

# The Impact of Service Learning on Student Success

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## Research Question

### Primary Question:

What are the impacts of service learning experiences on various student success outcomes (e.g. persistence, retention, and completion; course learning outcomes; GPA; professional skills and competency development; career placement; etc.). Looking for new developments in the last 10 years.

### Related Subquestions:

What is the impact of service learning on student civic attitudes?

What is the impact of service learning on faculty engagement?

What is the impact of service learning courses on the surrounding community?

## Executive Summary

A variety of effects were reported across the literature about service learning:

- Changed attitudes about and increased awareness of the issues affecting people with whom the students worked (Alston *et al.*, 2016; Beatty *et al.*, 2016; Bettencourt, 2015; Celio, Durlak, & Dymnicki, 2011; Clark *et al.*, 2013; Cotten & Thompson, 2017; Fullerton, Reitenauer, & Kerrigan, 2015; Hatcher & Studer, 2015; Lawson & Firestone, 2018; Levkoe, Brail, & Daniere, 2014; Mann & DeAngelo, 2016; Moely & Ilustre, 2014; Porter, 2011; Warren, 2012), increased empathy (Sydnor *et al.*, 2014), and sense of “social accountability” (Campbell & Oswald, 2018, p. 197)
- Increased personal effectiveness (Beatty *et al.*, 2016; Celio, Durlak, & Dymnicki, 2011; Cotten & Thompson, 2017; Daugherty, 2015; Hebert & Hauf, 2015; Manning-Ouellette, Friesen, and Parrott, 2018; Moely & Ilustre, 2014; O, Sherwood, & Yingling, 2017; Pelco, Ball, & Lockeman, 2014; Bettencourt, 2015)
- Higher levels of academic engagement and enhanced learning of course content (Campbell & Oswald, 2018; Goss, Gastwirth, & Parkash, 2010; Lee, Wilder, & Yu, 2018; Lucy-Bouler & Lucy-Bouler, 2012; Currie-Mueller & Littlefield, 2018; Mason & Dunens, 2019; Moely & Ilustre, 2014; O, Sherwood, & Yingling, 2017; Sessa *et al.*, 2010; VanSickle & Schaumleffel, 2016; Warren, 2012; Yob, 2014)
- Personal growth (Beatty *et al.*, 2016; Campbell & Oswald, 2018; Celio, Durlak, & Dymnicki, 2011; Clark *et al.*, 2013; Mann & DeAngelo, 2016; Sydnor *et al.*, 2014; Yeh, 2010)
- Improved grades (Celio, Durlak, & Dymnicki, 2011; Hebert & Hauf, 2015; Lee, Wilder, & Yu, 2018; Mungo, 2017), particularly for women, international, and rural students (Brail, 2016)
- More positive attitudes toward school and education (Celio, Durlak, & Dymnicki, 2011; and Fullerton, Reitenauer, & Kerrigan, 2015; Moely & Ilustre, 2014; Pelco, Ball, & Lockeman, 2014; Webber, Krylow, & Zhang, 2013) and a greater sense of belonging (York & Fernandez, 2018)
- Increased professionalism (Bettencourt, 2015; Daugherty, 2015; Mason & Dunens, 2019)
- Clearer future employment goals (Lawson & Firestone, 2018; Lee, Wilder, & Yu, 2018) and higher likelihood of being employed after graduation (Miller, Rocconi, & Dumford, 2018)

- Increased likelihood of earning a bachelor's degree (Yob, 2014; Yue & Hart, 2017), regardless of GPA (Lockeman & Pelco, 2013) or ethnicity (Mungo, 2017), especially at universities with lower-than-average retention and/or campuses with higher-than-average numbers of commuters and part-time students (Reed *et al.*, 2015)
- Increased volunteerism (Lucy-Bouler & Lucy-Bouler, 2012; Hatcher & Studer, 2015)
- Increased resilience (Yeh, 2010)

Two of these studies also found that the benefits, such as those listed above, of participating in service learning often increased as students enrolled in more opportunities over the course of their college career, although no study was able to pinpoint an ideal number (Yue & Hart, 2017; York & Fernandez, 2018).

Brail (2016) addressed the important question of whether or not the beneficial effects of service learning might actually be a result of high-achieving students self-selecting for service learning. Brail examined mid-year grades to see if there were differences between the groups. Brail (2016) found “no significant difference between achievement at the mid-term point for students who selected the different options, regardless of whether one examines the average or the mean” (p. 154). This suggests the improved grades were the result of service learning. Students in the service learning program had higher participation rates—and thus earned more points—than their control group peers, possibly because these students were more engaged in the course. Brail's (2016) findings are supported by similar findings by Sessa *et al.* (2010), namely that some students who participate in service learning experiences are “associated with a greater use of generative learning such as asking questions and contributing to group discussions” (p. 14).

One caveat, as reported by Beatty *et al.* (2016) and Sessa *et al.* (2010), is that the beneficial effects of service learning mentioned above may not last over the long term. A follow-up survey conducted eight months after the service learning experience found no difference in reported levels of personal effectiveness between students who did and did not participate in service learning. That said, other researchers (d'Agostino, 2010, and Fullerton, Reitenauer, and Kerrigan, 2015), reported seeing longer lasting benefits, although neither explicitly stated how long the benefits might last. Moely and Ilustre (2014) and Mitchell *et al.* (2015) found the positive benefits of service learning were greater and lasted longer if students were able to participate in service learning experiences aligned with their personal values. That is to say, students benefited more from service learning if they found it personally meaningful.

Song *et al.* (2017) found the benefits of service learning were less pronounced for students from underrepresented groups (i.e. students of color, first generation students, or students who received Pell grants). They suggested that the designers of service learning opportunities work with the needs of underrepresented students in mind, so they can fully benefit from the educational experience.

### **Student Civic Attitudes**

Hatcher and Studer (2015) discussed service learning findings that suggest this practice is a useful vehicle for teaching students citizenship and related communication skills. It follows that the benefits of service learning mentioned above, i.e. changes in attitudes and greater awareness of social problems, may lead students to increase their civic engagement. For example, one study cited by Hatcher and Studer (2015) reported that students who engaged in service learning were more likely to become volunteers up to five years after graduation. They wrote:

We offer five recommendations when designing a service learning course to cultivate philanthropic outcomes...developing partnerships rather than identifying placement sites...identifying projects rather than using a charity approach to service...Integrating new readings and resources in addition to disciplinary texts...Designing class activities that encourage students to interact with nonprofit leaders...Using reflection activities to cultivate civic outcomes. (Hatcher & Studer, 2015, p. 15-17)

Both Hebert and Hauf (2015) and Lawson and Firestone (2018) reported that students in their studies had clear intentions to become more civically active by volunteering or seeking work with disadvantaged groups in the future. While these intentions are self-reported and haven't had time to bear out, this suggests that service learning has some impact on students' civic awareness and sense of responsibility.

