring semester of 2008?

Overall, the subjects perceived their experiences in a service-learning course to have had a strong, positive impact on them as students. Psychologist Albert Bandura (1986) suggests that “people not only gain an understanding through the reflection involved in service-learning, but they evaluate and alter their own thinking” (p.21). The outcomes most highly rated by the participants (see Table 4.4) included similar findings, such as “helped me to respect cultural and personal differences,” “helped me respect others’ views, opinions, and beliefs,” and “developed my sense of social responsibility.”

Thirty (73.2%) of the 41 positive impact outcomes had a mean value of 4 (mostly true) or higher. The means on a 5 (definitely true) to 1 (definitely false) Likert scale addressing the perceived impact of service-learning ranged from the highest, 4.77 ($SD=.514$), to the lowest, 3.54 ($SD=1.104$). The high ratings suggest that overall, service-learning had a positive impact on most outcomes related to student development.

Research Question 2: What are the perceived benefits of service-learning as reported by selected students, particularly in comparison to traditional courses?

According to Arthur Chickering's Seven Vectors of psychological development of college students, "collaborative relationships are needed between businesses, the community, and schools in order to maximize the developmental potential of work and volunteer experiences" (as cited in Evans et al., 1998, p. 41). Service-learning can be a key component in delivering that potential.

In comparison to the traditional classroom setting, the outcomes most highly rated by participants (see Table 4.5) included: "increased my involvement with other students," "allowed me to communicate with those who received my service," "allowed me to form connections with others in working towards a common goal," and "increased my overall satisfaction as a college student." The data suggest common themes of establishing interpersonal relationships and purpose, which are essential in the psychological development of college students (Chickering, 1969).

Twenty-six (63.4%) of the 41 questions addressing the impact compared with the traditional classroom setting had a mean score of 2.54 or higher. The means on a 3 (more) to 1 (less) Likert scale ranged from the highest, 2.88 ($SD=.326$), to the lowest, 2.00 ($SD=.693$). All 41 positive impact outcomes had a mean value of 2 (about the same, or in between) or higher, suggesting that students may perceive the benefits of a traditional classroom further if a service-learning component is included.

Conclusions

The results of this study generally confirmed the findings of previous related studies, and suggestions from current literature. Student subjects generally perceived involvement in a service-learning course to have a positive impact on them as a student, as well as more of an impact than the traditional classroom setting, on many outcomes.

Morton and Enos (2002) note that service-learning is inspired by the desire to engage college students as active citizens, both locally and nationally. Student subjects enrolled at Rowan's branch campus had the opportunity to serve the immediate community in the city of Camden. Student subjects enrolled at the main campus in Glassboro had the opportunity to travel 1,200 miles to New Orleans, to serve residents of a community in an entirely different region of the United States. The content of many service-learning courses is often focused on contemporary social problems (Astin & Sax, 1998). The two communities expressed a needed service, and students from Rowan were able to answer through the direction of a faculty member.

Also, researchers such as Chickering have related service-learning to positive student development. Students must be presented with opportunities that encourage growth and maturation in order for development to occur. Based on the findings in this study, service-learning provides students with means of psychological development including aspects competence, autonomy and integrity (Chickering, 1969).

According to Chickering, students are better prepared for the workforce after cooperatively interacting with people of diverse skills, perspectives, and insights. With a mean 4.77 out of 5 ($SD=.514$), “increased my involvement with other students” was reported the most highly rated outcome (see Table 4.4) regarding positive impact from the service-learning course. Similarly, the same outcome was ranked second when asking students to compare the service-learning course to the traditional classroom setting. With such exposure to peers, students are presented with an opportunity to interact with people of diverse skills, perspectives, and insights.

While certain criticisms and limitations exist regarding service-learning, this study suggests a significant positive impact on a number of student outcomes for students at Rowan University. Keeping with higher education’s basic educational mission of teaching, research, and service, it is important to consider providing appropriate opportunities to students (Jacoby, 2004). Specifically, the mission and vision of Rowan University includes, “an environment that... integrates teaching and community... and enriches the lives of those in the campus community and surrounding region” (<http://www.rowan.edu>).

