

The Relationship of Service Learning  
and College Student Development

by


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(ABSTRACT)

The purpose of this research was to explore the relationship of the use of service learning in teaching and selected dimensions of college student development. The research was guided by the question, "To what extent do three levels of experience in community service, including participation with and without reflection about the service and no participation, affect students' sense of civic or citizenship responsibilities, respect for diversity, development of skills, and knowledge of self?"

A pretest/posttest design was employed to measure the four dimensions of growth associated with participation in community service learning experiences. The sample was 116 students enrolled at James Madison University and Radford University. Data from the pretest and posttest was analyzed by ANOVA procedures that allowed examination by gender, race, and previous volunteer experience. Additionally, qualitative data were collected from student journal entries that displayed reflections of the students about their service learning experiences. These entries were guided by predetermined questions about written scenarios concerning service and volunteerism.

The results indicated the pretest/posttest instrument reliability was in the average to low range. The subsequent analysis found no significant differences in the scores of the students on the pretest/posttest. However, there was a significant difference between the scores of men and women on both the pretest and posttest. The students' reflections in the journal entries provided many examples of student development on the four dimensions of growth. It was concluded from this examination that service learning with reflection had contributed to student development. This was inferred from both the number and quality of the student statements. The students believed the service learning experience had facilitated an increasing appreciation for diversity, the development of additional skills, and a greater awareness of self. The fourth dimension, civic awareness, was displayed by many students before they began the service learning experience, and it was harder to evaluate change on this dimension as a result of the six week experience.

Additional research was suggested to refine the pretest instrument and to focus on longer service learning experiences. Findings from this research should be useful to educators interested in service learning in their instruction and provide guidance on the important role of reflection in the experience.

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## CHAPTER ONE

### INTRODUCTION TO THE RESEARCH AREA

#### Background

The linkage of service and learning is an idea that has recurred in educational philosophy several times in this century. The most recent example is the National Service Plan which engaged the minds of politicians in the 1990s and was passed by Congress in 1993 (Bernstein & Cock, 1993). The concept of using service experiences in the community to reinforce classroom learning began to captivate the attention of educators during the 1980s and became known as the service learning movement (Floerchinger, 1991).

There are currently campus centers to promote community service learning at approximately 450 institutions (Craig, 1990). The assignment of community service as part of a course requirement has emerged as a learning experience capable of being both focused and evaluated. The terminology used for the community service component of an educational experience is "student service learning." It has been defined as the, "joining together of academic study and volunteer service so that the service makes relevant the academic study, and the study enhances and strengthens the work" (Craig, 1990, p. 44).

Service learning incorporates a component of reflection about the service experience within the classroom environment. The examination of the service and its relationship to the academic discipline and/or larger societal issues has been what differentiates service learning from community service (Kupiec, 1993). In service learning, faculty members guide the reflective activity either through classroom discussions or in written essays. College courses that include service learning assign academic credit for completion of the community service project.

During the early 1980s a number of northeastern college presidents formed a group known as the Campus Compact and began to investigate the concept of service learning (Krehbielt & MacKay, 1988; Theus, 1988). One of the purposes of this group was to encourage the development of good character and responsible citizenship within college students. Campus Compact currently includes representatives from over 267 institutions across the United States (Theus, 1988).

This development was followed in 1989 by then President Bush's inaugural address which emphasized the advancement of volunteerism and community service on a national level in his "Points of Light Initiative." President Clinton's recently unveiled National Service Plan outlined an

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ambitious program that by 1997 could involve a maximum of 150,000 student participants in community service (Bernstein, 1993). As educators and politicians have become interested in the outcomes of service, many contemporary collegians have begun participating in community service. In fact, several national surveys of college students indicate a growing interest in volunteerism (Astin, 1993; Floerchinger, 1991; Krehbiel, 1988).

In the new National Service Plan, students perform one year of work assisting others through community service usually in their own geographic localities. In exchange, they receive financial credits to fund their education. This initiative seems to illuminate a resurgence of altruistic and humanitarian concerns within the country.

National programs with a focus on community service are not new ideas in America. They build on other initiatives and traditions such as the Civilian Conservation Corps and the G.I. Bill which also encouraged young people to participate in work programs for the community and offered education in return. Historically, Americans have been concerned with the education of a citizenry capable of making informed and socially responsible decisions. Thomas Jefferson's writings included the idea of social goals for education in a democracy and this idea was also echoed in

the educational conceptualizations of John Dewey (Dewey, 1916 & 1938).

### **Theoretical Rationale**

Even a quick overview of Dewey's writings illustrates his recognition of linkages between individuals, the societies in which they live, their educational institutions, and the perpetuation of society's systems of values (Dewey, 1916 & 1938). His book titles gave clues to the ideas he considered important and how these ideas melded together. Democracy and Education (1916) spoke to the social value of education. Democracy was a social value and Dewey believed a society continued this value through communication and education. His book Experience and Education (1938) created the vision of an ideal educational system. Dewey's education integrated the out of class experiences of the individual with intentional academic experiences in the schools to develop genuine and meaningful learning.

The 1990s service learning concept is clearly built on experiential learning ideas drawn directly from Dewey's thinking about education. The idea of student assignments within the community to assist others also dovetails into his writing about societies (Dewey, 1916 & 1938). These are

the obvious threads from Dewey's thinking woven into the current reemphasis on student community service.

The literature supported the concepts that are the basis of service learning including student involvement in learning and the belief that learning takes place both inside and outside of the classroom (Boyer, 1987; Kuh, Schuh, Whitt et al., 1991). However, the service learning movement has developed in an environment that included a faculty less interested in student activities outside of the classroom. The faculty's focus has been predominately on their disciplines and imparting knowledge to students who assumed passive roles in lecture-style classroom situations.

While educators have been discussing the role of the faculty and effective methods of instruction, the students, their families, and state legislators asked institutions to make education more relevant. Employability has become the ultimate bottom line of an investment in education. As our economy became less dynamic, businesses developed stringent requirements for the few new college graduates they hired. In light of these developments, higher education saw the necessity of their graduates being able to handle complex ideas, have technical training, and have the ability to adapt to changes in the workplace (Jarvis, 1990).

## **Purpose of the Study**

This research examined the relationship of participation in a service learning experience and college student development. In the literature review, a number of articles were found that defined the concepts of service learning, described the types of organizations and individuals most likely to participate in service learning, and speculated about possible areas of developmental change experienced by students involved in service learning assignments. However, there was little research which substantiated changes within students that were related to their participation in service learning (Fitch, 1987).

According to the literature, four areas of growth may be linked to student participation in community service and service learning: (a) a sense of civic or citizenship responsibility; (b) a respect for diversity; (c) development of individual skills; (d) and knowledge of self (Kupiec, 1993; Levine, 1989; Pascarella, 1986, 1988; Ryan, 1993). This research proposes to examine the relationship of participation in service learning and the four dimensions of growth and will be guided by the following research question. To what extent does experience in community service, including participation with and without reflection about the experience, affect a student's sense of civic or

citizenship responsibilities, appreciation of diversity, development of skills, and knowledge of self?

### **Limitations of the Research**

Representatives of James Madison University and Radford University agreed to participate in the research project. These institutions are primarily residential institutions with student bodies that are demographically similar and comprised of predominately white and traditionally aged students. Thus generalizations to institutions with more diverse student bodies may be limited. Results from this research will not be applicable to institutions that draw large percentages of their students from African American, Hispanic, or Asian cultures. Also, due to the fact both of these institutions were predominately residential, it will be impossible to make any statements relative to mostly commuter and/or non-traditional student bodies. Generalizations will also be limited for groups involved in service experiences and composed of individuals other than college students.

The study was also limited by sampling procedures. The participants in this research project included both students who self initiated their participation in the community service learning experience and students who were assigned participation in service learning as part of their

requirements for participation in an academic course. Findings from this research would not apply to situations involving volunteers.

## **Definitions**

### **1. Volunteerism:**

Volunteerism is a different concept than service learning. Susan Ellis (1990) has defined volunteerism as the decision to, ...choose to act in recognition of a need, with an attitude of social responsibility and without concern from monetary profit, going beyond one's basic obligations. (Ellis & Noyes, 1990, p. 4)

Volunteerism, then, is a benevolent act that serves society and for which there is no compensation. Unlike service learning, volunteerism does not involve intentional learning.

### **2. Service Learning:**

The words "service and learning" in the service learning concept have caused confusion and slowed the acceptance of the concept because their meaning relative to higher education has not been readily apparent. The obscurity of the concept can be eliminated by examining the two words, service and learning, separately before they are combined.

To understand the meaning attached to the word service in this context, it is important to understand that it does

mean students assisting others. Students have received class assignments requiring participation in service activities to assist individuals outside the academic setting, and from these assignments they have gained new perspectives. Working shoulder to shoulder with people from diverse environments helps students appreciate why and how people are different.

These experiences illustrated that all humans share some commonalities. Regardless of socioeconomic level or race all people need to feel they are respected, need to have the freedom and power to impact their own lives, and want to meet their daily basic survival needs for food, love, and shelter. Service learning, according to the literature, promotes learning by developing a more complete understanding of others and their circumstances (Levine, 1989; Theus, 1988).

The final key to unlocking the definition of service learning is to put emphasis on the word learning. It refers to pedagogy that relies on experiential learning. Learners are directed toward specific work assignments where concepts taught in the classroom are applied. Such assignments assist either individuals or benevolent organizations with actions that promote the welfare of others. When faculty and students review their service experiences in the classroom, the new experiences lead to thoughtful

reflections. Issues raised in class discussions may include what the students consider to be important, what they believe is right or wrong, and how their beliefs would be integrated into their actions.

Service learning is seen as an active rather than a passive style of learning and may be more difficult for some teachers to incorporate into the classroom. Experiential learning requires the teacher to plan activities that encompass more than the delivery of a lecture followed by a test. Experiential learning assignments engage the learner in the material more frequently by anchoring the material covered in class to the reality outside of an institutional setting (Kendall, 1986).

### 3. Reflection in Service Learning:

In reviewing the types of service learning experiences available to students, the literature discussed the importance of either writing, discussing, or in some other manner relating the experiences in the community to academic materials covered in the classroom setting (Kendall, 1986). The phrase service with reflection, then, was used to indicate that the student participated in service and had the opportunity to reflect on the events with the instructor in an academic context.

#### 4. Civic Awareness/ Responsibility Dimension:

This refers to the student/citizen's understanding of the justness of the social institutions. It is related to civic education and described in the book, Rethinking Tradition (Kupiec, 1993).

One of the oldest, most complex and painful tasks of democratic citizenship is to reach conclusions about the justness of those institutions which order our collective life. (Kupiec, 1993, p. 62)

It implies an awareness that as citizens in a democracy they are responsible for the government's effectiveness and elections serve to place citizens in government who will serve the will of the people. This sense of responsibility occurs gradually,

Citizens develop, they do not emerge full blown; their capacities are cultivated only through tough, challenging, serious, practical and theoretical education in the democratic arts. (Kupiec, 1993, p. 63)

Through civic education, the students are moved,

...to reflect on their lives and careers in ways that allow them to integrate their concerns with larger arenas of governance and policy, and help them understand and develop their capacities to act effectively in such arenas as well as their everyday environments. (Kupiec, 1993, p. 66)

#### 5. Respect for Diversity Dimension:

The reality of the 1990s is that one in seven U.S. residents speaks a language other than English in the home. However, diversity as used here relates not only to different racial and ethnic backgrounds, but also to

differences in socio-economic levels, religious and cultural traditions, and by gender. The respect for diversity dimension includes students who develop,

...a mental framework that will enable them to acknowledge, incorporate and utilize a world of diversity in all thought processes.... (Kupiec, 1993, p. 84)

When students have respect for diversity, they learn to understand how culture shapes people and how people shape their culture. They can incorporate multiple perspectives in their problem analysis and decision making tasks and they understand how decisions and events impact different cultures (Kupiec, 1993).

#### 6. Knowledge of Self Dimension:

This can be described as self-understanding or insight into self. It includes a sense of personal worth, confidence, and competence. Students who are developing on the dimension of self- knowledge have begun to understand themselves and have arrived at a conscious set of personal values and beliefs. (Fox, 1993).

#### 7. Skill Development Dimension:

Skill development would include knowledge and techniques related to the academic concentration of the student. However, more universal general career skills are also enhanced by participation in experiential learning

(Kendall, 1986). These would include development in areas such as communication, interpersonal, leadership, time management, and organizational skills.

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### REVIEW OF THE LITERATURE

#### Introduction

Historically, American higher education has had two themes interwoven into the mission statements and goals of its institutions. The first theme focused higher education on the development of values within its students/citizens, and it meant that United States colleges and universities had a social agenda. The theme was developed because our nation needed an educated citizenry that held certain common values. This was particularly important if the country was to function successfully as a democratic society with universal suffrage. It has been described as education for citizenship.

The second theme focused higher education on the individual rather than on the group. It stressed occupational/career related concerns and the development of skills in students. This theme for higher education reflected the importance our society placed on having a pool of individuals trained to develop and expand our economy (Bellah, Sullivan, Swidler, & Tipton, 1985; Boyer, 1987; Cole, 1940). There have been times of ascendancy for each of these two themes in education and, on occasion, the

themes have even appeared to be in direct opposition to one another (Bellah, 1985).

The service learning movement in the 1990s signaled a reappearance on the educational horizon of the values education theme. With its return, contemporary society heard an echo of interest in the collective needs of the larger group. Levine (1980) developed a thesis about the positive relationship between the value development theme in education and its appearance in times of national crisis such as war. His thesis presented an interesting paradigm with which to examine the current service learning movement. Is it possible that the current focus on values development in education is a response to the perception of a national crisis? Is education reacting to a national crisis of a moral and ethical nature within society instead of an external enemy and a nationalistic war?

### **Historical Review**

A focus on the importance of the larger community and the individual's relationship to it goes back to the beginnings of the United States (Ellis & Noyes, 1990). Alexis de Tocqueville examined the relationship between character and society in America in the 1830s (Bellah, 1985; Cole, 1940). He noted the importance of our social mores related to religion, politics, and family and the impact

they had on our citizens. He was convinced that the key to America's success and survival was a recognition of the important relationship existing between our citizens and their participation in the public life of the larger community.

There has been a powerful influence of religion on our national psyche ever since the Pilgrims landed (Cole, 1940). In fact John Winthrop, one of the first Puritans to arrive, gave a sermon as his group anchored in the harbor that emphasized the need for the settlers to work together and rejoice "together as a community" (Bellah, 1985, p. 28). Winthrop believed they would be successful in establishing a colony if the Pilgrims were conscious they were members of a community (Bellah, 1985).

Plato's ideas about republicanism and the ideal of a self-governing society of relative equals in which all could participate also shaped our development as a nation. Jefferson built on Plato and the ideas of Bacon, Newton, and Locke when he stressed the principle of citizen participation in the Declaration of Independence (Cole, 1940).

However, America also had a strong tradition of individualism since its beginnings. The writings of Benjamin Franklin often are cited as expressions of this characteristic (Bellah, 1985). Franklin idealized the self-

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made man. In fact, according to Cole (1940) the nineteenth century was characterized by individualism and this sense of individualism extended into our religious and educational institutions. He quoted the philosopher, William E. Hocking, who said that individualism has "infected the Western mind with the disease of rights without duties" (Cole, p. 176).

There are two themes in education that are a part of the American psyche; a drive toward collectivism and a drive toward individualism. At different times in our national history each of the themes has been more important. For instance, the essay "The Moral Equivalent of War" by philosopher William James (McDermott, 1967) has been used in the student affairs literature (Williamson, 1975) as an example of society's periodic focus on the importance of the group. James argued that war had one virtue: to build cohesiveness in a society. It was his contention that because society no longer accepted war as morally right, cohesiveness could be recreated as people found a "moral equivalent to war" (McDermott, 1967, p. 666). This equivalent according to James would arise as people served their society "all the qualities of a man acquire dignity when he knows that the service of the collectivity that owns him needs them" (McDermott, 1967, p. 667). James said that until the community offered an equivalent discipline, war

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would continue to be found in the world. He wanted an "inflaming of the civic temper" (McDermott, 1967, p. 670) and even called for a version of the national service plan.