On the other hand, in a program designed to help first-year women students in STEM courses develop leadership skills, Manning-Ouellette, Friesen, and Parrott (2018) reported that some participants already had a sense of "civic responsibility" (p. 103) and that they enrolled in the course "because of a commitment to leadership and to learn about becoming civically engaged individuals" (p. 104). Like the question of whether or not students with particular qualities and abilities self-select for service learning opportunities, it can sometimes be difficult to find out if service learning produced something new or enhanced something that was already present in the participants. Reed *et al.* (2015) found in their study at three universities in the Midwest that students who enrolled in service learning courses tended to keep enrolling in service learning courses later in their college career.

Shim (2013) noted different benefits for men and women enrolled in service learning courses. While both groups became more civically engaged, Shim (2013) wrote:

For women, positional leadership appears to have fostered collaborative and group facilitation skills, whereas in men it increased self-awareness. Volunteer experiences increased both women's and men's values of citizenship, but only women gained in the value of common purpose. These results suggest that the similar activities may lead to the development of different skills as determined by gender. As documented in prior studies, women tend to adopt democratic or participatory styles, whereas men seem to adopt leadership styles that are more autocratic or directive (Eagly & Johnson, 1990, p. 285).

These findings suggest that the creators of service learning opportunities may need to factor in gender differences when designing opportunities and assigning roles.

### **Faculty Engagement**

While many of the researchers reported that students developed a broader sense of the issues affecting communities in need, Markham (2013) has a more equivocal point of view. He wrote that students, at first, fail to see these very issues and that they view the people they're working with as having only "one role," and that is "to be grateful for what they had been given" (Markham, 2013, p. 69). He wrote that it is up to the faculty to challenge students to look deeper into the conditions and history that caused their service population to require aid. Further, Markham (2013) and Mason and Dunens (2019) recommended that faculty develop a strong working relationship with the target service community or communities. In terms of creating a service learning opportunity, Markham (2013) wrote, "My central aim is to engage students in the experience of addressing an issue that cannot be solved by any individual act of service or generosity" (p. 72). Mason and Dunens (2019) suggested that faculty start planning and developing their relationships with target communities at least one year in advance.

Barnes and Caprino (2016) found in their study of teacher candidates that future teachers needed training on how to create effective, useful reflection questions for students participating in service learning experiences. Although this was a small study, the findings suggest that faculty who have never incorporated service learning in their courses may need guidance or training on how to make these opportunities true learning experiences for their students. Campbell and Oswald (2018) reported that there is a lack of research “addressing how to design service learning specifically to promote critical thinking” (p. 193). This lack of research may require faculty to spend significantly more time creating service learning opportunities and developing pedagogical materials for the same. Faculty in a survey by Darby and Newman (2014) suggested mentorship by peers experienced in service learning would be beneficial for faculty who run into problems. Mentoring and networking with other service learning faculty can also have a positive effect on faculty motivation as morale waxes and wanes with each course or program. Mason and Dunens (2019) suggested more than once that faculty may need to reach out to experienced peers or, if it exists, a “community engagement office” for help in developing community relationships and designing service learning experiences. Yook (2018) also suggested that, “If an instructor interested in turning his/her course into a service learning course were to be fortunate enough to have a campus organization that can do much of the advance research for the volunteer projects, it would markedly reduce the preparation workload for the instructor” (p. 366).

Celio, Durlak, and Dymnicki (2011) reported that the literature on service learning shows that student reflection is consistently recommended by researchers. Mason and Dunens (2019) also made this recommendation, adding that “Critical reflection should be integrated throughout the course and can occur in different formats, such as speaking, writing and classroom activities” (p. 7). Markham (2013) recommended readings, such as those by John McKnight, that force students to look at the broader social, economic, psychological, educational, and/or historical situation of their service population. Mitchell *et al.* (2015) found that service learning experiences that incorporate critical reflection are more likely to produce lasting results. Yook (2018) warned, however, that faculty should be prepared for “the free-flowing and sometimes unpredictable nature of service learning” (p. 366).

Ngai, Chan, and Kwan (2018), in their research on best practices in service learning, emphasized the need to make service learning experiences as meaningful and varied as possible so that students will engage with their learning, perceive the value of their service, and be motivated to make the most of the experience rather than doing the bare minimum. They added, “students’ civic outcomes are most influenced by their perception of the benefits of the service, their feeling that their service was appreciated by the community, their engagement in challenging and meaningful tasks, and their interest in the service learning subject or project” (Ngai, Chan, and Kwan, 2018, p. 75).

### **Community Impact**

The community impact of service learning was not discussed in most of the literature collected for this review. The literature primarily focused on the experience of students—and to a lesser extent on faculty—who participated in service learning. If it can be said to be a benefit for the community, many of the researchers (as noted above) found that students had a greatly increased awareness of the challenges faced by the communities they worked with. Other than this, community impacts are more oblique. For example, Manning-Ouellette, Friesen, and Parrott (2018) briefly suggested that the mentors in their project (for first-year women in STEM) could be seen as role models by members of their service community at large, potentially encouraging women outside the immediate service group to enroll in STEM courses. They wrote, “Seeing themselves in other women who are persisting through their degree programs and successfully pursuing careers in STEM fields may help first-year students persist in STEM” (p. 108). Ngai, Chan, and Kwan (2018) also urge faculty to create service learning experiences that “meet genuine community needs” (p. 74).

## Keywords Used in Literature Review

(“higher education” OR college OR university) AND service learning AND (persistence OR retention OR graduation)

(“higher education” OR college OR university) AND service learning AND (GPA OR “academic achievement”)

(“higher education” OR college OR university) AND service learning AND (“professional skills” OR career)

## Peer Reviewed Articles

<p><b>Citation</b> Alston, G. D., Clegg, T. E., Clodfelter, R. J., Drye, K. C., Farrar, J. V., Gould, D., ...Ray, S. L. (2016). Reflections from graduate adult learners about service learning. <i>Adult Learning, 27</i>(4), 175–177. <a href="https://doi.org/10.1177/1045159515615844">https://doi.org/10.1177/1045159515615844</a></p> <p><b>Abstract</b> The article provides information on self learning, service learning programs in colleges and universities for graduate adult learners. Topics discussed include service learning as an educational approach that balances formal instruction and direction with the opportunity for adult learners to serve in the community as a pragmatic, progressive learning experience.</p> <p><b>Limitations</b> A report of the authors’ experiences—no research.</p> <p><b>Link</b> <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=t">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=t</a></p>	<p><b>Conclusions</b> “During the course, we participated in a service learning project volunteering at After Gateway (2015), a 501(c)(3) nonprofit corporation, certified by the North Carolina Division of Aging and Adult Services: ‘After Gateway is an adult day health program caring for intellectually and developmentally disabled adults whose conditions present a constant challenge to family and community institutions’” (p. 176).</p> <p>“The overall experience was enlightening and humbling, Specifically, this service learning experience helped us realize, once again, how privileged we are as individuals, lifelong learners, and contributors to society” (p. 176).</p> <p>“In addition, we saw our professor and each other as colleagues from a different perspective as we bonded and collaborated in intellectually stimulating conversations about our individual experiences and observations. The visit to After Gateway demonstrated the importance of incorporating service learning projects into the teaching curriculum” (p. 176).</p> <p>“The implementation of service learning is beneficial in the efforts to have robust dialogue, while exposing various perspectives that may lead to solutions for the issues facing the adult learner... Ultimately, community engagement via service learning breaks down social barriers, defies stereotypes, and inspires adult learners to think about themselves as change agents within a larger world” (p. 177).</p>
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<https://doi.org/10.1080/13562517.2016.1160221>