In conclusion, student subjects reported being positively impacted by service-learning courses through a number of developmental outcomes as evident through the findings of this study and related literature. Additionally, students are more likely to perceive similar benefits from a service-learning course than a traditional course, suggesting the importance of integrating service-learning courses into the curriculum.

Recommendations for Practice

Based upon the findings and conclusions of the researcher, the following suggestions for future practice are presented:

1. Faculty should have the option of attending workshops, professional development or orientations that specifically address service-learning. The Office of Service-Learning and Volunteerism may consider playing a role in marketing resources to faculty and staff, or to offer workshops themselves.
2. Faculty and staff should be compensated for the extra work and expenses that they may incur through teaching a service-learning course. Compensation could include a more substantial budget or changes in course load or credit offering.
3. Rowan University should explicitly designate through its catalogue and course offerings which courses are offered as a service-learning course, or with a service-learning component. Students should be able to easily determine which courses meet those criteria, without having to track down a significant number of faculty and staff members.
4. Every student should be aware of the perceived benefits of involvement in a service-learning course and be provided with the option to participate in one. For example, service-learning opportunities should be considered in events and services such as freshman orientation and sophomore initiatives.

Recommendations for Further Research

Additionally, the following recommendations are made for further research:

1. Similar studies could be conducted using a significantly larger sample. Participants should include students from both similar and different types of universities. Other states and regions should also be included in future research, as this study only included students from one state school in New Jersey.
2. Interviews of student participants should be conducted in addition to the survey. Interviews could provide more specific insights into the perceived impact of service-learning courses.
3. A study should be conducted addressing faculty knowledge, opinions and needs regarding service-learning. Faculty and staff must be considered because without them, a service-learning course could not exist.
4. A study could be performed addressing faculty experiences of integrating service-learning into the curriculum. Service-learning courses could be offered as electives, general education courses, or within a specific major, depending on preferences and experiences of the faculty and staff involved.

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APPENDIX A

Institutional Review Board Approval



February 26, 2008

Dawn E. Sandas
401 N. Main St.
Williamstown, NJ 08094

Dear Dawn E. Sandas:

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 approved your project:

IRB application number: 2008-136

Project Title: Service-Learning at Rowan University: Perceived Impact on Selected Student Participants

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or 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.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to the Associate Provost for Research (856-256-4053).

If you have any questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-4167).

Sincerely,

Roberta Dihoff, Ph.D.
Chair, Rowan University IRB

c: Sisco, Burton, Educational Leadership, Education Hall

Office of the Associate Provost for Research
Memorial Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-4053
856-256-4425 fax

APPENDIX B

Survey Instrument

Your participation in this survey is voluntary and you are not required to answer any of the questions herein; 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. Your completion of this survey constitutes informed consent and your willingness to participate. Thank you!
 Dawn Sandas, Higher Education Administration sandas18@students.rowan.edu

Course Information (Please fill in your answer)

Name of Class _____ Department _____

Institution Rowan University Semester/Year _____

Number of Students in Class (approximate) _____

Demographics (Please circle your answer)

1. Gender
 1. Male
 2. Female
2. Ethnicity
 1. African American
 2. Asian American
 3. Caucasian
 4. Latino/Chicano
 5. Native American
 6. Other _____
3. Undergraduate major
 1. Business (Accounting, Marketing, etc.)
 2. Communication (Journalism, RTF, Writing, etc.)
 3. Education (Teacher Ed., Special Ed., H&ES etc.)
 4. Engineering (Chemical, Civil, Computer, etc.)
 5. Fine & Performing Arts (Art, Music, Theatre, etc.)
 6. Liberal Arts and Sciences (Science, English, Psyc., etc.)
 7. Other or double-major (not in the same field) _____
4. Class at time of participation
 1. Freshman
 2. Sophomore
 3. Junior
 4. Senior
 5. More than one year
5. Participated in some form of community service prior to this course?
 1. Yes
 2. No
6. Why did you participate?
 1. Mandatory for major or minor class
 2. Mandatory requirement for general education/graduation
 3. Voluntary (interest, experience, or by recommendation)
 5. Sanction
 6. Other _____