If now - and this is my idea- there were, instead of military conscription a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against nature, then injustice would tend to be evened out, and numerous other goods to the commonwealth would follow. (McDermott, 1967, p. 669)

James focused on the larger society and "service of the collectivity that owns him" (McDermott, 1967, p. 667). This definitely was not a man focused on the self-seeking individual.

Woodrow Wilson recognized the power of these themes in education, and at Princeton in 1896, in an essay published during his term as president, he called on Princeton to serve the nation (Boyer, 1987). Princeton and its students had a duty to serve and this service was part of the Princeton mission. However, Wilson said of the Princeton founders that "their ideal was the service of congregations and communities, not the service of a church" (Hofstadter & Smith, 1961, p. 688). The most quoted line from Wilson's essay is often used by Boyer (1987) and others to argue for the importance of the value development theme in education. Wilson argued, "Of course, when all is said, it is not learning but the spirit of service that will give a college

place in the public annals of the nation" (Hofstadter & Smith, 1961, p. 694).

The ebb and flow of the value development theme in society and education can be seen in the history of the student affairs profession as well. The early institutions of higher education were significantly involved in religion as either religiously affiliated private institutions or as institutions training students for careers in the ministry. Students became directly involved in value development activities with the creation on campuses of the Christian student societies like the YMCA (Williamson, 1975). Founded in 1858 and 1859 at state universities in Michigan and Virginia, these early student organizations focused on philanthropic, social, and religious activities (Shedd, 1938).

A book written in 1952, The College and the Community (Brownwell, 1952), contained an excellent illustration of the periodic focusing on an integration between the college and the society. The author discussed the failure of American higher education in the late 1940s and early 1950s to integrate the humanities with the scientific advancements which had occurred. Colleges had failed to relate functionally to a life the students knew and the author argued education must become, "an unfolding of inherent tendencies, values, insights, and traditions of their (the

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students) native culture" (Brownwell, 1952, p. 5). This was an author who wrote during the year 1952. The 1950s were a quiet time after World War II and in education the focus had swung away from value development and the collective needs of society. Brownwell could just as easily have been writing about education in the 1980s. He sensed in 1952 the same focus on self that Levine wrote about in 1989. These were authors advocating a return to the value development theme. Levine's and Brownwell's books both found education missing something during quiet times on the national scene.

### **Support for Service Learning in the Student Affairs Literature**

An overview of some landmarks in the student affairs literature published during the last 25 years provides sufficient support to encourage research into the service learning phenomena currently growing in higher education. For example, Sanford (1966) in Self and Society developed the ideas of challenge and support as the method to produce change in an individual. Sanford felt college experiences which created some anxiety in the student were positive and opened the student to learning. It was through new experiences Sanford felt the student could find new responses;

... to summarize, the institution which would lead an individual toward greater development must, then, present him with strong challenges, appraise accurately his ability to cope with these challenges, and offer him support when they become overwhelming. (Sanford, 1966, p. 46)

Sanford's ideas dovetail into experiential learning and the educational goals for service learning in 1994. Service learning assignments are made by faculty to develop intentional learning through participation in experiences outside of the classroom (Kendall, Duley, Little, Permaul, & Rubin, 1986). According to Sanford (1966), an important element would be to insure education supports students as they participate in the challenge (or the experience). Faculty members who make service learning assignments should include activities within the classroom to help the student integrate the out of class experience with the theoretical through a period of reflection (Kupiec, 1993; Wieckowski, 1992).

In Student Personnel Work (Williamson, 1975), the student affairs professional was urged to endorse the goal of education for citizenship. Williamson traced the history of service related activities on college campuses and felt these activities combatted student self-centered privatism. Williamson also suggested the student personnel worker should keep data on charitable projects (local, national, and international) for use in conferences with student

leaders. His approach endorsed the growth of service learning centers on college campuses.

Writing in the same year as Williamson, Chickering (1969), produced the often cited book, Education and Identity. The vectors of college student development proposed by Chickering in this work have a similarity to the proposed outcomes of service learning experiences (Cagenello, 1994; Delve, Mintz, & Stewart, 1990; Floerchinger, 1991). Specifically, Chickering's vectors of establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity are closely related to the dimensions chosen for this research after a review of the service learning literature (Craig, 1990; Fitch, 1987; Floerchinger, 1991; Harel, 1992; Kupiec, 1993; Pascarella, Ethington, & Smart, 1988; Ryan, 1993; Theus, 1988; Wieckowski, 1992).

As described by Chickering in the "establishing identity" vector, a student should discover through experiences a clarification of her/himself. The vector of "freeing interpersonal relationships" has been described as the development of a greater tolerance for diversity among others and an understanding of people apart from stereotypes. The "clarifying purpose" vector has been taken to mean answering questions about personal strengths and weaknesses and how these may be important to career plans

the student develops. Finally, the vector "developing integrity" has to do with value development and has been related to the establishing identity and clarifying purposes vectors. In pursuing the "developing integrity" vector, the student must humanize and personalize a value system which is congruent (Pascarella, Ethington, & Smart, 1988; Rich & Devitis, 1985).

Chickering's vectors provided an important theoretical base for service learning experiences. Service learning assignments are made through classes to provide students with opportunities to test themselves in new experiences. During service learning experiences, students meet new people in a variety of settings outside of the classroom, and they are given an opportunity to clarify their values by examining those of others in different circumstances (Craig, 1990).

The Sanford and Axelrod book, College and Character, published in 1979, also provides a justification for service learning in developmental terms. These authors described the effective college curricula as ones that are personal. They felt college student development was hampered by "a purely abstract approach to subject matter" (Sanford & Axelrod, 1979, p. 190). Service learning assignments are described as reality integrated into the theoretical material presented in the classroom. Sanford and Axelrod

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urged learning be stimulated through a combination of teaching methods including learning from peers, from books, and from direct experience.

In College and Character (Sanford & Axelrod, 1979), the authors recognized college students must practice their skills and receive feedback about the results of their practice. This could be an endorsement for the reflection component so important to all service learning assignments.

More recently the work of Astin (1984, 1985, & 1993), Boyer (1987), and Kuh et al. (1991) may be seen as endorsements for the development of service learning in higher education. Astin's theory of "student involvement" states that the amount of physical and psychological energy a student expends is directly related to success and continuance in higher education (Astin, 1984, 1985). His theory of student involvement emphasized active participation of the student in the learning process, and it was concerned with the behavioral mechanisms that facilitate the "how" of student development.

Astin's point was that if education's purpose was to develop the human capital of our nation, then the quality or excellence of the product should be the reflection of educational effectiveness, not institutional reputation or amount of resources available. He advocated that

institutions develop talent by investing their energy and resources in maximizing student involvement.

Other research has addressed the question of what "student involving" experiences are the most effective and the ways in which students are changed as a result of these experiences. In the recent book, Involving Colleges (Kuh et al., 1991), there were excellent descriptions of institutions across the country that have developed effective models to encourage student participation.

In the work of Kuh and his colleagues, the total collegiate experience was studied, and certain common themes were found at all the institutions. The methods of addressing the theme of involvement were different at every institution, but the similarities were striking. For instance, all addressed the need for creating "human scale" institutions through both the physical environment and the psychological environment of the institution. Every institution had opportunities for involvement with both institution sponsored activities and student initiated opportunities. These institutions were characterized by close student-faculty interactions, and one of the most interesting characteristics was a blurring of the boundaries between in class and out of class learning. Service learning forces students to cross the borders between the institution and the community (Harkavey & Puckett, 1991).

Boyer, while conducting research for his book College: The Undergraduate Experience in America, visited numerous classrooms (Boyer, 1987). As an example of the negative side of faculty perceptions of their roles, Boyer mentioned a senior professor from a prestigious university who said,

I'm a scholar. I have important information to convey, and it's the responsibility of these students to hear what I have to say and use what they find helpful. I have neither the time nor inclination to spend endless hours reviewing what I have already covered or spoon-feed them. (Boyer, 1987, p. 158)

Boyer's conclusion, unlike this faculty member's, was that good teaching meant improving both the content of courses and the methods of instruction.

At the more effective institutions Boyer researched, faculty developed class assignments that provided opportunities to test the content of the course material. An example of such an assignment was a student of English who tutored reading at a local elementary school, kept a journal about the experience, and then shared the experience with a class in an oral report. Faculty at these institutions saw students outside the classroom for informal meetings. They demonstrated genuine concern for the students and their progress with the course material. As a professor from Princeton University said, the difference between teachers and good teaching is whether they consider "learning" a noun or a verb. When learning is a verb the

process is different and more effective (Boyer, 1987, p. 151).

Finally, the student affairs profession reissued its statement of principles for good practice for the 50th anniversary of The Student Personnel Point of View (NASPA, 1987). For those currently practicing in the field, this document redefined what was college student development, and the role educators and administrators should play in facilitating this development. The assumptions and beliefs that undergird the profession were consistent with those of service learning (Delve, Mintz, & Stewart, 1990; Floerchinger, 1991).

### **Recent Service Learning Research**

Interestingly, even though service learning and values education are experiencing a rebirth on campuses around the country, a review of literature related to the outcomes of these service learning experiences for students revealed very little empirical research. However, there have been a number of descriptive articles that either endorsed the service learning concept or speculated about possible student development through service learning experiences. The current literature has resources to assist in the development of service learning centers, models of successful programs linking the community with the campus,

and overviews of the types of individuals currently involved in service experiences.

The best total overview of institutions and how they incorporate service learning into their curriculums was presented in the Annual Membership Survey and Resource Guide published by Campus Compact (Bearman & Kilgore, 1993). It listed a complete range of possible community service opportunities (i.e., working with at risk youth, the elderly, the homeless, etc.) and gave a description of service learning programs and courses at multiple institutions designed to address these issues. It described the integration of the service into the curriculum plus listed a contact person at each of the institutions.

Additionally, for institutions contemplating the development of a service learning center, articles by Craig (1990) and Kendall (1986) presented a review of important ideas to consider and gave a step by step process and necessary campus resources to develop a center. Student outcomes expected in association with participation in service learning include leadership development; an opportunity to work with people of other racial, economic, religious, and educational backgrounds; hands-on work experience in their major field of study; and an increased sense of community among all participants in the service learning center. However, no studies were cited to

demonstrate that this development would necessarily take place.

An overview of the recent movement toward volunteerism on campuses was provided by Floerchinger (1991) and Theus (1988). Both described the history of the service learning movement, gave statistics for the increasing numbers of students involved, and included information about stated motivations for volunteerism. Both speculated about the impact of service learning on students humanitarian concerns. However, again no documentation was provided for this assertion.

A model service learning program instituted through the University of Pennsylvania/West Philadelphia Improvement Corps was described by Harkavy and Puckett (1991). It focused on the "dynamic and mutually beneficial relationship" which has been developed between the University of Pennsylvania and the community (Harkavy, 1991, p. 561). Again, this discussion centered on education made relevant through research and service experiences found in the community. Service learning reinforced the academic lessons of the classroom. Harkavy said,

The separation of universities from society, their aloofness from real-world problems, has similarly deprived universities of contact with a necessary source of genuine creativity and academic vitality. To put it another way, universities can make increasingly significant contributions to both the advancement of knowledge and the

improvement of human welfare if they direct their academic resources toward helping to solve the concrete, immediate, real-world problems of their local geographic communities. (Harkavy, 1991, p. 557)

The literature contained articles which were calls to the academic community to integrate the service experience with the curriculum (Dalton, 1987; Delve, 1990; Fox, 1993; Kupiec, 1993; Wieckowski, 1992). Benefits of service learning and a unification of the service experience with the academic discipline included an improvement of the campus climate with the development of a more humanitarian student culture (Dalton, 1987). According to Wieckowski, (1992) the task of bringing together the campus forces to promote service learning should become part the student affairs staff mission. Student affairs should promote these more comprehensive curricular practices (Wieckowski, 1992, p. 209).

### **Research Related to the Four Dimensions of Growth**

This research examined four dimensions which were repeatedly discussed in the literature. Several were the focus of recent research. For example, civic awareness/and humanitarian concerns were reasons college students reported for participation in community service in studies done by Fitch (1987) and Sibicky (1992). Fitch's study used a sample of 76 students. However, a drawback to Fitch's study

was that it included 78 percent women. It did find that the major reasons cited for volunteering were a sense of satisfaction, altruistic concerns, and affiliation needs. Fitch concluded that students volunteered for altruistic reasons, but egoistic rewards also were important to the students.

In the Sibicky study (1992) completed at Marrieta College in Ohio, motivations for volunteerism were examined in college students and in senior citizens. Reasons respondents gave for participation were similar to the four dimensions of this research. In Ohio, the respondents said participation in volunteerism was: (a) result of a deeply held value and commitment to helping others; (b) an opportunity to interact with others; (c) facilitated a self understanding (volunteerism provided an insight into the world); and (d) served a career exploration function and/or volunteerism provided training and skills in career related areas.

The influence of college on student humanitarian interests was also the focus of the Pascarella (1988) research. This research examined a relationship between student involvement in social leadership activities while in college and increased humanitarian/ civic involvement after college. An interest in civic responsibilities and leadership development skills also were cited as benefits to

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students of participation in service learning activities in research completed in Israel (Harel, 1992). In another study completed at the University of Virginia (Gansneder & Kingston, 1984), the researcher examined the effect of participation in a year long service oriented internship on career choice and continued commitment to community service after graduation. It found 85% of the individuals who had participated in the community service internship remained involved in civic and community activities 7 to 10 years after participation and graduation.

An increased appreciation for diversity in groups as a function of service learning was discussed by more than one author (Bearman & Kilgore, 1993; Dalton, 1987; Fox, 1993; Kupiec, 1993; Ryan 1990). Ryan (1990) completed a survey at an institution in Minnesota to determine the extent of volunteerism by all segments of the academic community including the students, faculty, and administrators. In response to an open ended question, she found the participants cited they gained a variety of outcomes through community service participation including an "increased awareness of, and sensitivity to others and a greater appreciation of differences" (p. 31).

Kupiec (1993) felt participation in the service learning experience would prepare students for cultural diversity only if the students were exposed to reflection

about the service assignments. It was the integration of the cognitive and experiential components that challenged students to think and examine their attitudes, behaviors, and values on cultural diversity.

Finally, a research project completed with a sample of high school and community college students found support for the dimension of personal skill development after participation in community service projects (Wheatley, 1984). The report supported the idea students developed personal skills such as job search skills, knowledge of self, specific work skills, time management and organizational skills, and communication skills through their community service activities.

### **Milestones in the Service Learning Literature**

In 1990, a model was developed based on the theories of Perry, Kohlberg, and Gilligan (Delve, Mintz, & Stewart, 1990, p. 8). Called the Service Learning Model, it proposed five stages of student development would result from student participation in service learning experiences. The first of these five stages was the most simplistic and least committed to service. It was an initial exposure to service stage called the "exploration" phase. During this phase, the student explores a short term activity as a form of community service. In the exploration phase, the student is

expected to feel good and receive some satisfaction from the service. The exploration phase usually involves group participation in a service project and the activities are normally very structured and nonthreatening.

According to the service learning model after the exploration phase, students then may continue to develop through stages reflecting greater degrees of commitment by the individual to the service activity. These three stages were the "clarification, realization, and activation" phases. In these phases students form some lifetime commitment to the activity and participate in the service activities independently of any group pressure. The students become champions or advocates for the issue to which they devote their service.

These stages are followed by the fifth and final stage, the "internalization" phase during which the students develop a lifelong commitment to the social justice of the service/issue. They live consistently with their values and participate in the community service because they believe it is the right thing to do. Their involvement with the service activity is consistent with their values and has become a regular part of their lives.