**Citation**

Barnes, M. E., & Caprino, K. (2016). Analyzing service learning reflections through Fink’s taxonomy. *Teaching in Higher Education, 21*(5), 557–575. <https://doi.org/10.1080/13562517.2016.1160221>

**Abstract**

Reflection is an increasingly essential component of experience-based learning in higher education to encourage students to draw connections between theoretical and practical knowledge and experiences. This qualitative study examines the reflections of undergraduate students in a service learning course for secondary English teacher candidates. The authors use Fink’s taxonomy of significant learning as a lens through which to examine the learning within and critical natures of students’ reflections. Findings from this study suggest that to consider and extend students’ academic content knowledge and to move students toward new and critical understandings of their service work, reflections should direct students toward more explicit considerations of academic course content over a period of time. To help students write critical reflections that achieve both academic and personal growth learning goals, the authors recommend explicitly teaching the reflective mode, introducing students to Fink’s taxonomy, and instructing students to include course content in their reflections.

**Limitations**

“First, the small number of participants

**Conclusions**

“In this paper, we review current literature about TE [Teacher Education], service learning, and reflection; consider reflection’s affordances and challenges; investigate the role of reflection in a service learning course for TCs [Teacher Candidates] at an US Southeastern state university; and offer Fink’s (2013) taxonomy as a critical reflection framework. The following questions guided our inquiry:

- (1) Do TCs enrolled in a TE service learning course address all six of Fink’s significant learning goals in their reflections?
- (2) Are TCs more likely to address certain learning goals than others as they reflect on course material and the service experience?
- (3) Does whether TCs reflect throughout the semester or at the end of the semester alter the types of significant learning goals addressed?” (p. 558).

“Fink’s (2013) taxonomy includes six categories: foundational knowledge, application, integration, human dimension, caring, and learning how to learn” (p. 561).

“Our work suggests that the frequency and type of reflections students complete influence the learning outcomes possible from the reflective component of service learning courses. We advocate for the scaffolding of students’ reflective writing and providing students a ‘context for reflection’ and framework or model (Coulson and Harvey 2013, 405). Instructors need to have an explicit purpose for the reflections they ask students to write and students may need to be informed more explicitly about the components of an effective reflective piece. Fink’s (2013) taxonomy for significant learning was used to examine students’ service learning reflections and is offered here as an effective framework to encourage students to produce the types of reflections that lead to reflective and critical action. To help students engage in reflection about their experiences that will best inform their future professional lives, it may be ourselves as instructors who need to first reflect on the ways in which we assign, teach, and assess reflection” (p. 572).

cannot account for the experiences of all TCs in service learning courses. Second, the focus of this study was one course at one university and is not generalizable” (p. 564).

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-26924-006&site=eds-live>

**Citation**

Beatty, S. H., Meadows, K. N., SwamiNathan, R., & Mulvihill, C. (2016). The effects of an alternative spring break program on student development. *Journal of Higher Education Outreach and Engagement, 20*(3), 90-118.

**Abstract**

This study examined the potential impact of a week-long cocurricular community service learning (CSL) program on undergraduate students’ psychosocial development. Participants in the Alternative Spring Break program and a matched control group completed surveys assessing a number of psychosocial variables immediately before and after the program, as well as 8 months later. Findings suggest that cocurricular CSL programs such as alternative breaks may positively impact students in 2 important ways: increasing personal growth and increasing personal effectiveness. Further research with larger samples is necessary; however, results from this study indicate that cocurricular CSL can be a powerful tool for supporting positive student development.

**Conclusions**

“The research produced two important findings: ASB participants demonstrated both increased personal growth and increased personal effectiveness through their cocurricular CSL experience when compared with students who had not participated in the program but had done volunteering in another capacity” (p. 106).

“Increases to participants’ personal growth and effectiveness may be connected to the intensive nature of the ASB program, where students reside in host communities and experience a variety of cultural customs including speaking the language, partaking of food, and participating in traditional ceremonies” (p. 106).

“Development in these areas may also be linked to the structured reflection that is a hallmark of all CSL programs, whether | curricular or cocurricular. Research shows that in the delivery of effective CSL, the amount and type of reflection are critical factors (Ash, Clayton, & Atkinson, 2005; Billig, 2009; Eyler, 2002; Eyler & Giles, 1999). Reflection enables participants to question their existing attitudes, behaviors, and assumptions in a supportive environment. ASB participants engage in daily reflective activities including journaling, peer discussions, and dialogues with community partners” (p. 106-107)

“At the time of the 8-month follow-up survey, differences in personal effectiveness across the two groups were no longer observed” (p. 107). [ASB participants vs. control group]

“Though a slight decrease in the absolute value of their personal growth ratings was noticeable on the follow-up survey, ASB participants continued to report higher levels than non-ASB participants on all three surveys, which suggests a potential lasting effect to the personal growth experienced by ASB participants” (p. 107).

“Consistent with our hypothesis, ASB participants demonstrated increased awareness of their respective communities after the program” (p. 108).



<p><b>Limitations</b></p> <p>“First, for obvious ethical and practical reasons, it is not possible to randomly assign participants to the ASB and non-ASB groups in order to eliminate any preprogram group differences.” (p. 110)</p> <p>“Second, only a small number of ASB participants completed more than one of the three surveys; 30 ASB participants completed the first and second surveys, but a negligible number completed all three surveys...Also, because only a negligible number of ASB participants completed all three surveys, we were required to analyze the results of the third survey separately from those of the first two, in effect rendering the design cross-sectional, not longitudinal, for the third survey...Third, women were overrepresented in the research, making up 90% and 88% of the sample for the pre- and post-ASB and follow-up surveys, respectively, relative to their participation in the program (71%) and enrollment at the university (55%).” (p. 111)</p> <p><b>Link</b></p> <p><a href="http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1720/959">http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1720/959</a></p>	<p>“Not surprisingly, ASB students reported a greater desire to help than non-ASB students at all three survey points, but the program itself did not seem to substantially impact their desire to help” (p. 109).</p> <p>“We believe this study makes a substantive contribution to the limited body of research on cocurricular CSL in higher education. Our findings suggest that cocurricular CSL programs, such as alternative breaks, can positively impact undergraduate students in two important ways, through personal growth and personal effectiveness” (p. 113).</p>
<p><b>Citation</b></p> <p>Bettencourt, M. (2015). Supporting student learning outcomes through service learning. <i>Foreign Language Annals</i>, 48(3), 473–490.  <a href="https://doi.org/10.1111/flan.12147">https://doi.org/10.1111/flan.12147</a></p> <p><b>Abstract</b></p> <p>Because of the current emphasis on accountability at the elementary,</p>	<p><b>Conclusions</b></p> <p>“Supported in part by an ACTFL Research Priorities grant, this study explored one key assumption about the goals and results of SL: that SL offers students meaningful benefits and contributes to the achievement of stated student learning outcomes (SLOs) that cannot be otherwise experienced in their programs of study” (p. 474).</p> <p>“The Communication Standard was reflected in two of the SLOs for this course:  SLO #1: be able to comprehend, interpret, and synthesize authentic spoken Spanish with increasing accuracy and on an increasingly diverse number of topics, and  SLO #2: be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions with native and nonnative speakers of Spanish.</p>