Survey Questions

Please highlight 5 – Definitely true 4 – Mostly true 3 – Neither true nor false; In between 2 – Mostly false 1 – Definitely false (Outcomes) The service-learning course:	Compared with the traditional classroom setting, the service-learning course helped me to achieve this outcome:
Academic-related outcomes	
1. gave me a greater academic appreciation and understanding of the field in which my undergraduate major is included 5 4 3 2 1	More About the Same Less
2. prepared me for work in my future field 5 4 3 2 1	More About the Same Less
3. affirmed or reaffirmed my vocational/career goals, or choice of undergraduate major 5 4 3 2 1	More About the Same Less
4. made me spend too much time on classwork and activities 5 4 3 2 1	More About the Same Less
5. did not have adequate faculty support 5 4 3 2 1	More About the Same Less
6. may have led to higher grades than other semesters 5 4 3 2 1	More About the Same Less
Civic-related outcomes	
1. developed my sense of social responsibility (giving to or helping society) 5 4 3 2 1	More About the Same Less
2. resulted in my empathy for others 5 4 3 2 1	More About the Same Less
3. increased my comprehension of race and socioeconomic issues 5 4 3 2 1	More About the Same Less
4. allowed me to communicate with those who received my service 5 4 3 2 1	More About the Same Less

5. made me take an interest in social justice 5 4 3 2 1	More About the Same Less
6. made me take an interest in politics 5 4 3 2 1	More About the Same Less
Developmentally-related outcomes	
1. play a role in my moral development 5 4 3 2 1	More About the Same Less
2. helped me respect others' views, opinions and beliefs 5 4 3 2 1	More About the Same Less
3. increased my decision-making skills and critical thinking 5 4 3 2 1	More About the Same Less
4. challenged me physically or manually 5 4 3 2 1	More About the Same Less
5. challenged me intellectually 5 4 3 2 1	More About the Same Less
6. challenged me emotionally or challenged my beliefs about society 5 4 3 2 1	More About the Same Less
7. Offended my views, opinions or beliefs 5 4 3 2 1	More About the Same Less
Social skill-related outcomes	
1. developed my social and interpersonal skills 5 4 3 2 1	More About the Same Less
2. provided me with opportunities in communicating and working effectively with others 5 4 3 2 1	More About the Same Less
3. allowed me to form connections with others in working towards a common goal 5 4 3 2 1	More About the Same Less

4. gave me an opportunity to interact with faculty outside of the classroom 5 4 3 2 1	More About the Same Less
5. allowed me to work with a diverse population 5 4 3 2 1	More About the Same Less
6. helped me to respect cultural and personal differences, and to appreciate commonalities 5 4 3 2 1	More About the Same Less
7. increased my involvement with other students 5 4 3 2 1	More About the Same Less
8. caused unresolved conflicts with classmates 5 4 3 2 1	More About the Same Less
9. taught me to compromise 5 4 3 2 1	More About the Same Less
Leadership-related outcomes	
1. provided me with opportunities in leadership 5 4 3 2 1	More About the Same Less
2. required me to take on responsibilities 5 4 3 2 1	More About the Same Less
3. required me to multi-task 5 4 3 2 1	More About the Same Less
Personal-related outcomes	
1. increased my overall satisfaction during the semester in which I participated 5 4 3 2 1	More About the Same Less
2. was an experience that increased my overall satisfaction as a college student 5 4 3 2 1	More About the Same Less
3. resulted in a sense of achievement and accomplishment 5 4 3 2 1	More About the Same Less
4. made me feel that I could make a difference in the community or in the workforce 5 4 3 2 1	More About the Same Less

5. increased my self-esteem 5 4 3 2 1	More About the Same Less
6. required me to spend too much money 5 4 3 2 1	More About the Same Less
7. presented difficulties finding transportation 5 4 3 2 1	More About the Same Less
8. made me plan to participate in community service in the future 5 4 3 2 1	More About the Same Less
9. prompted me to have already participated in community service since the course 5 4 3 2 1	More About the Same Less
10. helped me apply service-learning content to the real world 5 4 3 2 1	More About the Same Less

Thank you very much for taking the time to participate in this survey! Your responses will provide important feedback for this research!