The Delve, Mintz, and Stewart model provides a framework for faculty and administrators to understand how their assignments for participation in service learning

experiences may cause changes within the cognitive and moral dimensions of the participants. It provides a standard for faculty to measure the level of commitment to service held by their students as they initially enter a service learning experience. Using the model, faculty can assist students develop from participation in service activities because of a one-time charitable motivation to participation in service because the students have defined participation in the service as a moral activity.

A second defining document in support of service learning was developed by the National Society of Experiential Education and others during 1989 at the Wingspread Conference Center (Kupiec, 1993). The "Principles for Good Practice in Combining Service and Learning," articulated ten important elements which should be included as institutions began to embrace service learning. It included: (a) the tasks of a service experience must be recognized by society as important; (b) the program should provide opportunities to reflect on the experience; (c) there should be clearly articulated goals for the service and learning; (d) the recipients of the service should help to develop the needs served; (e) the responsibilities of all participants should be clear; (f) the service programs should change as the needs of the recipients and providers change; (g) there must be genuine

commitment from all organizations involved; (h) effective programs will provide appropriate training, supervision, and recognition for participants; (i) time commitments for participants must be flexible; and (j) finally, diverse populations should be encouraged to participate in service learning (p. 13-15).

### **Research Related to this Study**

In 1993 two research projects were completed that examined the relationship of changes in students and participation in service learning. The first was a qualitative research project using students who worked for a semester with the mentally handicapped in England (Cagenello, 1994). The study was based on the following developmental assumptions about growth in students: service learning might increase empathy, sense of citizenship and civic responsibility, and acceptance and appreciation for individual and cultural differences.

Cagenello interviewed students three times during their semester of service and was able to trace their development through the stages of commitment to service as delineated by the Delve, Mintz, and Stewart model (1990). The research found students entered the service experience at stage two of the model (the clarification stage) and most moved to the third stage (the realization stage) during the semester. In

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the realization stage students make a longer time commitment to the service, and the students have begun to understand the issues addressed by their service. They have been exposed to diversity and begin to confront their own stereotypical thinking.

A weakness of the Cagenello study was the sample was very small, only 15 students, all of them were female and the sample included only one nonwhite student. However, the anecdotal information and the quality of the "stories" the researcher was able to lift from the interviews was interesting. It verified that change may be seen in the reflections solicited in journal questions. This study made assumptions about the changes to take place in students through service.

Finally a research project was conducted using 89 undergraduate students who were registered in sections of an undergraduate course in political science at the University of Michigan (Markus, Howard, & King, 1993). The Markus, Howard and King research was set up in an experimental format. It was designed to test students to see what changes, if any, occurred in the student's social and political values through participation in a semester of study. Students were assigned randomly to a section exposed to a service learning experience in the course or to a section that became a control group and did not participate

in a service learning experience. There were no significant differences between the treatment and control groups demographically (by gender, race, or year in school). This experiment incorporated a pretest/posttest questionnaire administered to students before participation in the semester of coursework and after the coursework.

The research found a significant difference among the service learning sections on 8 of the 15 questions on the instrument between the pretest and posttest results. Students who had participated in the service learning experience displayed increases in their ratings of the importance they attached to "working toward equal opportunity for all U.S. citizens," "volunteering my time helping people in need," and "finding a career that provides the opportunity to be helpful to others or useful to society" (Markus, 1993, p. 413).

The analysis of the data was focused on the "effect" coefficient between the pretest to the posttest results. The researchers' conclusion was that participation in community service learning assignments had a significant effect on the students' personal values and orientations towards their community. Markus, Howard, and King (1993) designed the research to use students enrolled in a political science course. It focused on the relationship between community service and the political implications of

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the students' observations and experiences. The research found the civic awareness/responsibility dimension did increase with participation in community service.

The Markus, Howard, and King research made an excellent point to begin additional research. Their study supported change on the dimension of civic awareness/responsibility when students participate in service learning, and they called for additional research in other academic disciplines. Due to the focus of their study on the civic awareness/responsibility dimension of developmental change in college students, additional research should be conducted to explore other possible changes in students related to participation in service learning. Given the limitations of the most current research, it will be important for additional studies to utilize larger sample sizes, equal gender representation, and racially diverse populations.

## CHAPTER THREE

### METHODS

#### Introduction

This research was conducted to examine a possible relationship between the development of college students and participation in a community service learning experience. The research design chosen by researcher included the selection of the sample from intact classroom groups and incorporated a control group. A pretest/posttest instrument was used for quantitative data collection and qualitative data were collected in the form of written journal entries.

The research question was, "To what extent do three levels of experience in community service including participation with and without reflection about the service and no participation, affect students' sense of civic or citizenship responsibilities, respect for diversity, development of skills, and knowledge of self?" The dependent variables were four dimensions of growth and included: (a) a sense of civic/citizenship responsibilities; (b) a respect for diversity within society; (c) skill development; and (d) self-knowledge.

The independent variable was participation in a community service learning with three levels of experience: (a) participation in community service learning with no reflection about the experience; (b) participation in

community service with reflection about the experience; and (c) no participation in community service. The third group receiving no participation in community service served as the control group for the research project.

The data collection included both qualitative and quantitative sources. The quantitative data were accumulated in a pretest/posttest instrument developed to evaluate the students' positions on the four dimensions of growth (See Appendix 1). Each student's responses to the instrument were used to calculate a total pretest score, total posttest score, and a total change score.

The qualitative data were accumulated through student reflections in written assignments. These data were included in the research design for two reasons: (a) to provide a description of attitudinal changes about the four dimensions during the semester of participation and (b) to examine the importance of reflection in service learning assignments. Fifty students were asked to respond in writing to a series of written scenarios developed in a journal style and to relate these to their own service learning experiences.

### **Research Population**

The sample for this research was drawn from two state supported predominantly residential institutions in

Virginia; James Madison and Radford University with student bodies of 15,000 and 9,000 respectively. The larger institution was situated within an hour and a half drive of Washington, D.C. The second school of 9,000 students was located five hours away from Washington in a more rural part of the state. However, neither institution included a significant number of students from racial or culturally diverse groups. The two institutions did have different admissions standards. The SAT combined score average was 950 at Radford University in 1993/94. While at James Madison University the SAT combined score average was 1107 in 1993/94.

All student participants were identified through the institutions' Centers for Service Learning during the 1993-1994 academic year and were volunteer participants in the research project. A total of nearly three hundred students were solicited for participation including approximately one hundred and fifty students from each institution. This included fifty students for each category in the research design (50 for service with reflection, 50 for service without reflection, and 50 with no service).

At the beginning of the academic term, faculty members in classes at each institution explained the nature of the research and students were asked to volunteer as participants in the research project. The student

volunteers included members of the freshmen through senior classification and represented a variety of academic concentrations. One goal of the sampling was to include an equal number of men and women as participants in the study. This was determined to be necessary as previous community service learning research participants have been predominately female (Fitch, 1987).

The design of this research did not include random assignment for the categories of either service with reflection or the control group of no service. The research participants were chosen from intact groups registered for classes at each institution. The group of students in the "service with reflection" group participated in a community service learning experience as a result of a classroom assignment and would earn either academic credit or an incentive provided by the researcher. However, the group with service and "no reflection" participated in the community service experience as volunteers and did not receive academic credit or other incentive for participation. The "control" group included students in a class at the institution which did not incorporate service into its class structure. However, the control group was chosen to have class membership similar to those used for the other groups in the study.

The faculty members who incorporated service learning assignments into their course requirements included those teaching classes from the departments of Recreation and Leisure Studies, Criminal Justice, and Health and Physical Education at Radford University. At James Madison University the participating faculty members were from the Sociology, Education, and English departments.

Participation in the category of "service with no reflection" included those students at the institutions who volunteered individually through the institutions' service learning center. At Radford University these students had volunteered through a club on campus to participate in a community service activity. The students at both institutions represented a variety of academic areas and class levels.

### **Data Collection**

An original pretest/posttest instrument was developed to measure the four dimensions of growth documented in the literature review (Fox, 1993; Levine, 1989; Pascarella, 1986, 1988; Ryan, 1993). These areas were then cross validated through the examination of a number of unpublished measurement instruments found in the psychology literature (Goldman & Saunders, 1974).

As part of the preparation for research prior to the actual project, a trial of the pretest/posttest instrument was conducted with several classes at Radford University. This enabled the researcher to rework the questions which appeared to have semantic problems for the students. Also, a focus group interview was conducted with students at Radford University who were participating in a service learning project as a result of a class assignment. During this interview the researcher was provided an opportunity to examine and validate the four dimensions of growth. Open ended questioning produced additional insights which helped refine the research instruments. (See Appendix 3 for excerpts from the transcription of the focus group interview.)

The reflective journal scenarios and questions were developed to provide the students an opportunity to react in writing to community service experiences. With all students participating in different community service work settings, the scenarios were developed to create a common set of circumstances for each student to think about in the writing assignment and to provide structure for this part of the data collection process.

This research technique of short paragraphs followed by questions was influenced by the design utilized by Kohlberg (1976) in the studies on moral development. For the

purposes of this research, however, particular community service learning scenarios were developed which incorporated situations similar to those experienced by other students during previous semesters of community service.

The scenarios were then followed by four questions, each of which was written to elicit information about one of the dimensions of growth. These written reflections were integrated into class requirements by the participating faculty to stimulate the student's thinking about the relationship that existed between the community service experience and the academic material covered in class. The students were asked to react to the research scenarios after their second, fourth, and sixth week of their participation in the community service learning experience. Copies of the three reflective journal scenarios and the questions which followed are included in Appendix 2.

### **Data Analysis**

The quantitative data research design was a three by one factorial design. See Table 1 for an illustration of the form of the data.

Scoring of the pretest and posttest also included a numerical subtotal given to each student on the four separate dimensions of growth as well as a total score for each student. The data analysis consisted of computation of

**Table 1**

**Form of the Quantitative Data Analysis**

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<b>Dimensions of Growth (Y)</b>	<b>No Service (X1)</b>	<b>Service &amp; No reflection (X2)</b>	<b>Service &amp; Reflection (X3)</b>
<b>Before</b>	_____	_____	_____
<b>After</b>	_____	_____	_____
<b>Change</b>	_____	_____	_____

---

the descriptive statistics for each cell unit and an analysis of variance (ANOVA). Dependent t-tests were computed on the pretest/posttest results. Analyses of variance were computed among the three groups-- service with reflection, service without reflection, and the control group. Additionally, t-tests were also calculated to examine the relationship between the change scores of men and women, of whites and non-whites, and of those students who have had previous volunteer experience and those who had never participated in previous volunteer experience. Reliability of the test instrument was evaluated using Cronbach's Coefficient Alpha.

The qualitative data were accumulated through reflective journal writing samples and were coded and evaluated through a three tier system. Table 2 shows a sample of the way these data appeared during analysis. The data were evaluated as follows. The first tally given each question was to categorize the dimension being examined; self-knowledge, respect for cultural diversity, skill development, or civic values. The second tally was an indication of the student's awareness of either stability or change on the dimension. This was indicated with either the word yes or no and an additional word or key phrase which would further specify the dimension. For example, had the written response included the student's indication of a

**Table 2**

**Scoring Worksheet for the Qualitative Analysis**

---

	Dimension	Change	Direction
<b>2nd Week</b>	A. _____	_____	_____
	B. _____	_____	_____
	C. _____	_____	_____
	D. _____	_____	_____
<b>4th Week</b>	A. _____	_____	_____
	B. _____	_____	_____
	C. _____	_____	_____
	D. _____	_____	_____
<b>6th Week</b>	A. _____	_____	_____
	B. _____	_____	_____
	C. _____	_____	_____
	D. _____	_____	_____

---

**Student I.D. Number** \_\_\_\_\_

stable attitude or a change in attitude on the dimension of skill development. The tally indicated yes or no and what skill had the student mentioned. Finally, the third tally of each question indicated the direction of the change in attitude the student expressed. This was indicated with either a plus or a minus sign. Written indications of increased self-knowledge, a greater awareness and respect for cultural diversity, the development of new or improved skill levels, and acceptance of civic responsibility were given a positive evaluation. Whereas written expressions which indicated movement in the opposite direction on these dimensions were given a negative rating. After each student response had been evaluated other comments were written in the margins of the tally sheet to remind the reader of interesting auxiliary comments the student made.

This coding system was completed each time the samples from the reflective journal component were read. Two readers were used during the evaluation of the qualitative data. The researcher read all of the reflections and employed the scoring method as described. A second reader was employed to select a random sample of the journals to read and evaluate a second time independent of the first evaluation. The two sets of ratings for this random sample were then compared.

The second reader was selected using the following criteria. This person needed to be highly educated, well read, a professional able to maintain confidentiality, unrelated to the researcher, able to provide the opposite gender perspective, not in the field of education, and with no involvement in this research. The individual was trained in the processes used for this evaluation and was compensated for the service. The training provided the second reader with an understanding of the background of the research, sample definitions of the dimensions, and a key to evaluate the questions including which dimensions the students had been asked to respond to in each of the journal assignments.

The journals were read to determine each student's initial position on the dimensions and whether their subsequent statements indicated change on the four dimensions. Other developmental dimensions not part of this research were noted by the readers to record unanticipated areas for future study. At the end of the independent evaluations, the two readers compared their evaluations of the sample of student responses. A summary of the second reader's evaluations was recorded on audiotape.

**CHAPTER FOUR**  
**RESULTS OF THE STUDY**

**Overview**

The research question was, "To what extent do three levels of experience in community service, including participation with and without reflection about the service and no participation, affect the student's sense of civic/citizenship responsibilities, respect for diversity, development of skills, and knowledge of self?" From the analysis of the qualitative data, it was possible to conclude that the students believed service did facilitate growth on the four dimensions. The students' written reflections provided anecdotal evidence of increased student development during the service learning experiences on the dimensions of self-knowledge, respect for diversity, and skill development. The journals provided a somewhat less clear picture of student growth related to the civic/citizenship responsibility dimension.

The analysis of the quantitative data did not substantiate change in any of the treatment groups exposed to service learning (service with reflection, service without reflection, or control population). However, the

results did highlight differences in the scores of men and women on both the pretest and posttest instrument.

### **Demographic Profile of Respondents**

The quantitative data analysis included trackable pretest and posttest scores from 116 students. Of these, 45 were Radford University students and 71 were James Madison University students. A more thorough description of the sample is included in Table 3.

The qualitative data analysis incorporated written reflections from 63 journals. This included complete entries from 44 students at Radford University, 26 from students in a Recreation and Leisure class (Class One) and 18 from a Criminal Justice class (Class Two). From James Madison University 19 complete journals were used, 7 from a freshman English class (Class One) and 12 from a Sociology class (Class Two). See Table 4 for a summary of the qualitative data analysis. Table 4 includes the number of positive comments reflecting change on the four dimensions made by these classes.

### **Results of the Quantitative Analysis**

The questions on the pretest/posttest instrument were developed from the four dimensions of growth substantiated in the review of the literature. These questions

Table 3

Number of Students by Variables

Variables	Number of Students		
	Radford (n=45)	Madison (n=71)	Total (n=116)
<b>Condition</b>			
Control Group	16	24	40
Service & Reflection	21	33	54
Service & No Reflection	8	14	22
<b>Gender</b>			
Number of Males	26	21	47
Number of Females	19	50	69
<b>Race</b>			
Number of White Students	42	60	103
Number of NonWhite Students	3	11	13
<b>Volunteer Experience</b>			
Yes - Previous Volunteer	29	63	92
No - Previous Volunteer	16	8	24

Table 4

Frequency of Comments Reflecting a Positive Change in Attitude on the Four Dimensions

Groups of Students (N)	Number of Dimension Statements			
	Self-Knowledge	Skills	Civic	Diversity
Radford University Class One (N=26)	22	92	14	23
Radford University Class Two (N=18)	7	23	5	7
James Madison University Class One (N=7)	8	10	4	8
James Madison University Class Two (N=12)	11	26	8	17
Total (N=63)	48	151	31	55

operationalized the four areas into behavioral statements, and then presented the respondents with problematic situations.