secondary, and postsecondary levels across all content areas, accreditation agencies, administrators, program designers, course developers, faculty, and students have increasingly focused on stating and measuring student learning outcomes and documenting the relationship between learning activities and achievement of those outcomes. In the three-way service learning partnership made up of the student, the faculty member, and the community partner, student learning is sometimes vaguely defined, often simply assumed to occur, and usually only indirectly assessed. In addition, the extent to which course-specific learning outcomes are supported during service learning is also unclear. Using action research and the DEAL model for critical reflection, this study measured university-level, Intermediate Spanish learners' attainment of course-specific and non-course-specific learning outcomes. Analysis of oral reflective journals, surveys, focus group responses, and interviews indicated that students' service learning experiences supported most course-specific learning outcomes and also offered learning opportunities in other unexpected areas.

### Limitations

"It is important to point out that many SL courses are populated by smaller numbers of students as well as by students who specifically seek such learning opportunities: Researchers have found that students who choose SL tend to have different attitudes, skills, and values than students who are required to participate in SL (Eyler, Giles, & Braxton, 1997; Parker-Gwin & Mabry, 1998). Therefore, data

Data from the end-of-semester surveys showed that, with regard to SLO #1, 90% of the students agreed that they had met the outcome (30% strongly agreed, 50% mostly agreed, and 10% agreed). The remaining 10% of the students mostly disagreed that they had met this outcome. With regard to SLO #2, 90% of the students agreed that they had met the outcome (30% strongly agreed, 20% mostly agreed, and 40% agreed). The remaining 10% of the students mostly disagreed that they had met this outcome. The same 10% that mostly disagreed that they had met SLO#1 also mostly disagreed to meeting SLO #2" (p. 480).

"Each of the nine community partners mentioned that having access within their organization to an additional adult who spoke Spanish was a benefit: 56% of the organizations reporting lacking sufficient staff who could communicate in Spanish and noted that the students provided crucial support for the organization's ability to deliver services" (p. 480).

"First, SLO #4 stated that students should demonstrate an increasing ability to describe and discuss issues related to members of the local Spanish-speaking communities, with emphasis on how their communities impacted and were impacted by non-Spanish-speaking communities. Eighty percent of the students reported in the end-of-semester survey that they agreed that they had gained insight into culturally diverse communities [sic] and issues of inequality related to those communities (40% strongly agreed, 20% mostly agreed, and 20% agreed). The remaining 20% mostly disagreed that they had met this outcome. On the same survey, in the open-comment section, one student reported that as a result of participating in SL, she was "more aware of what political and social issues are happening within the Spanish-speaking community in Buncombe County and in the rest of the United States" (p. 482).

"...the results of this study support the effectiveness of SL in contributing to the attainment of course-specific SLOs as well as nationally recognized goals, including the ACTFL Communication and Communities standards, and providing learning opportunities that are unavailable in the classroom. What is unique and worth further exploration is that students perceived their attainment of SLOs to result from both the specific tasks that they performed onsite and the process of reflecting on their service in Spanish using the DEAL model (Ash & Clayton, 2009)" (p. 485).

"Finally, the study also identifies a number of areas of learning beyond the course-specific SLOs. Participants perceived that SL helped them develop improved communication skills, demonstrate professional dispositions, develop the ability to work effectively in groups, and engage in networking, thus gaining exposure to possible future career paths that require the use of English and Spanish. In addition, data from this study demonstrate the extent to which participation in SL forces students out of their comfort zone. In addition to the course-specific learning gains, these findings further substantiate the benefits of SL and are particularly interesting given the relatively small amount of time that students actually spent in their placements (20 hours over the course of a semester)" (p. 487).

from students who have chosen to participate in SL cannot be readily generalized to other student populations. Similarly, community organizations that agree to work with students and faculty in SL partnerships may also have different traits and expectations.” (p. 487)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=109463397&site=eds-live>

**Citation**

Brail, S. (2016). Quantifying the value of service learning: A comparison of grade achievement between service learning and non-service learning students. *International Journal of Teaching and Learning in Higher Education, 28*(2), 148–157.

**Abstract**

This study evaluates whether students who participate voluntarily in a service-learning activity achieve higher learning outcomes, measured by grades, than students who voluntarily choose not to participate in service learning. Analysis is based on a study of an introductory urban studies course at a large North American research university over a four-year period. Findings indicate that, overall, students achieve higher grades as a result of participation in service learning, and additionally that females, international students, and students who are enrolled in either the Urban Studies minor program or who are non-Urban Studies students benefit most from optional participation in service learning in terms of grade

**Conclusions**

“This paper focuses on a case study that attempts to quantify the impacts of service learning participation on learning by using grade achievement as a key demonstration of learning” (p. 148).

“In the first term of the course, all students complete the same assignments and tests, and in the second term, students are asked to choose between participating in service learning or city learning. In service learning, students are placed in groups at a variety of non-profit, community-focused placements where they volunteer for 10 to 12 hours” (p. 150).

“The data shows that final grades of students who participated in the service learning opportunity achieved an average of a full grade higher (B instead of B-) at the end of the course in comparison to students who participated in the city-learning option. Looking at each grading component in the second term presents a nuanced picture of the ways in which service learning students demonstrated greater learning and ultimately higher achievement than their city-learning counterparts. In all graded elements of the course with the exception of the final exam, students who participated in the service learning option achieved higher grades than those who participated in the city-learning option” (p. 154).

“An underlying question related to the finding that service learning promotes academic learning is as follows: do students who choose to participate in service learning demonstrate greater academic achievement as a result of participation in service learning, or is it the case that brighter, higher achieving students select service learning in the first instance?

As the choice between service learning and city-learning is optional within the course, and given that this research demonstrates significant differences in achievement between service learning and city-learning students, it is important to test whether some of this difference might be related to student strengths in the course prior to the selection of either service or city-learning in the second term.