To begin the analysis, the responses to the pretest were examined using Cronbach's Coefficient Alpha to test the internal reliability of the instrument. The results were in the average to low average range for reliability coefficients. This was interpreted to mean the students did not respond consistently to all of questions related to a particular dimension. There were some questions about the dimensions that were not measuring the same construct. See Table 5 for the results of this analysis.

Total scores were then calculated on both the pretest and posttest measurements for each of the 116 students who participated in the project. These scores ranged from 83 as a high to 51 as the low on the pretest and from 83 as a high to 50 as the low on the posttest. Descriptive statistics were computed on the test scores of the students in the three treatment groups. Change scores were also calculated between the pretest to posttest scores in the treatment groups and have been included in Table 6. The change scores were computed for each student by subtracting the pretest score from the posttest score.

The next phase of the analysis included an Analysis of Variance (ANOVA) on the pretest scores of the three

Table 5

Reliability By Dimensions and Total Score on the Pretest

---

<b>Dimension</b>	<b>Reliability Coefficient</b>
Diversity	.62
Civic Responsibility	.68
Skill Development	.75
Self-Knowledge	.66
All	.79

---

Table 6

Total Score Means and Standard Deviations by Treatment Group

Condition	n	Mean Scores (Standard Deviations)		
		Pretest	Posttest	Change
<b>Control</b>	<b>40</b>	<b>69.72</b> <b>(7.27)</b>	<b>71.30</b> <b>(7.39)</b>	<b>1.57</b> <b>(5.30)</b>
Radford	16	67.93 (8.50)	69.12 (8.91)	1.06 (5.55)
Madison	24	70.91 (6.24)	72.75 (5.94)	1.75 (5.10)
<b>Service With Reflection</b>	<b>54</b>	<b>65.37</b> <b>(9.07)</b>	<b>66.68</b> <b>(9.14)</b>	<b>1.31</b> <b>(8.04)</b>
Radford	21	64.23 (9.90)	65.09 (9.26)	1.14 (9.05)
Madison	33	66.09 (8.58)	67.69 (9.06)	1.24 (7.25)
<b>Service Without Reflection</b>	<b>22</b>	<b>67.04</b> <b>(8.18)</b>	<b>68.54</b> <b>(7.89)</b>	<b>1.50</b> <b>(4.87)</b>
Radford	8	70.37 (8.41)	70.87 (6.70)	0.50 (5.07)
Madison	14	65.14 (7.70)	67.21 (8.43)	2.07 (4.85)

treatment groups. This was to determine if there were any initial differences among the scores of the students assigned to the experimental groups before participation in the service learning experience. The results of this ANOVA indicated there were no significant differences among the three groups before the service learning experience began ( $F_{\{2,113\}} = 2.91, p > .058$ ). These results should be approached with caution, due to the fact the probability value was just slightly more than the .05 level.

ANOVA was also conducted for the change scores of the three treatment groups. This analysis revealed no significant difference on the change score ( $F_{\{2,113\}} = 0.04, p > .9575$ ). This was a critical analysis and was used to determine if exposure to the treatment of service (either with or without reflection) had an impact on the change scores of the groups. The results of this ANOVA of the change scores found there were no significant differences among the change scores of the treatment groups. The control group's change score was not significantly different from that of either group exposed to the treatment of service (either with or without reflection).

T-test comparisons between the pretest and posttest scores of the three treatment groups did not find significant differences. The probabilities for these t-scores were: control group,  $P = 0.33$ ; service with

reflection,  $P= 0.45$ ; and service without reflection,  $P= 0.53$ . Total score means and standard deviations by treatment group are represented in Table 6.

Pearson Product correlations were computed on the pretest and posttest scores and the categories of gender, race, and previous volunteer experience to determine if there existed a relationship between the variables and the pretest or posttest scores. These correlations were all non-significant.

T-tests also were used to examine for differences by the variables of gender, race, institution, and previous volunteer experience on the pretest and posttest scores. Again these tests found little difference by variable on the scores. However, there were significant differences between the responses of males and females on both the pretest and posttest instruments (pretest,  $P= .001$ ; posttest,  $P= .0000026$ ). Results of these t-test comparisons can be seen on Table 7.

Finally, the three treatment groups were examined for changes on the four dimensions of growth. This involved analyzing the responses of everyone who took the pretest and posttest by question. Descriptive statistics were calculated for the dimension sum scores by treatment group. There was little change by the whole group on each of the four dimensions.

Table 7

Results of T-Test Comparisons

Variable and Probability	Mean Scores	
	Pretest	Posttest
<b>GENDER</b>		
Male	64.08	63.93
Female	69.30	71.71
P=<.05		
<b>RACE</b>		
White	67.18	68.94
Non-White	67.00	65.91
P=ns		
<b>PREVIOUS VOLUNTEER</b>		
Yes	67.36	68.39
No	66.50	70.90
P=ns		
<b>INSTITUTION</b>		
Radford	66.64	67.55
Madison	67.53	69.30
P=ns		

In summary, the results of the quantitative data analyses found: (a) the reliability of the instrument was in the average to low range; (b) no significant differences between the pretest and posttest scores of the three treatment groups; and (c) there were significant differences between the scores of all the men and all the women on the pretest and posttest. However, the descriptive statistics did show each treatment group scored higher on the posttest than on the pretest, and the range of student responses to the questionnaire was large (40 on the pretest and 38 on the posttest).

There are several possible explanations for the insignificant results. First, the small change in the student scores between the pretest and posttest administration may be related to the short time duration of the research project which lasted only six weeks. Secondly, the fairly large range in the scores suggest there were some student responses that were not near the mean in each group. These extreme responses may have canceled the numerical effect of small changes in the majority of the respondents when the calculations were made.

### **Results of the Qualitative Analysis**

The second part of the analysis involved the qualitative data accumulated in the reflections of the  
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students. The students' journals were read and scored according to the methodology set forth in Chapter Three (see Table 2). The researcher read and evaluated 63 journals then the second reader drew a random sample of 10 journals (16 percent) and evaluated these independently. The journals in this sample were evaluated twice, once by each reader to determine consistency of the evaluation.

At the conclusion of this process, a taped interview was conducted in which two readers shared their evaluations of the students' responses question by question. On each of the dimensions, the second reader interpreted more of the students' statements to be positive than did the researcher. However, they were in agreement most of the time in their understanding of the students' written responses. A comparison of the number of positive statements each reader found in their evaluations of the student reflections can be seen in Table 8. Due to the fact the readers evaluated the majority of the student responses similarly, it was concluded the two readers were consistent in their interpretations of the journal entries.

The completed analysis of the journals from students at Radford University and James Madison included a tabulation of the total number of times students made statements that mentioned positive change or growth on one of the dimensions. Table 4 illustrates these totals. The decision

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Table 8

Comparison of the Two Readers' Evaluations on the Random Sample

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Evaluator	Number of Positive Dimension Statements			
	Self-Knowledge	Skills	Civic	Diversity
Researcher	15	23	8	16
Second Reader	21	26	17	25

---

to view a student entry as an indication of growth on the dimension included those statements that spoke about increasing levels of knowledge of self, respect for diversity, awareness of citizenship responsibilities, and the development of new skills.

The analysis continued with an evaluation of the statements not only by frequency but also by the strength or potency of the statement, the quality of the statement, and if the student spoke about change on the dimension. For example, the student entry below was evaluated to be a strongly worded statement and a statement of feeling. It highlighted an increasing level of self-knowledge.

I should hope that I'm learning how to be a better person not just a better worker. I think analyzing service learning by relating it to a future workplace might be a good way to misunderstand the value of the learning. College is, I hope, for most people a chance to grow not just another stop in the capitalist assembly line of human beings. The rapture of relating to people is beautiful. Beauty is learning. Volunteering for the community is like volunteering to learn.

See Appendices 4 and 5 for a summary of the frequency and types of statements the students made related to increased self-knowledge, respect for diversity, increased skill development, and civic awareness or responsibility. If more than one student made a similar comment, it was indicated by the numerical score following the statement.

Also, a sampling of the students' statements in the written journals are included as quotations. These quotations represent some of the more significant ideas students discussed and illustrate the type of the statements made by the students on the four dimensions of growth, see Appendix 6. These quotations were reported by the dimension to which they were related.

It was determined there was sufficient support in the journals to conclude the students believed they had grown on the dimensions of self-knowledge, skill development, and respect for diversity during their service learning experiences. This conclusion was reached due to both the number and the quality of the positive comments from the students. The students reported positive changes in attitudes during the service learning experience. Table 4 contains a summary of the number of positive comments by dimension. However, this conclusion should not be interpreted to mean student statements asserting positive change on the four dimensions would translate into behavioral changes in the students.

There were many examples of student statements that indicated positive change on each of the four dimensions. It was this number of statements that lead to the conclusion students believed they had experienced attitudinal changes during the service learning experience. For instance, the

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26 students in Class One at Radford University made 22 statements which indicated the students felt they had learned about themselves (increased on the self-knowledge dimension) during the service learning experience. These 26 students made 92 statements related to skills they had acquired during the service. They made 23 comments about learning to respect different types of people (respect for diversity) and 14 statements to support the ideas of civic responsibility.

In Class Two at Radford University the same pattern existed. Of the 18 students who submitted journals, there were 7 comments which indicated an increased self-knowledge. There were 23 statements reflecting increased skills, 7 comments expressing increased respect for diversity, and 5 to indicate an awareness of civic/citizenship responsibility.

At James Madison University, the patterns were similar. In Class One, which submitted 7 journals, there were 10 statements to indicate increasing skill levels, 8 statements about increased self-knowledge, 8 entries to support increased respect for diversity. There were 4 statements to endorse the concept of civic/citizenship responsibility. Finally, Class Two at James Madison submitted 12 student journals. From these 12 students, there were 17 statements to indicated increased respect for diversity, 26 entries

related to skill development, 11 statements related to self-knowledge, and 8 comments reflecting an awareness of civic/citizenship responsibility.

The preponderance of positive statements, does not imply there were no negative statements from the students. There were negative statements, however, these usually dealt with programmatic issues such as securing permission to participate in the service learning experience. For example in Class Two at Radford University, a criminal justice class, the students were subjected to a security review before they were able to participate in the court assigned service learning experience. These students worked with young people on parole, and the length of time these security checks took was very frustrating to several of these students. As one student said,

I was a little upset with the whole service learning program at the beginning because we went through hours of training for it, and it did not look like we were going to receive a kid (with whom to work). However, we did get one so I feel like the wait was worth it for the experience.

### **Skill Development Dimension**

The most frequent statements in the student journals were related to the development of skills during the service learning experiences. Most of the students focused on skills related to their specific field; however, there were

also numerous statements from students about general communication, interpersonal, and leadership skills. For example, a recreation student from Class One at Radford University said,

I am using facility planning, ADA standards, safety standards, and environmental issues while down in the park. I am also using physical skills such as coordination, muscle control, and strength... The list is endless... how to communicate with people of varied ages, abilities, and skills.

Or another example from James Madison who said,

I've learned that patience and compromise are important in working with other people, in any situation. You aren't going to get your way every time when working with a group, so you have to give and take... Some basic things I have learned from volunteer work that will help me in my future career are cooperation, patience, keeping an open mind, and determination to complete a task. I have learned that you have to do the best job on the task you are given.

See Appendix 6 for additional comments on the skill development dimension.

### **Respect for Diversity Dimension**

The respect for diversity dimension also can be best illustrated in the students' written journals.

Interestingly, the diversity issues the students focused on included the anticipated racial and ethnic differences.

However, many students also dealt with differences between genders and among socioeconomic groups, age groups, ability

levels, personality types, and other diversity issues. A complete listing of the diversity comments may be seen in Appendixes 4 and 5.

Due to the variety of the service learning sites, the students confronted different issues. For example, in one of the service learning experiences at Radford University the students worked in an outdoor setting renovating a city park and completing physical tasks. This outdoor setting and the manual labor was for many students a stereotypical male environment. It engendered much discussion in the journals about gender role stereotyping, and not all of the comments about the division of labor in the park were positive. In fact there were several angry comments from women that expressed displeasure at being stereotyped. However, for most of the students the work in the park became an opportunity to confront diversity issues in a positive manner. For example, at Radford University a student said,

While we have been working in the park a lot of the girls are really getting into the work. Men in general think that they can only do this work. They (the girls) have proved that they can use the chainsaws too. We also had a group of mentally disabled people come from a workshop. To myself, I was like what are they going to do? But they picked up the tools and worked right along with us.

This student had addressed gender roles as well as

differences in mental abilities during the service learning experience.

At James Madison University the students also addressed diversity issues but in different environments. For example a student working at a clothing bank sorting clothes with other volunteers said,

Many of the volunteers are working community service hours as punishment for breaking the law. I have to admit, I conformed to stereotypical thinking about people who break the law, and sort of assumed that I had a reason to be apprehensive. I quickly learned how wrong I was in my thinking. I enjoy working with all of the volunteers; they are wonderful people.

Another student at James Madison who was a white male working with a group consisting mostly of black young men said,

I've learned I approach everyone the same, without regard to skin color....My experience as a middle-class white male is constantly being broadened and challenged by my experience involving minorities...Being white, I'm also in a new position of being the minority race in my service learning situation. Therefore, I've learned to listen and appreciate the African-American voice more, while weighing the African-American experience against my own. I was particularly enlightened by the children's views of their leaders and historical figures. I believe my experience provided a new means of looking at things, and this experience makes no exception. By having hands on experience with different races, I can no longer look at things as I once have....

## **Knowledge of Self Dimension**

As they wrote in the journals, the students discussed their individual strengths and weaknesses and how they were able to measure themselves in relationship to others during the service learning experience. For example one of the women from Radford University working on the Wildwood Park restoration project said,

I guess that I always felt work such as this was just for men, but now I have realized that I can do the same work. It has been a learning project.

Or another student who after working in a group project said,

I have learned that it is important to be responsible for your own actions because others are counting on you.

The self-knowledge dimension was increased as the students challenged their own stereotypical views. This was evident in a student at James Madison University who was working with children from migrant worker families,

What I am learning about myself with my service learning project is that I really am beginning to care about the children I am working with...my stereotypical views of the children have changed. When I first began, I pictured the children as ill-mannered, dirty and violent. In reality I was kind of scared of them. As time went by I have come to realize that they are just normal children; children who need a little attention and someone to listen to them. They are all wonderful kids and I feel for them when I think about what life may hold in store for them.

Additional comments to highlight student growth on the self-knowledge dimension can be found in Appendix 6.

## **Civic Responsibility Dimension**

There were fewer statements in the journals that would indicate the students' opinions related to the issue of civic awareness and responsibility had changed during the service learning experience. In fact, many students' first entries for the journals indicated they supported the idea of civic responsibility. These students began their service learning experience believing in a limited or situational form of commitment to the larger society. For example the first statement on civic responsibility from a student said,

I believe that people have a civic responsibility to assist the community in which they live only to a certain extent....but when the community is in dire need of help or a problem exists, then I do believe that to be a part of a community one must put forth all of the effort they can to assist.

Or, as this student said,

I think in a community each individual is responsible to contribute some minimum, like recycling and voting. I don't feel that each individual has to donate money or do 20 hours of volunteer service a week.

Finally, a student from James Madison University said,

Serving the community is great but not a necessity. Forcing one to serve or calling it a responsibility may raise some questions. Why should I have to sacrifice? My life is difficult enough and time constraints are at an all time high. How could I possibly give what free time I have to someone else? Selfish, maybe. But individual needs must be recognized as well as social ones.

There were a few students who exhibited increasing levels of awareness about the needs of society between their first and their final entries. To see a student entry that indicated some change on the civic/citizenship dimension see student quotations in Appendix 6.

Instead of the journals illustrating increasing levels of commitment to society, what may be more likely was the statements in the journals were reflecting the current generation's increasing awareness of the needs of society (Levine, 1993). These students had thought about their level of obligation before they began a service learning experience. This was consistent with the data in the quantitative analysis that found the majority of students have been involved with previous volunteer experience before participation in this service learning experience (See Table 3).

### **The Service Learning Model**

It also was possible to find statements in the journals that illustrated movement on the Service Learning Model (Delve, Mintz, O& Stewart, 1990). (See Chapter Two for a more complete review of this model.) There were four students whose first journal entries began with negative statements about their participation in the service learning experience. These students were only participating in

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service to community because of the class assignment and course credit. According to Stage One of the Service Learning Model, the exploration phase, service learning is a new experience. This phase can generate previously "unknown feelings and intuitions" about the social environment (Delve, p. 36). These students' statements indicated a Stage One level of commitment to volunteerism and service to society.

However, at the end of their journals, three of these same four students made statements about their intention to continue their involvement because of the personal satisfaction they had experienced or because it made them "feel good." These statements were consistent with Stage Two of the Delve, Mintz, and Stewart model (1990) as students in this stage become personally committed to the service. In Stage Two students have had an opportunity to think about or reflect on the service learning experiences. The students decide to continue participation in the service experience because they want to be involved not because of peer pressure or an academic assignment. In students exhibiting Stage Two characteristics, their commitment to the issue became more internal. To see quotations illustrative of the student movement from Stage One to Stage Two in the model use Appendix 7.

## **Discussion of the Findings**

The pretest/posttest instrument's relatively low internal reliability was disappointing. The subsequent statistical analysis failed to identify significant differences among the three treatment groups. However, the validity of the questions about the dimensions included on the instrument was supported by both the literature review and the qualitative data accumulated during this research. The students' reflections in the journals included statements that described increasing levels of respect for diversity, skill development, self-knowledge, and awareness of civic responsibility. There were many quotations from the journals to illustrate growth on the four dimensions selected for study.

The only significant difference found in the quantitative analysis was the difference between how men and women responded to the questions on the instrument. This was important as the service learning literature had included little documentation for the reactions of men and women to service learning (Cagenello, 1994; Fitch, 1987; Ryan, 1990). The research found a difference between the men's and women's responses to the questions on the pretest and posttest. The differences between the genders were significant both before and after the service learning experience. However, it is impossible to conclude from

this research whether men and women had experienced and also been effected differently by the service learning.

A part of the research design's focus was to establish whether college students change on the four dimensions through their participation in a service learning assignment. The qualitative data reviewed in the 66 journals supported the literature and found the students clearly expressed, through both the number and quality of their statements, that the service learning assignments had encouraged development. Students said they developed new skills, increased their respect for different people (diversity), and learned about themselves. Of the four dimensions, the civic awareness/responsibility had the least number of comments to support change in students during the six weeks of service learning. However, even though there were fewer statements on the civic responsibility dimension, it was possible to find examples in the students' journals to illustrate changing perceptions of civic responsibility. The students expressed a sense of development on the four dimensions. However, it is unknown if this development or change in attitudes translated into subsequent changes in behaviors.

Finally, several entries from a male student at James Madison University could be used to summarize the service experiences that many students described. He said in his

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second set of entries to the journals (which was midway through the six weeks of service learning), "...volunteering for the community is like volunteering to learn." This same student went on at the end of the semester to specify what he felt he had learned, "... (service learning) has proved to me that peoples' similarities are greater than their differences." It was this quality of introspection in the statements from the students' journals more than the quantity of the statements that illustrated the students were intellectually and ethically stimulated by the service learning experiences.

The research design also was developed to assess the usefulness of the two ways service learning was integrated into the teaching methods used in the classroom. The incorporation of service with reflection in the classroom is the pedagogy preferred by experiential learning proponents and given verbal support by many authors (Couto, 1993; Kendall, 1986). However, as Morton (1993) pointed out, the use of reflection to teach students from the microcosm to the macrocosm requires that the faculty member know what are the appropriate questions to ask as well as knowing when to ask these questions. In reflection activities, the faculty need to create a safe atmosphere for discussion and at the same time use dissonance to explore ideas and beliefs. This is a more difficult form of teaching than lecturing.

Service with reflection is more demanding and requires some risk from the faculty (Morton, 1993).

In reflection assignments and discussions, a variety of topics are explored by the students and many of these discussions may lead to unplanned or anticipated conversations. As Stanley (1993) observed, when you see service as not an extracurricular activity but rather as an object of reflection, service then can bring all of the society and its history into the classroom.

Because service with reflection is more difficult and faculty are less sure how to handle the reflection, many instructors choose instead to assign their students to service with no reflection. These students fulfill their hours of service, but they do not process their experiences in the classroom. In these classes, there was no structure for reflection either in written or verbal form in the course syllabus.

College students interviewed as a focus group during the preliminary stages of this research discussed the negative effects of service without reflection (Jordan, 1993). The students stated that talking informally in the focus group had clarified the implications and importance of their service. The students believed they learned more from the focus group interview than in the entire semester without reflection. The dialogue with the interviewer about

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their service learning provided encouragement to continue the service learning experience. For these students, the discussion of their experiences clarified their accomplishments and opportunities in the service learning process.

The quantitative data did not provide evidence that students in any of the three treatment groups had an experience that was more potent intellectually. The student responses did not indicate their service learning experiences had caused them to change their self-reported behavior patterns. The experience of the students in a service with reflection classes, the students in a service without reflection classes, and the control groups appeared to be similar. All three groups had similar responses to the pretest/posttest measurements. The qualitative research and the journal entries (Appendix 6) were interpreted as evidence students in classes with a reflection component had questioned and integrated their service experiences into their personal histories. Their journal entries provided information on self-reported changes in attitudes.

The quantitative analysis did not substantiate change on the dimensions of respect for diversity, self-knowledge, skill development, and civic responsibility. This may have been due to the short time of six weeks the students were involved in the service learning experiences. In

Chickering's (1969) discussion of value change, he said any change in college was gradual and limited. The small degree of change seen in the student responses to this questionnaire would support Chickering's contention. Student change on long term personal beliefs and values takes longer than a six week service learning experience.

The pretest/posttest instrument may not have been sufficiently sensitive to determine changes which occurred during only six weeks of participation. However, the qualitative analysis of the student's journals did highlight the students sensed change as illustrated by the quotations in the Appendix 6.

Of the four dimensions analyzed, it was the students' reactions in the journals to questions about civic responsibility that provided less conclusive evidence of change on that dimension. It was harder to infer students changed on civic responsibility as a result of the service learning experiences. Not only did the students make fewer statements about civic responsibility, but many students entered the project already supportive of their responsibilities to society.

As Levine (1993) discovered in his recent research on college students in the 1990s, more than half of the students he interviewed had already been engaged in some form of community service before they entered college. This

was supported by the number of students who listed previous volunteer experience on the pretest/posttest instrument in this research and by the students' comments in their journal entries. The students expressed support for civic involvement before participation in the service learning. Of those students who limited their endorsement of a responsibility to society, the consensus was that they were willingly to help but in more restricted ways in their own communities and in emergency situations. This also supported Levine's (1993) finding that current college students believe the solutions to societal problems are found at the community level and not in larger social programs.

Coles (1993) discussed idealism in students, its relationship to the historical events of the time, and the responsibility of educational structures to support the development of character in college students. According to Coles, young people of the 1990s are idealistic like the young people of the 1960s. However, these young people believe the current historical context calls for the idealism to act on an individual level and in a smaller ways. Contemporary students believe the solutions to problems in society (such as hunger, homelessness, or environmental pollution) will be found as each individual

helps in their own community. This was similar to the voices of the students in this research.

According to the students, the service learning assignments stimulated the integration of the real world problems with their classroom material. Their journal entries were thoughtful, to the point, and provided support for service learning experiences.

**CHAPTER FIVE**  
**SUMMARY AND RECOMMENDATIONS**

**Introduction**

Our society's recycling of ideas from history is illustrated by the current focus of educators and politicians on service learning. This recycling occurs when classic ideas are explored and then reconditioned as solutions to present challenges. Contemporary education has been asked to develop citizens who can respond to rapid changes in the workplace, who can think and develop solutions to complex problems, and who understand the larger societal issues. Service learning has been discussed as one method educators can use to develop these abilities in their students. It is an old idea made new again.

Its theoretical base was the educational philosophy of Dewey (1938) and his ideas about the effectiveness of experiential learning. However, the current usage of the terms "service learning" has imbued experiential learning with a character building component. Service learning is experiential education that causes a student to expand his/her thinking about ethical issues and problems in society. It challenges stereotypical thinking and helps students develop new responses to events and people as it

integrates the world beyond the classroom with the lessons from the academic discipline.

The notion of cycles and recycling in education has generated discussion in the literature (Coles, 1993; Couto, 1993; Levine 1989, 1993). Both Coles and Levine believed the historical context of the society stimulates idealism in students and causes them to focus on the needs of the larger community. The turbulent years of the Vietnam War influenced the college students of the 1960s. In that historical context, students supported idealistic solutions to war, race, and poverty.

According to Coles (1993), the current focus on service to society in the 1990s is a new version of student idealism. This generations' emphasis is on the contributions the individual can make to assist the community in which he/she lives. This is a different form of idealism than in the 1960s when students believed solutions were to be found in broad changes to the social structure. Today, students believe remedies to society's problems are found in individual solutions. Each individual is responsible and solutions are possible only as one individual assists another.

### **Research Question and Design**

The literature described anticipated change in college

students as a result of participation in service learning (Boyer, 1987; Craig, 1990; Floerchinger, 1991; Levine, 1989). However, there was little documentation in the literature of these changes. In addition, several authors discussed the effective implementation of service learning in the classroom. They believed effective service learning must include exercises to stimulate reflection about the service and its relationship to the academic discipline (Kendall, 1986; Morton, 1993).

Given this review, two goals were developed for the research: (a) to document the developmental changes within college students that occurred as a result of their participation in service learning and (b) to assess the effectiveness and/or relationship of classroom activities that stimulated reflection about the service learning experiences.

Four areas of possible change in college students were chosen for examination. The areas included change on the dimensions of respect for diversity, self-knowledge, development of skills, and civic responsibility. It had been contended in the literature that these areas would increase with student participation in service learning experiences (Craig, 1990; Delve, Mintz, & Stewart, 1990; Fox, 1993). The research question was, "To what extent do three levels of experience in community service including

participation with and without reflection about the service and no participation, affect students' sense of civic or citizenship responsibilities, respect for diversity, development of skills, and knowledge of self?"

Two state supported institutions in Virginia with established service learning programs were asked to participate in the research. With the help of the service learning directors at each institution, a total of three hundred students were selected from intact groups. The sample population at each institution included 50 students assigned to the service with a reflection exercise as part of the classroom assignment, 50 students who volunteered outside of class to participate in service learning without a reflection assignment, and 50 students from a representative class at the institution to serve as the control group.

To measure student change on the dimensions of growth, a questionnaire was developed to be administered before and after participation in the service learning experience. It included behavioral/action oriented statements directly related to the four areas of possible growth. Students were asked to respond to the statements with answers from strongly disagree to strongly agree. In addition, the service with reflection groups were asked to respond in writing to three service learning scenarios each of which

were followed by questions. Every assignment included questions about the four dimensions of growth. These journal style exercises were to be completed after the second, fourth, and sixth week of participation in the community service.

## **Results**

The administration of the pretest/posttest questionnaire did not illuminate significant change on any of the four dimensions of growth. Tests for reliability found the instrument to be in the average to low range. As a result, while there may have been changes in the students related to their service learning participation, these changes were not captured by the instrument. The only significant difference found in the quantitative analysis was between the scores of men and women as they responded to the questionnaire. This highlighted the importance of having both genders well represented in future service learning research.

Of the original 300 in the sample, only 116 student scores were able to be utilized. Despite complete directions, some students at both institutions were confused when asked to include the last four digits of the student identification number. Instead, many students included Social Security numbers for their identification at the top

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of the questionnaire. This resulted in a number of pretests and posttests that could not be matched during the evaluation process.

The analysis included calculations of descriptive statistics for each of the three treatment groups including the service with reflection, service without reflection, and control groups. Change scores were also computed for these groups by subtracting the pretest score from the posttest score. The first ANOVA comparison found there were no differences among the three groups before participation in the service.

The variables of race, gender, and previous volunteer participation were examined in the three treatment groups. There were no significant differences found related to these variables. Finally comparisons were made between change scores of: males and females, whites and non-whites, students with previous volunteer experiences and students with no previous volunteer experiences, and between the two participating institutions. The only significant difference was found between the genders.

ANOVA was used to examine significance among the change scores of the three treatment groups and to examine for difference among the four dimensions of growth on both the pretest instrument and the posttest instrument. These analyses did not highlight any significant differences.

In contrast, the review of the data accumulated in the student journals did provide support for self-reported college student development on the four dimensions of growth during service learning experiences. The student entries in the journals were insightful and provided numerous statements of increasing levels of respect for diversity, the development of new skills, and better understanding of self. It is important to note that this evidence spoke of student attitudinal changes; however, there was no way to determine if changes in attitudes translated into subsequent behavioral changes.

The quality of the entries also provided evidence of the important role reflection plays in assisting student development. The students repeatedly wrote that they were learning to respect diversity, develop new skills, and understand themselves as they worked in the service learning assignment. It was slightly less evident that students were increasing in their understanding of their civic responsibility during this time. This conclusion was reached not only because of fewer statements about change on dimension of civic responsibility, but because the students began their service learning reflections stating they understood their responsibility as citizens to the larger community.

Finally, the students' journal entries provided unanticipated evidence of support for the Service Learning Model (Delve, Mintz, & Stewart, 1990). There were several student statements that indicated a movement from Stage One (exploration phase) participation in service learning to Stage Two (the clarification phase). These students began the service experience because it was required as part of an academic assignment. However, after participation in the service and the period of reflection, these students stated they would continue with the service experience independent of any classroom assignment. This occurred after only six weeks of community service involvement.

### **Recommendations and Conclusions**

Astin (1993) found evidence in his research that volunteerism was strongly related to increased student altruism and leadership development and somewhat less strongly correlated to promoting racial understanding and interpersonal skills. In this research there was support for the impact of a specific form of volunteerism (service learning) on college student development. The written responses of the students about their service learning experiences gave an indication of increasing levels of respect for diversity, development of skills, knowledge of self, and awareness of civic responsibility. This

conclusion was reached based on both the frequency and quality of the student statements about the dimensions of growth during the service learning experiences. This conclusion is limited by the fact the journals contained self-reported changes in attitudes. It is impossible to conclude from this research, if the students would translate their changes in attitudes into behavioral changes.

The pretest/posttest was developed to evaluate behavioral changes in college students which might be related to participation in service learning experiences. The inability of the pretest/posttest instrument to corroborate the students' self-reported attitudinal changes was disappointing; however, it does point to an area for additional research. The questions included in the instrument were related to the areas of growth as documented by the literature and as substantiated here by the qualitative analysis.

To refine the instrument, additional work should be undertaken with assistance of an expert in psychometrics. The response pattern developed for this instrument provided the students with a range of only four levels of answers including strongly disagree, disagree, agree, and strongly agree. If the changes occurring in students were more subtle and/or smaller, perhaps additional levels of answers were necessary. For example, answers could be expanded to

include other options such as somewhat agree or somewhat disagree.

Due the necessity of limiting the scope of this research, the pretest/posttest instrument was focused on only four dimensions of growth. However, in future research it would be important to consider additional areas in which students develop. For instance, during service learning experiences students may also develop in the moral and cognitive domains or they may become more proficient in specific skills related to their particular major. A possible change to the instrument, for example, would be to explore the cognitive dimension by including questions about specific knowledge related to the academic specialization.