<p>achievement.</p> <p><b>Limitations</b>          “One limitation of the study data is that information on subject POST was captured at the time of data collection (i.e., Fall 2013) and not at the time of student enrollment in the course. It could therefore be hypothesized that some students who did not do well in the course may have chosen to switch their focus away from Urban Studies in subsequent years, or they may have elected not to enroll in the subject POST after expressing an initial interest, while those who excelled may have elected to apply to the specialist program which can only be entered upon completion of the Introduction to Urban Studies course, or to the major program.” (p. 155)</p> <p><b>Link</b>  <a href="http://www.isetl.org/ijtlhe/past2.cfm?v=28&amp;i=2">http://www.isetl.org/ijtlhe/past2.cfm?v=28&amp;i=2</a></p>	<p>In order to rule out the argument that higher achieving students are selecting the service learning option, we looked at mid-year grades to ascertain whether it is not the service learning that is leading to enhanced learning outcomes, but rather the self-selection of students. Analysis of data demonstrates that there is no significant difference between achievement at the mid-term point for students who selected the different options, regardless of whether one examines the average or the mean.</p> <p>The participation grade is measured at five random dates throughout the full course where, one each occasion, students had the opportunity to earn a one percent grade by responding to a question in lecture and submitting a written answer to the instructor during class. Based on this measure, achievement among service learning students was greater than amongst non-service learning students. In addition to higher achievement, the participation grade is also a proxy for class attendance, thus demonstrating that students who participated in the service learning option had greater attendance levels than those who participated in city learning. This finding is especially significant in the context of this study as it is an objective measure of achievement that does not vary based on grader bias or subjectivity, and yet it shows significant differences in achievement for service learning students” (p. 154).</p> <p>“Data also provided insight into whether there were differences in achievement between Canadian citizens and international students. Of note, the proportion of international students that participated in the service learning option was significantly higher than the proportion of Canadian students that participated. Whereas 55% of all Canadian students selected service learning, more than 64% of international students enrolled in the course selected the service learning option...This finding might suggest that service learning offers an opportunity for international students that is valued above and beyond a traditional class curriculum” (p. 155).</p> <p>“The data demonstrate that participation in service learning results in statistically significant student achievement as measured by student grades. Furthermore, the effects of grade achievement   are especially pronounced for females, international students, and non-Urban Studies students” (p. 156).</p>
<p><b>Citation</b>          Campbell, C. G., &amp; Oswald, B. R. (2018). Promoting critical thinking through service learning: A home-visiting case study. <i>Teaching of Psychology</i>, 45(2), 193–199.  <a href="https://doi.org/10.1177/0098628318762933">https://doi.org/10.1177/0098628318762933</a></p> <p><b>Abstract</b>          As stated in APA Learning Outcomes 2</p>	<p><b>Conclusions</b>          “Despite ample evidence of the benefits of service learning, we could find no research addressing how to design service learning specifically to promote critical thinking. We therefore turned to the existing theoretical literature on critical thinking for insights into how a service learning experience might be structured to train and motivate students to engage in critical thinking” (p. 193)/</p> <p>“The students in both offerings of this course embraced the service learning activity and attested to its value to their learning, personal growth, and skill development. Student responses in class and in their weekly journals suggested that they found the service learning activity valuable, felt socially responsible to their clients and the agency, and were challenged by the service experience” (p. 197).</p>

and 3, two central goals of higher education instruction are promoting students' critical thinking skills and connecting student learning to real-life applications. To meet these goals, a community-based service learning experience was designed using task value, interpersonal accountability, cognitive dissonance, and guided reflection, and was implemented to motivate and promote students' critical thinking skills in a human development psychology course. Students in this course served as home visitors or support-group facilitators to vulnerable families and reflected on their experiences in class assignments. Qualitative evidence from class discussions and journal entries, and quantitative data from the analysis of student essays, suggest that the majority of students engaged in critical thinking skills across the semester, particularly in using a broader locus for understanding and addressing issues experienced by their client families.

### **Limitations**

“The P-SAP essays may be limited...in that they were essay assignments that students completed outside of class and in the context of competing academic demands, the latter of which may have particularly affected their end-of-semester scores. For pedagogical reasons, we also used different problem statements for each of the three P-SAP essays to train students to think more deeply about social issues using a problem-cause-solution-analysis framework, but this may have introduced confounds in that the statements may have varied in the degree to which they elicited critical thinking.” (p. 197)

“...we found that the connection to client families, particularly when that connection is developed and maintained over a meaningful period of time (at least several weeks), can produce a powerful and even transformative experience for students. The social accountability and task value of this activity seemed very high and students appeared to be motivated to engage deeply and work through the challenges they faced. Indeed, it may be the challenges of the high-stakes activity of working with real and vulnerable families that created the climate in which meaningful change could occur in how students thought about and evaluated their clients and the wider context” (p. 197).

<p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=128683199&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=128683199&amp;site=eds-live</a></p>	
<p><b>Citation</b>          Celio, C. I., Durlak, J., &amp; Dymnicki, A. (2011). A meta-analysis of the impact of service learning on students. <i>Journal of Experiential Education</i>, 34(2), 164–181.  <a href="https://doi.org/10.1177/105382591103400205">https://doi.org/10.1177/105382591103400205</a></p> <p><b>Abstract</b>          Service learning (SL) has become a popular teaching method everywhere from elementary schools to colleges. Despite the increased presence of SL in the education world, it is still unclear what student outcomes are associated with SL programs and what factors are related to more effective programs. A meta-analysis of 62 studies involving 11,837 students indicated that, compared to controls, students participating in SL programs demonstrated significant gains in five outcome areas: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic performance. Mean effects ranged from 0.27 to 0.43. Furthermore, as predicted, there was empirical support for the position that following certain recommended practices--such as linking to curriculum, voice, community involvement, and reflection--was associated with better outcomes. Current data should be gratifying for educators who incorporate SL into their courses, and should encourage more SL research to</p>	<p><b>Conclusions</b>          “SL programs usually have a positive influence on the community receiving services, on the educational institution hosting the program (through enhanced and more engaging curriculum offerings), and, finally, on the student participants who may benefit personally, socially, or academically (e.g., Billig, 2009; Conway, Amel, &amp; Gerwien, 2009; White, 2001). The focus of this paper is on the latter area, which has received the most attention from researchers. Despite the growing popularity of service learning, it is still unclear what student outcomes are associated with SL programs and what factors are related to more effective programs. This meta-analysis focuses on these two research issues” (p. 165).</p> <p>“As predicted, data from 62 studies indicate that, in comparison to controls, students participating in SL programs demonstrate significant gains in five outcome areas: attitudes toward self, attitudes toward school   and learning, civic engagement, social skills, and academic performance. These findings bolster the views of educators who posit that SL programs can benefit students at different educational levels in several ways. These multiple benefits include such areas as enhanced self-efficacy and self-esteem, more positive attitudes toward school and education, an increase in positive attitudes and behaviors related to community involvement, and gains in social skills relating to leadership and empathy. The relatively high mean effect for academic performance (ES = 0.43 5 ) is probably the most important finding for educators and advocates of SL programs. For example, the current political and administrative context of No Child Left Behind legislation puts pressure on schools to improve K–12 students’ academic proficiency. The wider use of well-conducted SL programs could be one way to move toward this goal.</p> <p>Also, as predicted, there was empirical support for the recent K–12 Service learning Standards for Quality Practice list, which emphasizes what elements should be included to improve the quality of SL programs. At least this was true for the four elements that we were able to examine: linking to curriculum, voice, community involvement, and reflection (National Youth Leadership Council, 2011). All studies, regardless of how many of the four recommended practices they contained, produced significant positive mean effects on the five outcomes (mean ESs ranging from 0.27 to 0.43). Moreover, programs that used all four practices yielded an overall mean ES that was twice the magnitude of programs using none of the four (0.35 versus 0.17, respectively). The results were not as completely straightforward as hoped, however, because using more of the four practices did not result in successively higher mean effects. That is, programs containing one practice seemed to be as successful overall (mean ES = 0.30) as those that contained two, three, or four (ESs = 0.27, 0.33, and 0.35, respectively). In addition, the mean effects for programs containing two practices did not differ significantly from those containing none.</p>