It is recommended this new version of the pretest/posttest instrument be examined by other focus groups to check the ability of students to respond with candor to the questions. It may be that many students answered the original questionnaire in the socially corrected manner due to peer pressure and/or fear of disclosure. We know that they believed themselves to be in a politically correct educational environment as was indicated in the interview/focus group conducted for this research (Appendix 3).

Also, due to the predominately white and traditionally aged sample obtained in this study, it is suggested the

pretest/posttest instrument be given to racially and culturally diverse focus groups as well as to groups representing older student populations. Service learning experiences may have a very different impact on students who begin the service experiences with totally different personal histories.

Another recommendation is to change the length of time involved in the service learning experience. The amount of exposure a student receives in a six-week service learning experience was a factor in the ability of this instrument to illuminate significant change on the dimensions of growth. Six weeks is a very short amount of time to change student opinions and long held values. As Chickering (1969) pointed out, beliefs may shift toward increased liberalism during the college experience, however, these changes involve limited movement not dramatic conversion.

...the most significant contribution a college can make is to increase the role of values in the lives of its students rather than to modify the content. Movement toward integrity, toward increased congruence between behavior and values-- whatever their content may be involves three sequential, but overlapping stages: (1) humanizing values, (2) personalizing values, and (3) developing congruence. (p. 127)

The significance of the service learning experience may be not that it dramatically changes student values, but that it humanizes and personalizes issues. The student quotations illustrated an increasing respect for diversity

which developed when students worked with people who were different from themselves. The students saw differences in subcultures (both ethnic and economic) and found these subcultures were inhabited by real people who had valid experiences. Several students mentioned the importance that this exposure had to their understanding of differences among people, and that change in their attitudes had occurred during their service learning experience.

It may be the pretest/posttest instrument was unable to detect these measured, slow changes in student beliefs and values. It would be interesting to use the instrument again in a situation where students participated in a longer service learning experience. For instance, students could be given the pretest before either a year-long experience or an experience that required a greater commitment in time per week than was required of the students in this study. The majority of the students in this research participated in an experience that required a commitment of only several hours a week for six weeks.

Finally, the significant difference found between men and women in their responses to the questionnaire should be explored further. This would appear to be a potentially important area due to the disparity of available results for men and women in previous service learning research and due to the significant difference found here. If men and women

responded differently both before and after the service learning experience, an important question to answer would be how did the service learning experience affect them? Did each group change differently as a result of the experience? Both genders changed slightly due to their participation in a service learning experience, but it is impossible to determine how and if these changes were gender specific.

The writings of Gilligan (1977) and Levinson (1978) highlighted developmental differences between men and women and may provide a clue to the different scores of men and women on the research instrument. Women, according to Gilligan, emphasize relationships with others. They understand themselves through relationships. Women's definition of self includes their relationship to society and a larger community. In this view, women naturally focus on the needs of society and others. The understanding of self is about their relationships with others and is a natural fit to the goals of community service and many service learning experiences.

In contrast, Levinson discussed the need men have to understand themselves first before they can understand their interactions with others. According to Levinson men believe relationships and society's needs are valid. However, these needs are not given the first priority in the developmental tasks of men. These two different perspectives of society

could be related to the scores of men and women on the pretest. Perhaps these differences affected the perceptions brought by the two genders to the service learning experiences and the changes that occurred as a result of service learning. Even though the pretest/posttest instrument's reliability was found to be in the average to low range, the different scores may be a clue that service learning is a different experience for men than for women.

In conclusion, the two goals for this research project were fulfilled. First, the qualitative research results did illustrate the students believed they had increased their respect for diversity, their knowledge of self, and they had developed new skills. Secondly, the quality of the statements contained in the written reflections pointed to the importance of processing the service learning experiences. The structured written reflections in the journals were an effective method of having students think about service learning and integrate these new experiences into their personal histories and attitudes. One of the questions remaining is how, for example, will the students' increased respect diversity translate into new and different behaviors.

The administration of the pretest/posttest instrument during this research was a trial run of the questionnaire. It provided insights for additional work needed to complete

Chapter Five

a measurement tool for service learning experiences. Accountability remains an issue whenever an educational program or technique is proposed. The ability of service learning in the 1990s to have an impact and to become more than a flirtation with an interesting pedagogical method will depend on whether it is possible to design an instrument to measure changes in behaviors related to value laden dimensions such as civic responsibility and respect for diversity.

Finally, this research did highlight numerous opportunities for future research. Subsequent research projects may want to focus on additional dimensions of growth. The different response patterns of men and women to the pretest/posttest instrument were significant. Did previous experience affect the responses? Were the responses of men and women related to the unique developmental growth patterns of each gender? When students reported attitudinal changes in their reflections, was gender an important ingredient in the changes that occurred during the service learning experience?

Also the unexpected statements that illustrated stage changes on the Delve, Mintz, and Stewart (1990) Service Learning Model was exciting. Perhaps other research could focus on this model and help identify specify items that

must be included in service learning experiences to encourage student development on the Service Learning Model.

It is very possible service learning experiences are accumulative as is other learning. This research illustrated changes in students over a six week service learning experience may be too small to be measured with any pretest/posttest instrument. It is possible that to encourage developmental change, educators should require a series of service learning assignments. These assignments should be combined with quality reflection, and experienced over time to create a significant impact on college students.

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## **APPENDICES**

## Appendix One

Student Identification No. \_\_\_\_\_  
(Last four digits of your social security number)

### EDUCATIONAL EXPERIENCES QUESTIONNAIRE

This questionnaire seeks to understand your college experiences. There are no right or wrong responses. Your answers will be treated confidentially.

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Directions: Indicate your reactions to each item below using the following response options.

**Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or No Opinion (NO).**

	SA	A	D	SD	NO
PART ONE					
1. I am comfortable and at ease when I:					
* help a wheelchair bound student who has difficulty opening a door.	4	3	2	1	0
* find the only seat left in the room is next to a group of black students.	4	3	2	1	0
* talk to people of my grandparent's generation.	4	3	2	1	0
* walk away from a group of friends telling jokes about other religions.	4	3	2	1	0
* wait for people in the grocery store to purchase a big order with food stamps.	4	3	2	1	0
* meet individuals who are obviously mentally handicapped.	4	3	2	1	0
2. I believe it is my responsibility to:					
* help at a local soup kitchen or other charitable organization.	4	3	2	1	0
* donate some of my time and talents to the community in which I live.	4	3	2	1	0

* work for the candidate of my choice during elections.	4	3	2	1	0
* help others when a tragedy occurs.	4	3	2	1	0
* vote in every election.	4	3	2	1	0

SA    A    D    SD    NO

3. I am confident I have the skills to:

* work with a group even when their solution is not the one I would have chosen.	4	3	2	1	0
* provide the vision and managerial skills needed to motivate a variety of people.	4	3	2	1	0
* speak effectively in front of an audience.	4	3	2	1	0
* express myself clearly to the person with whom I am talking.	4	3	2	1	0
* perform the tasks expected in an entry-level position in my field.	4	3	2	1	0
* motivate myself to work independently on a project.	4	3	2	1	0

4. I have thought about:

* what things I do best.	4	3	2	1	0
* the types of jobs I can expect to get after graduation.	4	3	2	1	0
* how I can improve my performance at work and/ or in school.	4	3	2	1	0
* how I differ from other people.	4	3	2	1	0
* the income level I can receive in an entry level position within my field.	4	3	2	1	0

---

PART TWO Please check the appropriate space on each item below.

1. Gender: Female \_\_\_\_\_ Male \_\_\_\_\_
2. Age: 17 to 22 years \_\_\_\_\_ 23 years and older \_\_\_\_\_
3. Class: Freshmen \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Grad \_\_\_\_\_
4. Have you ever volunteered in your community? Yes \_\_\_\_\_ No \_\_\_\_\_
5. How many years have you been involved in volunteer activities? 0-1 \_\_\_\_\_ 2-3 \_\_\_\_\_ 4 or more \_\_\_\_\_
6. Academic Area of Concentration By College:  
Education \_\_\_\_\_ Arts & Sciences \_\_\_\_\_  
Fine & Performing Arts \_\_\_\_\_ Business \_\_\_\_\_  
Nursing & Health Sciences \_\_\_\_\_ Other/ Undecided \_\_\_\_\_
7. Ethnic/cultural or minority group:  
African-American \_\_\_\_\_ Asian-American \_\_\_\_\_  
White/ Non Hispanic \_\_\_\_\_ Hispanic-American \_\_\_\_\_  
Other \_\_\_\_\_

## Appendix Two

### SERVICE LEARNING CENTER REFLECTIVE JOURNAL SPRING, 1994

STUDENT I.D. \_\_\_\_\_  
(Last four digits of social security number)

#### **EXPLANATION OF RESEARCH PROJECT**

There has been a national resurgence of interest in community service and a rebirth of altruistic interests on the part of contemporary college students. This journal is the result of an interest in the developmental possibilities that exist for college students through participation in community service learning. Your journal entries will help the faculty explore the relationship of writing and reflection to learning from community service experiences.

The weekly entries to the journal will be a part of your class assignment. They also will be used as part of a research effort. Students have been asked to participate in an educational research project to evaluate the reflective components of service learning projects.

Several questions need to be explored as the community service movement gains momentum and your participation in these journal activities will help answer the following questions.

(a) Are there particular areas of growth that can be stimulated and reinforced in students if they participate in a community service?

(b) Can faculty be reasonably sure classroom assignments integrating community service into the course material are effective in stimulating development?

Thank you for your participation. All writing samples will be analyzed in the aggregate. Each individual's information will be treated confidentially.

**DIRECTIONS:**

This journal includes a series of questions about which you are asked to react in writing. It includes questions related to your classroom assignments; your experiences in the community service project; and the relationships that may exist between what you have learned in the classroom and the community. Please think carefully about each response and answer in detail with specific examples and illustrations.

Each page in this journal is dated for the time to be completed and includes short scenarios to stimulate your thinking about the questions. Please feel free to use both the front and back of the pages as you feel necessary.

TO BE COMPLETED AFTER THE SECOND WEEK OF INVOLVEMENT AT THE WORKSITE. Date: \_\_\_\_\_

DIRECTIONS: Below you will find a short scenario about which we would like you to react. After you have read the passage, answer the questions that follow. In planning for your responses, please allow at least one half page per answer. Two pages have been included for your use.

As a junior in college, Susan, was eager to have an opportunity to work in the Women's Resource Center as part of her class assignment. She was planning on finding a job with a similar agency after she graduated and moved back to the Northern Virginia area. Today, however, was her first day at the center and as she walked up to the front door of the building she wondered who she would be working with and what the women housed in the shelter would be like? Suddenly, the door opened and Susan was greeted by a woman on crutches who introduced herself as the director. Behind the woman, Susan could see a dark entry hall and some chairs lined up along the wall. She could hear loud, angry children's voices in the background. As Susan followed the woman inside, she was suddenly positive this was not going to be a pleasant experience and afraid she would not know how to help the clients.

A. Susan had an intuitive feeling that influenced her perception of the community service learning experience. How do your previous experiences affect interpretations of new acquaintances and new activities? Give examples from your service learning situation.

B. With whom are you working in your community service experience? Please include comments about fellow students, community members, team members, multicultural/ sub-group

members, and others. How are these people either similar to yourself or dissimilar?

C. Just as Susan was going to need to use all her skills to handle her situation, describe the skills you are using during your involvement in the community service project?

Note: The definition of skills could include technical proficiency related to your field; individual abilities developed from practicing in the project; and group or team techniques you may start mastering.

D. Given Susan's first impressions, it would have been very possible Susan told the women's resource director she was not going to have the time to help out at the center after all. Or after several visits Susan may have agreed to assist with a specific project, but not show up to complete it. Do you currently believe people have a civic responsibility to assist the community at large? Why?

TO BE COMPLETED AFTER THE FOURTH WEEK OF INVOLVEMENT AT THE WORKSITE. Date: \_\_\_\_\_

Directions: Below you will find a short scenario about which we would like you to react. After you have read the passage, answer the questions that follow. In planning for your responses, please allow at least one half page per answer. Two pages have been included for your use.

The project for the afternoon was to build a footbridge to traverse the small stream in the park. The three male students, Tom, Dick, and Harry huddled over the diagram of the construction project and talked excitedly. Joanne sat quietly on a large rock close by. "It's settled, then, we'll start over there and work this direction" said Tom as he pointed to the other side of stream. No one apparently noticed that Joanne had not participated in the conversation or the planning process. As the guys gathered the tools and headed across the water, Joanne said, "you may want to rethink where we should start clearing for the bridge because there is a hidden cave entrance behind that rock wall and those trees which is not more than three feet from where you have planned to start". "Why didn't you say something sooner" all three guys said at once.

A. Joanne had some extra information that proved valuable to the planning for the new bridge but either had not

volunteered the information or had not been asked to work as part of the team's planning process. What does this lack of cooperation and foresight have to do with the future success of the project? Do you think the team was aware that they had not tried to get everyone's input? Just as working as a team member can bring new insights, what have you learned about yourself as a result of working with the service learning project?

B. The male students in the scenario above may have had some of their stereotypes changed by working with Joanne in the park. Describe experiences from your own personal history which have either been broadened or challenged by meeting different types of team members in the service learning situation? How has this occurred?

C. Just as Joanne sat there quietly without giving the team the benefit of her experiences, many people believe they are responsible for their own actions and owe no allegiance to any larger group. What do you think? Please illustrate your response with specific examples from the service learning community project.

D. The group of students in the scenario may have learned something about communication and team dynamics in the bridge building project. Describe the new skills you are acquiring which may be useful in the workplace after graduation? How do you think these skills will assist you?

TO BE COMPLETED AFTER THE SIXTH WEEK OF INVOLVEMENT AT THE WORKSITE. Date: \_\_\_\_\_

**DIRECTIONS:** Below you will find a short scenario about which we would like you to react. After you have read the passage, answer the questions that follow. In planning for your responses, please allow at least one half page per answer. Two pages have been included for your use.

An ambulance sat in the parking lot with its blinking lights on and a group of bystanders started to gather outside of the library building. Inside, the emergency medical crew lifted a small black boy of about nine years old off of the floor and placed him on the stretcher. Two white college students talked excitedly to the crew as they worked. "He was standing here talking to us about this afternoon's program when his eyes rolled back in his head and he collapsed on the floor. We called you immediately. Will he be alright? What's wrong with him?" The students were from a local college and had been conducting a series

of after school programs for young people in the community. A room full of young people stared out the door at what was transpiring in the hall. The crew members quickly assured the college students the boy would be fine. They thought he had an epileptic seizure, but were taking him to the hospital to be sure. Feeling relieved the students said they would call the emergency room to check on him later after they finished the afternoon's programming for the other young people.

A. These students gained confidence when they heard they had handled the emergency situation quickly and appropriately, but none of us know how we will handle a situation until it occurs. What have you learned about yourself as a result of participating in the service learning project this semester, and how has this development occurred?

B. Was it the students' responsibility to call the emergency crew? What does this say about how they viewed themselves in relationship to others? How do you currently view your responsibilities to others in society?

C. Besides learning about an epileptic attack, these students also practiced communication skills as they called the emergency crew and management skills as they handled the other children they were responsible for that day. What skills have you developed by working in the service learning project? Do you think you will be able to use these in the future and why? Use specific examples.

D. Did these college students notice that this young boy was black? They called the emergency squad without a moment's hesitation. How will you look at diversity in people in the future? Give examples from your service learning project which may have stimulated new thinking about different types of people.

## **APPENDIX 3**

### **Excerpts from Focus Interview**

NOTE: The following pages are only a segment of the complete interview conducted with a focus group of students participating in a service learning assignment during the Fall of 1993. This excerpt has been included to illustrate: (a) the important role students said reflection played in their understanding of the service experience, and (b) their belief many students respond to questionnaires in the socially correct manner.

1st FEMALE STUDENT:

I've only seen like three girls, the whole time.

3RD (OLDER) FEMALE STUDENT:

And I think it's probably the same ones that are showing up.