<p>understand how students benefit and what conditions foster their growth and development.</p> <p><b>Limitations</b>  “Many reviewed reports contained incomplete or missing information on many important variables...Furthermore, we could not explore the influence of participant characteristics (e.g., race/ethnicity or gender) because of missing data in many studies...Second, there were only a small number of controlled outcome studies involving elementary, middle school, or graduate students. This limits the generalizability of our results primarily to SL programs serving high school and college populations and suggests that future research should evaluate more programs for younger and older students...  Fourth, too many studies (87% of the outcomes in this review) have relied on student self-report data... students’ ratings of commitment to their community could be biased by social desirability.” (p. 176-177)</p> <p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=82880771&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=82880771&amp;site=eds-live</a></p>	<p>The findings suggest not only that the inclusion of some recommended practices is associated with more benefits for participants, but also that, in future research, there is a need to assess if some practices may be more important than others, and how the presence of multiple practices interacts with participant and other program characteristics to influence different outcomes. Moreover, reflection was the only recommended practice to be included in at least half of the studies, which suggests that current SL programs might be overlooking the potential importance of many recommended elements” (p. 174-175).</p>
<p><b>Citation</b>  Clark, C., Faircloth, C. V., Lasher, R., &amp; McDonald, M. K. (2013). Alternative spring break Jamaica! Service learning and civic engagement in a developing country. <i>Global Partners in Education Journal</i>, 3(1), 49-56</p> <p><b>Abstract</b>  This article features the work of an</p>	<p><b>Conclusions</b>  “Our hope is that the article will provide both an inspiration for faculty considering similar international service learning opportunities, as well as some helpful advice for the planning and implementation of such experiences” (p. 50).</p> <p>“In our assessment, the trip was a success. As Table 1 indicates, our students’ experiences in Jamaica lined up perfectly with the learning outcomes developed by the WCU poverty project steering committee. Aligning our trip with this university-wide initiative increased the institutional buy-in and support for our endeavor.  The poverty project outlined four core outcomes it hoped students would achieve:</p>

interdisciplinary faculty collaborative project that involved 35 university students who participated in a week long spring break service learning trip to the island of Jamaica. Details regarding the planning process are highlighted. A section is included on the experiences of students, student outcomes, and faculty assessment of how outcomes were met. Finally, a section on lessons learned for university faculty who are interested in developing similar experiential learning experiences for students is provided for future planning efforts.

**Limitations**

Case study

**Link**

<http://www.gpejournal.org/index.php/GPEJ/article/viewFile/58/pdf>

1. to develop a more comprehensive intellectual and emotional understanding of the global causes and consequences of poverty;
2. to work collaboratively across disciplines in global communities with faculty, staff, and community partners;
3. to contribute to potential solutions to poverty-related issues through participation in community service learning events;
4. to take action through participation in a real world poverty-focused project.

The post-trip evaluation was open-ended and students reflected on the experience in writing, as well as in small group discussions. Their comments lined up remarkably well with the learning outcomes. Students grappled with the causes and consequences of poverty by visiting schools, orphanages, health clinics, etc...Their reflections noted the complex and interconnected realities of poverty. They noted the impact of education systems, debt, corruption, and globalization on the process of development in Jamaica” (p. 52).

“Solutions to poverty are hard to come by, but our students demonstrated a sophisticated appreciation of Jamaica’s challenges and needs. The service learning design of our trip allowed students to be on the ground and think about problem solving rather than sit back in an ivory tower classroom thinking abstractly about solutions. In their reflections they noted the importance of education and sustainable development project that – as one student noted – “teach a man to fish.”” (p. 54).

“In conclusion, the trip resulted in extraordinary student learning. We are convinced of the importance and value of this kind of international service learning trip. This paper shows how this type of trip aids in student development, both personally and professionally, and the resulting shift of world view such experiences offer. We encourage other faculty to work collaboratively, across disciplines, to design similar opportunities for experiential learning for their students” (p. 55).

**Citation**

Cotten, C., & Thompson, C. (2017). High-impact practices in social work education: A short-term study-abroad service learning Trip to Guatemala. *Journal of Social Work Education, 53*(4), 622–636. <https://doi.org/10.1080/10437797.2017.1284626>

**Abstract**

Twenty-first-century universities must contend with demands from two constituencies: students wishing to compete in a progressively globalized employment marketplace and employers

**Conclusions**

“This article will use as a case study a short-term study abroad service learning course developed as part of a university initiative to implement HIPs into one of its colleges” (p. 623).

Table 2. Frequency distributions of students’ self-perceived competencies related to service learning.

	Not Very Competent		Somewhat Competent		Reasonably Competent		Extremely Competent	
	Pre	Post1	Pre	Post1	Pre	Post1	Pre	Post1
	%	%	%	%	%	%	%	%
Guatemala Service Learning Questionnaire								
1. I can point to Guatemala on a world map.	0	0	42	8	25	17	33	75
2. I can locate the department of Zacapa on a map of Guatemala.	58	0	34	0	0	42	8	58
3. I am knowledgeable about how globalization has affected Guatemala.	8	0	84	8	0	67	8	25
4. I am knowledgeable about Guatemala’s civil war.	92	0	8	0	0	50	0	50
5. I am knowledgeable about how economic, political, and cultural forces impact Guatemala’s migration to the United States.	66	0	34	0	0	58	0	42
6. I am knowledgeable about Guatemala’s health care system.	58	0	42	0	0	92	0	8
7. I am knowledgeable about Guatemala’s child protection system.	92	0	8	8	0	67	0	25
8. I am knowledgeable about international adoption policies in Guatemala.	92	0	8	0	0	58	0	42
9. I am knowledgeable about the causes of craniofacial defects such as cleft lip and/or palate.	75	0	25	0	0	58	0	42
10. I am knowledgeable about health risks associated with craniofacial defects such as cleft lip and/or palate.	75	0	25	0	0	58	0	42
11. I am knowledgeable about social issues for individuals with craniofacial defects such as cleft lip and/or palate.	67	0	33	0	0	58	0	42
12. I am knowledgeable about violence against women in Guatemala.	58	0	42	0	0	75	0	25
13. I am knowledgeable about child malnutrition in Guatemala.	50	0	42	0	8	67	0	33
14. I can/develop a group service project for this class.	17	0	67	8	8	25	8	67
15. I can/could implement a group service project for this class.	17	0	58	8	17	17	8	75
16. I can/could assess/evaluate an international service group project.	42	0	42	8	8	17	8	75

Note. Items 1–13 represent knowledge-based competencies and Items 14–16 represent the development, implementation, and evaluation of service-learning competencies.



seeking savvy, prepared, and competent graduates who can “hit the ground running.” One response that holds great promise and has been supported by research is the implementation of high-impact educational practices (HIPs). This article begins with a description of HIPs as elucidated by Kuh (2008) and describes an initiative at one university to integrate them into the curriculum. The article finishes with a case study of one particular high-impact social work class, a short-term study abroad/service learning course in Guatemala, and presents both quantitative and qualitative data that suggests that the implementation of high-impact practices positively influences the kind of transformative learning social work programs strive to deliver.

**Limitations**

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=125979231&site=eds-live>

**Citation**

Currie-Mueller, J. L., & Littlefield, R. S. (2018). Embracing service learning opportunities: Student perceptions of service learning as an aid to effectively learn course material. *Journal of the Scholarship of Teaching and Learning*, 18(1), 25–42.  
<https://doi.org/10.14434/josotl.v18i1.21356>

**Abstract**

Educators are aware of the benefits of service learning such as retention or

“An examination of Table 2 of the resulting frequencies or percentage of students who moved from perceiving themselves as not competent or somewhat competent in the preassessment phase of the study to reasonably competent or extremely competent in the postassessment phase of the study revealed a substantial number of students indicating changes in their self-perceived competency levels in the positive direction...Therefore, descriptive statistics | (frequency of students reporting their self-perceived competency levels relative to the specific components of the Guatemala HIP experience) reveal a substantial movement of students’ confidence levels toward high levels of understanding of knowledge of Guatemala (items 1 to 13) and strong levels of perceived confidence in delivering service learning projects (items 14 to 16). Therefore, students reported high competency levels of knowledge for engaging with people who are different than themselves; for applying knowledge and skills to real-world settings; and for gaining awareness, clarity, and refining their own values and beliefs for experiencing service learning projects (Kuh, 2008). In addition, students reported strong positive competency levels for developing, implementing, and assessing/evaluating service learning projects. Thus, frequency results depicted inTable 2 descriptively support the Guatemala service learning project as representative of HIPs and useful experiences for building students’ competency levels in knowledge and practice” (p. 631-632).

“The authors employed a phenomenological approach in their analysis of the data, striving to link narrative themes with Kuh’s eight core elements of HIPs. Three overriding themes emerged: shock related to the level of poverty encountered in Guatemala—especially when compared to that in the United States, feelings of increased cultural competence, and the perception of the trip experience as transformational” (p. 633).

“The authors’ study, although small, suggests that the implementation of HIPs positively influences the kind of transformative learning that social work programs strive for” (p. 635).

**Conclusions**

“The present study examined how students perceive service learning, exploring whether students perceive service learning to assist in the learning of course materials. The study explored student perceptions through self-reported reflections of undergraduates participating in an intercultural communication course at a mid-sized Midwestern university” (p. 26).

“This study provided some insight into whether students perceive service learning to be beneficial in understanding course content. Using both a descriptive and interpretive lens, this study identified that the vast majority of students in the sample recognize both cognitive and behavioral outcomes associated with positive evaluations of their experiences. These results are encouraging to educators and the findings provide further reinforcement in support of work suggesting that service learning helps students apply course concepts to contexts (e.g. Britt, 2012; Darby et al., 2013; Whitney & Clayton, 2011).

However, perhaps most pertinent to the classroom environment was the role the service context

application of course concepts. Students enrolled in courses with a service learning assignment may not be aware of the benefits or may not view the assignment as beneficiary. This study examined student perceptions of service learning to determine if students' perceptions matched educator perceptions in the literature. Overall, students make the connection between the assignment and course material. Results and themes are discussed.

**Limitations**

“First, although the sample is comprised of a wide range of students attending multiple institutions, it is not representative of all students at 4-year colleges and universities in the USA... While all seniors at participating institutions were invited to participate, students self-select to participate in the study as well as in the HIPs of interest... Self-selection into HIPs also raises the concern that students chose to participate in a HIP given their post-graduation plans... | This study also relied on students to self-report which programs and activities they had participated in, which may not be completely objective.” (p. 503-504)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1169934>

**Citation**

D’Agostino, M. J. (2010). Measuring social capital as an outcome of service learning. *Innovative Higher Education*, 35(5), 313–328. <http://dx.doi.org/10.1007/s10755-010-9149-5>

played in the creation of the epiphany moments of learning. Student reflections provide support for where Kolb (1984) identified learning to begin. Based upon student reflections, it was in the service context where most students found that they experienced real learning. Phrases reflecting this attribution were repeated throughout the data. Students wrote that the service- | learning experience ...“helped me learn,” “reinforced everything that was learned in class,” “helped me experience first-hand,” “helped me realize,” and “helped me better understand.”

These reflections reveal when students are able to determine and recognize moments of learning, students are able to apply the concepts taught in a traditional setting via the service learning experience. In a traditional setting, students may find it difficult to connect a topic or subject to a non-classroom scenario. Students that reflected epiphany moments, recognized exact moments of learning or acknowledged the context in which their learning occurred through applied knowledge. These students may be able to retain knowledge in the long-term because of application and identifying their epiphany moments.

While our hunch was strong that students do make connections between the service learning experience and the course content, the data provided a more robust identification of the nature of those perceptions as being positive. The responses included in the data set provided insight to the value of experiential learning for students. Service learning can be a powerful tool for communication educators to employ during a course when the experience aligns with course content, and objectives (see Ahlstedt, 2009; Britt, 2012). This study suggested students are on the same page with educators in recognizing the benefit of service learning. However, the presence of a few comments suggesting that the setting was not conducive to positive interaction underscores the need for communication educators to make sure that the service learning contexts will provide for meaningful communication between the student volunteer and the people who are served” (p. 36-37).

**Conclusions**

“Decreased social capital (Ostrom 1996) is identified as a cause of the erosion of democratic civic culture and civic engagement and a corresponding growth in civic apathy (Barber and Battistoni 1993). Social capital refers to resources that individuals and groups access in social networks and mobilize for purposive action (Bourdieu 1985; Lin 2001; Paxton 1999; Putnam 1993, 1995)...The quandary of declining civic engagement has spurred an extensive literature that addresses how best