1st FEMALE STUDENT:

And all they do is come to hang out and watch their boyfriend play basketball. I mean, that's all they want to do.

INTERVIEWER:

I think in a way it does seem sort of futile, some of the things you're doing and planning.

3RD (OLDER) FEMALE STUDENT:

Well, part of the frustration, I think, is that we're only there two hours one day out of the week, so having only one day and a two hour span and they're seeing different people every day. I mean, it's not the same . . .

MALE STUDENT:

You're not getting to know them.

3RD (OLDER) FEMALE STUDENT:

Yeah, it's taken weeks just to get to know these three girls that appear and then disappear.

INTERVIEWER:

So one of the suggestions might be if you're going to do a service project, get more involved, not just two hours every two weeks or something like that.

1st FEMALE STUDENT:

Right, and it should be longer than a semester. It takes about a semester in order just to get the rhythm, to get the hang of it, to get to know the kids, to feel out what we're doing.

MALE STUDENT:

And that's hard, because of school, too. You can't really deal with those hours because you've got all this school work and personal lives and stuff.

1st FEMALE STUDENT:

My question is: They say it's only lasting ten weeks, what happens after ten weeks?

3RD (OLDER) FEMALE STUDENT:

We just turn our back.

1st FEMALE STUDENT:

Really? I mean, I didn't really know.

3RD (OLDER) FEMALE STUDENT:

That's kind of what I'm thinking.

INTERVIEWER:

Have any of you considered doing it for free? I mean, there are some people who volunteer at Radford through service learning who aren't doing it for credit.

1st FEMALE STUDENT:

See, I mean, I would consider it, but that's only if within these ten weeks that I had some sort of positive feedback.

I mean, right now, I just feel like I'm there and that's it. I mean, all they want to do is play basketball. They don't really want to do anything, and I mean, unless I got some positive feedback by the children, I don't know whether I would consider doing it.

INTERVIEWER:

Does that have any significance for you for other volunteer experiences that you might participate in later on? What I'm thinking is, if students participate in say the National Service Project with President Clinton and have a bad experience, are we turning students away from being civically active or socially responsible by having them participate in a negative experience?

3RD (OLDER) FEMALE STUDENT:

I think that you stop and you look at the situation a little closer, it depends whether or not you want to get involved, you want to know a little bit more up-front what the limits are going to be and what's expected of you, before volunteering.

INTERVIEWER:

So that means you need to know a little of the structure before you ever even get involved, before you choose.

3RD (OLDER) FEMALE STUDENT:

Because everyone wants to feel good about what they're doing and not feel frustrated every time you leave.

INTERVIEWER:

Okay, is there anything you think I need to know about service learning projects with universities? If you were going to design a program, what would be the ideal program? How do you think college students would change?

MALE STUDENT:

You mean professor-student-wise? Like how the professor treats the students to do it? Well, I wouldn't try to force them to do it, but I guess they have to try to force them to get into it; but then I wouldn't make them do papers and stuff on it, I just - you know, verbal responses to the class. That's how I would treat the class.

INTERVIEWER:

Sort of like interviews or class discussions?

MALE STUDENT:

Yes.

INTERVIEWER:

One of the big things about service learning is you're supposed to reflect on it, like we're doing right now, in order to get something out of it; but a lot of times what they are finding is that students go out and do the service learning out in the community, and then they never have a chance to process it.

MALE STUDENT:

They just write a paper and then they turn it in, and

that's it. Then it's over. I mean, you should like talk to - if you talk to - I mean, like talking to you right now, it's making me feel like I want to do this again. But turning in a paper, it's like done, you know, for credit.

3RD (OLDER) FEMALE STUDENT:

Yeah, "Well, I've done it for my credit, I've washed my hands clean of it."

INTERVIEWER:

So verbal reflection - that's what we're doing right now - is a lot more positive for you.

MALE STUDENT:

It's a lot more positive, yeah.

1st FEMALE STUDENT:

Oh yeah.

INTERVIEWER:

Are you doing any journal entries or anything like that?

3RD (OLDER) FEMALE STUDENT:

I'm keeping a journal. It takes me a time to go back and find out what went on that day, how I felt and how could I have changed that.

MALE STUDENT:

I never keep a journal

1st FEMALE STUDENT:

Me neither.

INTERVIEWER:

Well, you have to do so much writing in your other classes, I know people tend to not want to write. In fact, I've got two papers to write too, so I know.

MALE STUDENT:

No, I mean, you have to write in college; but I mean, when it comes to something like this, this is totally different than like English or Statistics or something. This is like dealing with other peoples' kids and stuff, not paper books and stuff. I mean, if you're going to be verbal to the people, you should be verbal to your professor and the class.

INTERVIEWER:

Do you think it would be hard to sit around in small groups in a classroom, say if I went up to JMU and instead of having them write in journals, which is one of the things I was planning to do, and see what they said about . . .

MALE STUDENT:

I would personally get in front and ask questions like you're doing to us and know to raise their hand.

INTERVIEWER:

You don't think there would be any reluctance to speak in front of the class?

MALE STUDENT:

Unless it's a big class. If it's a big class, I would take like half of the class one day and half the class

another day.

1st FEMALE STUDENT:

Or even smaller.

MALE STUDENT:

Because nobody wants to speak up, you know.

INTERVIEWER:

Especially if they're all lined up, one in front of the other.

MALE STUDENT:

Yeah.

3RD (OLDER) FEMALE STUDENT:

It loses the closeness, the personal side.

MALE STUDENT:

It's like you get a circle. Like in our class, you could form a circle easily and then - not the whole class, but half a class - and then more people, you're facing them and they'll get more into it. They're more open. Journals are like, okay if she wants for me to write it, it's time for me to leave, you know, that's all they're going to do.

3RD (OLDER) FEMALE STUDENT:

I'm always thinking, "Well, what exactly is she looking for," you know, instead of being able to be spontaneous, rather than trying to figure out what that person is looking for so you can tailor your writing to what they're looking for.

INTERVIEWER:

Right. Well, you guys have been most helpful to me. I really appreciate your taking twenty minutes after class from your busy day. Thank you very much.

## APPENDIX 4

### SUMMARY OF COMMENTS JOURNALS FROM RADFORD UNIVERSITY

#### CLASS ONE

This review included 26 completed journals. Below is a listing of the statements highlighted in the journals plus the number of times this statement was mentioned in the journals. They are divided by the dimensions of growth.

##### **Development of Self Knowledge**

personal strengths 1  
confidence 6  
works well with others 3  
understanding 1  
need to understand the instructions before getting started  
1  
motivated 1  
liked the field 1  
more industrious than others 1  
likes working alone  
needs to listen to others 2  
important to stay calm under pressure 2  
hard worker 1  
good leader 1

##### **Skill Development**

communication skills 10  
team work 20  
academic (specific to the field) skills 17  
physical 4  
leadership 6  
organizational 3  
managing others 2  
motivation 2  
social interaction 1  
patience 1

dealing with people 6  
decision making 1  
responsibility 1

**Respect for Diversity**

gender/ gender roles 10  
respect for different ideas 2  
mentally handicapped 4  
by motivation level 1  
by age 1  
by professional level (student/professor) 1  
by ability level 3  
by different personality types 1

**Civic/ Citizenship Responsibility:**

Example of Stage One from Delve Model - "charity" reason for service 1

Example of Stage One from Delve Model - it makes you "feel good" to give something back to the community 2

Support for concept everyone has a responsibility to others 8

Important to give back to the community where you have been a student. 2

Obligation to serve 1

## CLASS TWO

This included 18 journals with two entries each. Students did not respond to the service learning scenarios but made unstructured comments about their experiences in the service learning project. Journals were read, however, to see if the four dimensions of growth were mentioned. What follows is a tabulation of the comments made relative to the dimensions.

Summary Comment: In general all of these students felt the service learning experiences had built an awareness of their field and developed skills related to the field.

**Self Knowledge**

can serve as a role model 2  
changed opinions of criminal justice system 3  
importance of structure in life leading to success 1  
importance of taking responsibility for ones actions 1

**Skill Development**

related to the field 9  
getting the big picture of the legal system 12  
team work important 2

**Respect for Diversity**

emotional Differences 1  
cultural/socioeconomic differences 5  
intellectual differences 1

**Civic Awareness/ Responsibility**

believe society needs to care 1  
if we could change one child we can change society 1  
everyone needs to be help out in society 1

Student moved to next stage in the Delve model & will  
continue helping after the assignment is finished. 2

## APPENDIX 5

### SUMMARY OF COMMENTS JOURNALS FROM JAMES MADISON UNIVERSITY

#### CLASS ONE

A tabulation of the number of comments made supporting growth on the dimensions is below.

##### **Skill Development**

team work 1  
communication 4  
working with children 2  
related to the academic field 2  
assertiveness 1

##### **Increased Self Knowledge**

trust own judgement 1  
value of determination 1  
importance of patience 1  
respect for others 1  
confidence 2  
to be humble 1  
coping with grief 1

##### **Respect for diversity**

by socio-economic background 1  
by nationality & race 1  
by geographic region (rural vs. urban) 1  
by age (working with elderly) 2  
by age (working with children) 2  
by personality types 1

##### **Support for Civic Involvement**

Movement to Stage 2 Of Delve model 1  
Began with support for responsibility to larger community 3

## CLASS TWO

A tabulation of the comments follows.

### **Respect for Diversity**

ethnic/cultural difference	1
by race	2
by age	6
by socio-economic group	4
everyone has different experiences	2
by gender	1
by intellectual capabilities	1

### **Development of Skills**

related to the field of study	6
patience	1
responsibility	1
communication	7
interpersonal	5
working with children	1
teamwork	3
organizational	2

### **Increased Self Knowledge**

confidence	4
sympathy	1
how to motivate self	1
enjoys working with children	1
need to slow down	1
trust your instincts	1
as a role model	1
fear of aging	1

### **Support for Civic Responsibility**

Entered supporting some form of civic responsibility	8
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## APPENDIX 6

### STUDENT JOURNAL ENTRIES: THE DIMENSIONS OF GROWTH

#### QUOTES ON SELF KNOWLEDGE: PART ONE

**Student 9292/ Class One/ RU**

"I have learned that it's really easy to get caught up in your work and leave somebody out. Also you tend to form groups or clicks which you seem to work with every time."..."I've learned that I like to take control in some situations ... I've also learned that a group effort at doing things works a lot better than just one person trying to do it all on their own. I have learned to appreciate things like Wildwood Park a lot more because I was part of the hard work that goes into creating and maintaining something like that."

**Student 8431/ Class One/ RU**

1st Entry:

"I was looking forward to working on the park but I would rather it be with my friends. I just cannot seem to relate to anyone in my class."... My peers are dissimilar from me because they all seem 'cold'. I am pretty much a warm and fuzzy type of person and my peers are not!"

2nd Entry:

"I have learned that I need to speak up. For the past couple of weeks I have wanted to work with the chain saw. One week I mentioned it to my professor and he said some guys were already working on it and he was right 'all guys'. I thought he was a 'male chauvinist'. I talked to a guy in my class and told him what I thought... he said my professor was not... but said that from past experiences the girls in other classes did not want to get dirty or do heavy work. So last week I walked up to my professor and told him I

wanted to do the chain saw with much confidence and he then sent me off with another guy to do the chainsaw."

"The skills I am learning are to speak up and sometimes don't be afraid to make reasonable demands..."

3rd Entry:

"I have learned to open up more to people. I also learned that even though I was the only one working in a group and everyone else was talking it really did not matter, because I was doing my part... I learned to make my decisions on my own without other's approval, and learned to work with people I didn't really hangout with. These skills will be used later in life."

**Student 3335/ Class One/ RU**

"I guess that I always felt work such as this was just for men, but now I have realized that I can do the same work. It has been a learning project."

**Student 0168/ Class One/ RU**

"I've learned from working with this project that I need to be open to the ideas of other individuals. At times, I have a difficult time listening to views that differ from mine. As a team member, it is important to view everything with an open mind in order to select the best ideas for the group to operate smoothly."

**Student 0700/ Class One/ RU**

"I have learned that I stay very calm under pressure and come up with quick solutions in a panic situation. This has occurred on many different situations. Stay calm, use your head, and don't lose your cool."

**Student 4013 / Class One/ JMU**

"I've learned not to over react in certain situations that might startle the kids such as with injuries. I've also learned not to show or feel biased to specific individuals in the group interactions. A final aspect of my learning experience is that many of the kids view me as an adult."

**Student 0344 / Class One/ JMU**

"The children taught me that they are aware of the situations around them. I quickly learned they weren't as stupid as they looked. I was surprised to see them comment on 'adult issues'. These small children have been caught in divorces, separations, deaths, trials, and burdens. It's amazing how children will tell you anything if you'll listen."

"I've learned to be humble in the face of small children. They have helped me more than they know."

**Student 5128 / Class One/ JMU**

1st Entry:

"With having three of my grandparents die within the last year and a half, I am already apprehensive to interact with the elderly. I'm not setting the stage, however, to have a bad experience but rather I'm trying to prepare myself to make it a healing process for myself as well as for the residents."

**Student 2798 / Class One/ RU**

"As a result of this service learning project I have learned that I am more willing to do the work we have been participating in than my classmates. In other words, while many of my peers have complained about the work, I took a genuine liking to it."

"I have learned that I am not as lazy as the average college student, from participating in this service learning project... As a result of this project I have come to realize that I am a pretty motivated person. I think this is a good quality to have, and I hope to retain it."

**Student 7639 / Class One/ RU**

"I have learned that it is important to be responsible for your actions because others are counting on you."

**Student 2084 / Class Two/ JMU**

"What I am learning about myself with my service learning project is that I really am beginning to care about the children I am working with...my stereotypical views of the children have changed. When I first began, I pictured the

children ill-mannered, dirty and violent. In reality I was kind of scared of them. As time went by I have come to realize that they are just normal children; children who need a little attention and someone to listen to them. They are all wonderful kids and I feel for them when I think about what life may hold in store for them."

**Student 9708 / Class Two/ JMU**

2nd Entry:

"I have learned the true meaning of the old saying, 'you gotta accept people for who they are'. Most of the time we classify people as desirable to be around or not."

"I should hope that I'm learning how to be a better person not just a better worker. I think analyzing service learning by relating it to a future workplace might be a good way to misunderstand the value of the learning. College is, I hope, for most people a chance to grow not just another stop in the capitalist assembly line of human beings. The rapture of relating to people is beautiful. Beauty is learning. Volunteering for the community is like volunteering to learn."

3rd Entry:

"I've learned that people are people, whether or not you call them homeless or unemployed. I learned that to others I was a person, not a student or a friend but a person. Do you remember the feeling when you first realized that your mom was a person? It's sort of like that but about yourself."..."Working with homeless people has proved to me that peoples similarities are greater than their differences."

**Student 5236 / Class Two/ JMU**

"I feel like I have changed just by seeing the numbers of people who go to the nursing home and visit and just try to help out. I have always been an optimist but I have seen many situations that have made me doubt others. This experience has shown me that there are many other people out there like me who want to help others."

## QUOTES ON SKILLS: PART TWO

**Student 7456/ Class One/ RU**

1st Entry

"Even though my experiences in the park have been fun so far, they have also been somewhat more challenging than I had originally expected."

2nd Entry

"..Team work is essential when undertaking any big project. I have also learned that while teamwork is very helpful, each member of the team must make sure to do his/her part to ensure the success of the team."

3rd Entry

"I have learned that I can function well in a group as both a team member and a leader. I learned I can function effectively as a leader when I suggested to our group that we shouldn't add steps to the cut back since it wasn't wide enough, and was too level for steps anyway."

**Student 3985/ Class One/ RU**

"I am using facility planning, ADA standards, safety standards, and environmental issues while down in the park. I am also using physical skills such as coordination, muscle control, and strength."

"The list is endless."

"How to communicate with people of varied ages, abilities, and skills."

**Student 6909/ Class One/ RU**

"I've learned that it is important to put forth effort in serving the community. Having worked on the Wildwood Park Project for two semesters, I have gained the knowledge that what we are involved in is truly something that the community needs."

"This whole project has improved my ability to work effectively with a group to accomplish long range goals."

"The main skill I have developed is the ability to work effectively as a group."

**Student 3335/ Class One/ RU**

"I have developed the ability to communicate with others in an unnatural environment for me. I am used to a classroom atmosphere but feel that hands on learning has taught me alot more than any classroom ever would."

**Student 0168/ Class One/ RU**

"I am acquiring leadership skills and group cooperation skills from this project. The Wildwood Project allows me freedom to make decisions on my own and organize people to accomplish needed tasks. I feel that these skills will help me to be an efficient manager once I enter the workplace."

**Student 4475/ Class One/ RU**

"From this experience, I have gained knowledge about the park and how to work together as a group. About myself, I have gained confidence and leadership skills."

**Student 0610 / Class One/ RU**

"I am getting more experience in delegating tasks and assisting others when any problems arise. Leadership skills are important and are a definite asset in the workplace. They help build the confidence that your colleagues and superiors have in you."

"Better interpersonal skills... If I am assigned to a task oriented group in the workplace, these skills should help things go along smoothly. An example would be putting together a proposal."

**Student 0700/ Class One/ RU**

"I have learned good communication skills and have learned to manage people even under adverse conditions. I feel confident that I will keep these skills and use them in my future job."

**Student "Justin"/ Class Two/ RU**

"I feel this program does provide us with an understanding of how probation works in the juvenile justice system. When you get involved you begin to see the loop holes in the system... This program does show us how the system works

and gives us a good idea of some of the problems in the system."

"This program has helped to show me more about the juvenile probation system. You can only learn so much in a classroom. Tangible experience is the best way for me to learn. I have also learned alot about the importance of confidentiality in the probation field. The system does have its problems, but they all do."

**Student "Tiffany"/ Class Two/ RU**

"This program has affected my personal opinion about the criminal justice system by showing me these judges and some parents do care about the children and really want to help them change for the better, not just throw them into a detention home and release them when they've done their time. The service learning has helped me look at different aspects of the system... a more personal look at the lives that are being affected."

" All in all I'm really glad I've had the opportunity to work with this program. I definitely think it is worthwhile, and it gives the everyday citizen (the chance) to understand these 'juvenile delinquents' better, and it gives the juvenile a whole new chance."

**Student "Brian"/ Class Two/ RU**

"It appears the biggest reason for the youth being in the program is the fact that they lack parental supervision.... I think the program has opened up my views about the criminal justice system. Because I've seen how at a young age if kids aren't involved in school and school activities, they are more likely to get into trouble."

**Student "Mike"/ Class Two/ RU**

"I think the program has affected my personal opinion about the criminal justice system. It has shown me that the criminal justice system is wanting to help these children. I believe if we help these kids early enough then there is a possibility we can point them in the right direction instead of putting them in detention...I have seen there is more to this than just 'lock them up and throw away the key'."

**Student 0319 / Class One/ JMU**

"I've learned that patience and compromise are important in working with other people in any situation. You aren't going to get your way every time when working with a group, so you have to give and take...Some basic things I have learned from volunteer work that will help me in my future career are cooperation, patience, keeping an open mind, and determination to complete a task. I have learned that you have to do the best job on the task you are given."

**Student 7639 / Class One/ RU**

"I am learning cooperation, open mindedness and respect for others and their abilities."

**Student 4176 / Class Two/ JMU**

"I think I am acquiring interpersonal skills needed to succeed in the real world. I am learning how to communicate effectively with others. I am also learning how to motivate myself, how to discover what I want, and then go get it. This will help me be satisfied with my life and happy with what I have."

"I began to realize this when I noticed I was not nervous when I was actually dealing with the clients in my work. I realized that my feelings of nervousness beforehand were gone and that I was actually doing it!"

**Student 5393 / Class Two/ JMU**

"My skills at communication have definitely benefited from this experience. I had to be able to communicate with an inmate so we could work together. I believe this will benefit me in the future because I feel I am now qualified to communicate with individuals from a background different from mine."

**Student 9708 / Class Two/ JMU**

"Besides physical skills like painting, tiling, and fixing things, I've learned how to better understand the way in which I conceive of myself as being part of the larger picture. This is a valuable skill."

**Student 5426 / Class Two/ JMU**

"Basically I've learned to communicate with special children and their needs, and I've learned to listen and care when there is a sensitive issue being discussed...The main skills I've acquired are communication skills that help me work with the residents so that they feel comfortable talking with me and sharing their problems."

**Student 3040 / Class Two/ JMU**

"My service learning is directly related to my post graduation career. I am going to be a teacher. So far, I have learned firsthand the value of communication between teachers. This is a wonderful means of acquiring materials and teaching concepts. I have also learned the value of teamwork."

### QUOTES ON DIVERSITY:PART THREE

**Student 7456/ Class One/ RU**

"Before the other day, I never thought it would be possible to utilize volunteer workers from a home for mentally retarded people. However, last Thursday some folks from one of the homes around here came to the park to help us, and they did a really good job! I think they enjoyed themselves, and they were very easy to work with, too."

"All of us differ from each other in that we each have our own unique personalities. Some of us are quiet, others are outspoken. Some people will keep you company and chat with you while working, others want to concentrate on their task."

**Student 8431/ Class One/ RU**

1st Entry:

"I was hoping to learn how to use a chainsaw, but have been brushed off to do the 'shit' job of raking a path. Yes, I know it has to be done, but I have a weird feeling that it's due to the fact I am female and my professor does not feel I can handle a chainsaw..."

**2nd Entry:**

"There was this situation in our class. At the beginning of the semester our professor had a quiz on maintenance words. Well, I surprised the class, especially the guys, over how many words I knew. I also feel, it is hard to change the views of the guys. I mean I like to get into the work and yes get dirty, but many of the guys think that I am like many of the girls in my class that don't like the park scene."

**Student 3985/ Class One/ RU**

"I believe they were aware.. none of the males asked for Joannes' opinion. She felt left out. Most males are like that especially when they out number the females in a group."

"I worked with an all male team on a project over the summer. At first they rejected me - then through conversation they realized I had some good ideas, thoughts, and criticisms. When they accepted me for who I was, a person and not a female, the group got along well and we are still good friends."

**Student 3335/ Class One/ RU**

" I have learned that I really do not enjoy yard work in the woods, but it has definitely been a worthwhile experience. I can do this type of work just as well as the men in our class. I feel that many of the men in our class don't think that women should be out there; that we just get in the way. But over the past few weeks I think their attitudes have changed."

**Student "Traci"/ Class One/ RU**

"We worked in the park one afternoon with some adult mentally retarded and I think some of the classmates had puzzled looks when they knew they were (going to be) helping. With a little guidance, they helped us efficiently. We were challenged to show them what to do."

"In our project the guys learned that the girls may know more about maintenance than we are willing to admit. If not, they taught us and shared previous experiences with us."

**Student 0700/ Class One/ RU**

"I have learned that girls can work very well and as a guy, I should not exclude them from physical labor if they want to do it."

**Student 4821/ Class One/ RU**

"While we have been working in the park alot of the girls are really getting into the work. Men in general think that they can only do this work. They (the girls) have proved that they can use the chainsaws too. We also had a group of mentally disabled people come to for a workshop. To myself, I was like what they going to do? But they picked up the tools and worked right along with us."

**Student 4013 / Class One/ JMU**

"I've learned I approach everyone the same, without regard to skin color. I also realized my potential for patience is greater than I expected.... My experience as a middle-class white male is constantly being broadened and challenged by my experience involving minorities. My upbringing disregarded aspects of inequality in society and did not consider that it was encouraging these inequalities."

"Being white, I'm also in a new position of being the minority race in my service learning situation. Therefore, I've learned to listen and appreciate the African-American voice more, while weighing the African-American experience against my own. I was particularly enlighten by the children's views of their leaders and historical figures. I believe my experience provided a new means of looking at things, and this experience makes no exception. By having hands on experience with different races, I can no longer look at things as I once have. Just through playing ball and the other recreational activities I've seen how the different races interact among themselves and with other races. The value in that alone cannot be measured."

**Student 0319 / Class One/ JMU**

"Many of the volunteers are working community service hours as punishment for breaking the law. I have to admit, I conformed to stereotypical thinking about people who break the law, and sort of assumed that I had a reason to be apprehensive. I quickly learned how wrong I was in my thinking. I enjoy working with all of the volunteers; they

are all wonderful people.

... Before I volunteered at Mercy House, I had the idea that thrift store clothing was not as nice as brand new clothing. Here I was wrong again. Mercy House makes sure that the clothes put out on the floor are good quality clothes... These experiences teach you to be more receptive to different ways of living and different ideas."

**Student 1080 / Class Two/ JMU**

1st Entry:

"I am studying to be an elementary school teacher. I was not familiar or experienced working with children who have lived in other countries. I thought the children were going to misbehave. My lack of experience with natives of Albania, Russia, Africa, and Mexico caused me to think of the children in a somewhat negative way because I thought they would not have been brought up in 'good' families."

2nd Entry:

"I have been introduced to a new culture of people that I have never interacted with until now. The Mexican families that attended the ESL classes. They were very friendly and courteous. My positive experience with Mexican-Americans will help me in my future. As an elementary school teacher I am almost 100% certain that I will have Mexican, or any other nationality, in my class. This experience opened my mind and heart up to these people."

**Student 9708 / Class Two/ JMU**

"I work with a man who I can really identify with. He is about 15 years older than I and we have a wonderful time together. Young adults do not have very many opportunities to truly befriend older adults. The normal relationships (teacher/student, family, or boss/worker) all carry with them social roles that hamper comradery. Relating to, not just respected, older persons is an important part of actualizing your identity."

"Working with homeless people has proved to me that peoples' similarities are greater than their differences."

**Student 5472 / Class Two/ JMU**

"Lower class people have a really bad rap in our society. After hearing one little girl tell me how upset she was at being held back, and how she really is smart, I'll never

think like that at all. Classism (and racism, sexism, etc.) dehumanizes people. But her emotions were just as real as mine. I don't want society to ever make me look at somebody as less of a person ever again."

**Student 5426 / Class Two/ JMU**

"I think I am learning great interaction skills. I learn something each time I go to Alternatives. I realized how different but yet the same these women are from me and my friends. Compared to them, I've lead such a sheltered life. Yet they feel and care just like anyone else does."

**Student 3040 / Class Two/ JMU**

"I have learned that the socioeconomic background of a student can have a tremendous impact on the learning of that student. This influence has been illustrated in my classroom. There is an Hispanic boy who struggles greatly with his work. To see this happening is heartbreaking, but uplifting when you realize how much can be done to hep him."

## QUOTES ON CIVIC RESPONSIBILITY: PART FOUR

**Student 9292/ Class One/ RU**

1st Entry:

"Yes, I do feel that the community has a civic responsibility to assist in the construction of the park. The reason that I feel this way is because this is their park!"

3rd Entry:

"I feel that I have the same responsibilities as the other people in the society in which I live. I feel that they are no better than I am and we should all work together to achieve the common goal whatever that might be at the time."

**Student 7456/ Class One/ RU**

1st Entry:

"Yes, I do believe that people have a responsibility to assist the community....I believe that if everyone gave a

few hours per week of their time to some organization, the community would be in even better shape!"

2nd Entry:

"I believe that everyone owes allegiance to the larger community. ...This principle holds true for the work we are doing in Wildwood Park. If certain people in the community didn't take the time to do the renovation themselves, then it probably would not get done. In that respect, if some individuals didn't feel they owed allegiance to the larger group, many projects may not be accomplished."

**Student 6909/ Class One/ RU**

"I have become aware of how important it is to be involved in community service. Rebuilding Wildwood Park is clearly something the community needs and it gives me a good feeling to be a part of the project."

**Student 4475/ Class One/ RU**

1st Entry:

"I believe that people have a civic responsibility to assist the community in which they live only to a certain extent...but when the community is in dire need of help or a problem exists, then I do believe that to be part of a community one must put forth all of the effort they can to assist."

3rd Entry:

"I view that my responsibilities to others in society lies in helping people, and contributing for the good of society."

**Student 0319 / Class One/ JMU**

1st Entry:

"Yes, I believe everybody has a responsibility to his/her community. The community provides for us, so it is the least we can do to give something back to society. Plus everybody should try to give help to others in society especially people who are less fortunate than others. I can't stand it when people feel that all they should be concerned about is themselves. I think that is a self-centered opinion. What's wrong with helping others? By helping others you improve someone else's life, your own life, and society."

**Student 2084 / Class Two/ JMU**

"I view my responsibility to others in society as circumstantial. If something happens somewhere near me at some time and I can be of assistance I will help out, but I won't travel 100 miles down the road to volunteer at a food kitchen."

**Student 4176 / Class Two/ JMU**

"I think in a community, each individual is responsible to contribute some minimum, like recycling and voting. I don't feel that each individual has to donate money or do 20 hours of volunteer service a week."

**Student 1080 / Class Two/ JMU**

1st Entry:

" Yes! I think it is about time people stop thinking that they, as individuals, are self directed and when they end up making 6 digit salaries scoff at those who don't."

**Student 5393 / Class Two/ JMU**

1st Entry:

"Serving the community is great, but not a necessity. Forcing one to serve or calling it a responsibility may raise some questions. Why should I have to sacrifice? My life is difficult enough and time constraints are at an all time high, how could I possibly give what free time I have to someone else? Selfish, maybe. But individual needs must be recognized as well as social ones. Once committed, however, one must make every effort to complete the task at hand."

## Appendix 7

### STUDENTS AND THE DELVE, MINTZ, & STEWART MODEL

According to the Delve, Mintz, & Stewart Service Learning Model (1990), service learning assignments should be designed to encourage the students' development to the next level of their model.

The following four students made entries in their journals that illustrated stages in the Delve model. Three of the students statements expressed sentiments that illustrated movement from Stage One to Stage Two of the Service Learning Model.

1. Angela Self/ Class Two/ Radford University

"I am so pleased with the success of this program that I decided to do a persuasive speech for one of my classes in order to persuade other people to volunteer/ support the Home Confinement Program. In addition, I also intend to continue with this program, despite the fact, it was simply required for one of the criminal justice classes."

2. Brett Sutch/ Class Two/ Radford University

"I think the home confinement program was good for David, but its not going to cure David's problems. I myself have enjoyed and learned alot from volunteering with the program and I hope to stay involved with exercises like this."

3. Student 0319 / Class One/ James Madison University

"I also learned that I really enjoy working with Mercy House. At the beginning of the semester I was only doing this for freshman seminar hours. But, once I started I decided to come back after my hours were completed. I intend to come back next semester."

4. Student 2798 / Class One / Radford University

"I don't by any means think that anyone is responsible to assist their community. It is more of a charitable act, rather. ...It is more something people do because they enjoy it, for one reason or another."

KATHRYN JORDAN VITA

Prior to beginning college, I was reared in a military family and given the opportunity to travel and live abroad. These experiences had a tremendous impact on my world view. My undergraduate work was completed at the College of William and Mary (1972) with a B.A. in Sociology. The work on the Master's was completed in 1982 at Radford University in Counseling and Student Affairs, and the PhD was completed during the summer of 1994 at Virginia Tech from the College of Education in Student Affairs.

Previous employment has included positions as a social worker, high school guidance counselor, and as an assistant director of career services. Experience with a previous governor of Virginia lead to a term on the executive board of the Jamestown Yorktown Foundation. As an active participant in the Radford community, I have been a member of the Radford Chamber of Commerce Board of Directors and have served two terms as President of the Radford Main Street program, an urban economic redevelopment effort.

Professional affiliations include membership in the Virginia College Placement Association and in NASPA.

I currently reside in Radford with two daughters and a husband, a faculty member at Radford University.

Vita

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*Kathryn Jordan*