<p><b>Abstract</b> Service learning has been put forth as one of the proposed solutions to increasing social capital. However, service learning research has not significantly addressed the impact of service learning on social capital. Unlike most previous studies, this research used quantitative analysis to measure the effect of university service-learning programs on social capital by examining the question: "What impact do service learning programs have on social capital post-graduation?" This study showed that service learning addresses the civic engagement problem by providing evidence suggesting that service learning predicts social capital post-graduation.</p> <p><b>Limitations</b></p> <p><b>Link</b> <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ910648&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ910648&amp;site=eds-live</a></p>	<p>to reengage citizens in the decision-making process. One of the solutions advocated is service learning (Barber and Battistoni 1993; Baxter 2008; Corporation for National and Community Service et al. 2002; Putnam 2000)" (p. 313).</p> <p>"Service learning research should also focus on measuring the impact of building social capital. Therefore, the overall purpose of this study was to use quantitative analysis to measure the effect of university service learning programs on social capital" (p. 314).</p> <p>"This study showed that service learning addresses the lack of civic engagement among college graduates by providing evidence suggesting that service learning predicts social capital post-graduation. An examination of the two groups, service learning (n=189) and non-service-learning (n=174), showed that the service learning group's social capital factor score, networks factor score, and trust factor score were all significantly correlated (p&lt;.05) with service learning experiences. The frequencies for the demographics and control variables demonstrated the groups' similarities and accounted for minimal variance in the final regression models, ensuring the sample's internal validity. This is important, given that the return rate was below 30%. In addition, service learning was found to be a predictor of social capital score and network factor score, but not trust factor score" (p. 325).</p> <p>"Furthermore, service learning predicts social capital post-graduation. This may imply that service learning contributes to developing individual social   capital (that has no immediate benefit for the community) and influence an individual to continue to be engaged in community, even if the immediate network disbands (i.e., the service learning course ends). Thus, service learning may be a catalyst to stimulate the change in cultural and social norms necessary to invest more widely in and implement university-wide service learning programs" (p. 326).</p>
<p><b>Citation</b> Darby, A., &amp; Newman, G. (2014). Exploring faculty members' motivation and persistence in academic service-learning pedagogy. <i>Journal of Higher Education Outreach and Engagement</i>, 18(2), 91–119.</p> <p><b>Abstract</b> This qualitative study provides a theoretical framework for understanding faculty members' motivation to persist in utilizing academic service learning pedagogy. Twenty-four faculty members from a private liberal arts university in the</p>	<p><b>Conclusions</b> "The faculty members in this study emphasized that identifying clear goals and envisioning outcome expectancies prior to undertaking an academic service learning course constitute best practices in motivation for academic service learning. Additionally, the faculty members encouraged reflection on the challenges and benefits of academic service learning during and after the course, with the goal of finding ways to capitalize on the benefits and overcome or cope with the challenges. This article documents the cycle of motivation as it is observed, but increasing motivation may require altering or influencing what happens in this cycle. Professional development programs play an important role in providing space for faculty to engage in supportive dialogue as well as to challenge one another in their goals and expectations. For example, if one's cognized goal is to teach students to accept responsibility for rectifying injustice, it is important to distinguish between such a goal as a realistic outcome of a semester-long course and as a lifelong journey. Additionally, when faculty members confront difficulties in academic service learning, guidance from experienced colleagues can help them examine how such challenges may undermine their cognized goals and expectations. By understanding the impact of such difficulties on their own motivational</p>

southeastern United States were interviewed about the benefits and challenges of teaching academic service learning courses and the factors influencing their motivation to continue. Bandura's (1997) model of motivation, which emphasizes the roles of forethought and retrospective reasoning, was adapted to illuminate the faculty members' motivational cycle. The study examined faculty members' cognized goals, outcome expectancies, perceptions of success, and perceived causes of difficulty in the academic service learning experience and elicited their recommendations for enhancing faculty members' motivation to continue using this pedagogy. Drawing on these voices and perspectives, we proposed a theoretical framework for understanding faculty members' motivation for persisting in teaching academic service learning courses and offer recommendations for universities seeking to strengthen faculty members' continued commitment to this pedagogy.

**Limitations**

“The main limitations of this study were the small number of participants and the fact that all participants were from the same institution...Another limitation was that two participants had taught only one section of their academic service learning courses...” (p. 116)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1029981>

cycle, faculty members can choose whether to allow the challenge to deter them from pursuing the pedagogy or to alter their goals and expectations. By providing strategic interventions for retrospective reasoning, then, faculty members can form a community of mutually supportive learners for new and veteran faculty members alike. The application of Bandura's (1997) motivational theory enables academic service learning scholars and practitioners to view motivation in all its complexity. It reveals motivation not as a sum of factors that encourage or discourage faculty members' persistence in the pedagogy, but as a cyclical process that continually influences faculty members' motivation with each academic service learning experience” (p. 117).

**Citation**

Daugherty, J. (2015). Impact of service-learning experiences in culinary arts and

**Conclusions**

“After reviewing all documentation, three themes emerged. These included gaining confidence in teaching and leading others, organizational and time management skills, and impact on career goals”

nutrition science. *Journal of Public Scholarship in Higher Education*, 5, 61–78.

### Abstract

A grant from a regional nonprofit organization for the 2012-2013 academic year facilitated the revision of an existing course learning objective in a Culinary Nutrition lab course--performing effective culinary demonstrations--to include a service learning experience. This course is a graduation requirement in a research- and science-based Culinary Nutrition program at an area university. A service-learning program consists of three groups: faculty facilitating the experience, students enrolled in the class offering a service learning experience, and a community partner who hosts the experience. Integration of the service-learning component into this lab course allowed university students to apply skills from their academic and culinary classes in a real-world setting by designing culinary and nutrition education demonstrations for students at an area middle school. This article focuses on the impact of student learning evaluated in spring and fall of 2014. The implementation of this service learning experience created permanent changes in the course's curriculum, which now serves as a model for other service learning programming conducted at the university. This article addresses the reflection strategies, the evaluation process and the impact this experience had on student-learning outcomes.

### Limitations

“...many participants noted they would

(p. 69).

“Several university students felt this experience created new opportunities for gaining confidence in teaching and leading others. Most university students had been successful with teaching one-on-one, but not when working with different group dynamics. When asked what they learned from this experience, Peyton highlighted, “Every time I go in, I learn a little bit more about my own teaching style...that only helps me to grow in my ability to teach others” (p. 70).

“Overall, many university students thought this was a valuable learning experience on many levels, including how to organize curriculum and facilitate a lesson for others. University students also commented they learned from the middle school students they taught. There were wonderful stories from the university students about the excitement the middle school students had in making a food item on their own” (p. 70).

“University students who chose to conduct simple demonstrations that fit into the time allotted acknowledged middle school students retained more content from the overall experience when comparing middle school students’ pre- and post-test answers. | They were able to incorporate a topic and show its application via a culinary hands-on demonstration. They were able to have closure, allowing both university students and middle school students an opportunity to reflect on the experience. This allowed university students to gain understanding of time management and organization when conducting demonstrations and education activities, including the practicality of some exercises versus others” (p. 70-71).

“The Culinary Nutrition program prepares its graduating nutrition educators and professionals to manage the delivery of quality nutrition services to diverse populations and assure that food service operations meet the food and nutrition needs of clients while participating in activities that promote nutrition and the profession of dietetics. This case study allowed the instructor an opportunity to challenge herself and her university students. As a facilitator of this service learning experience, the instructor began to see the importance of active learning techniques. By providing space for the university students to talk about their experience, write about it, and apply it to their personal and professional growth and development, the revised course learning objective allowed university students to challenge their learning styles. By integrating service learning into the program, university students can apply their academic skills into real-world settings in the community, ensuring they acquire professional skills that will propel them to personally satisfying careers” (p. 75).

have appreciated a continued relationship with the community partner. Several participants found this to be a negative aspect of the experience. Some university students felt the service learning component was rushed and could be organized differently, due to the short timeline of the course and other project requirements included in this course.” (p. 74)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1120328>

**Citation**

Fullerton, A., Reitenauer, V. L., & Kerrigan, S. M. (2015). A grateful recollecting: A qualitative study of the long-term impact of service learning on graduates. *Journal of Higher Education Outreach and Engagement, 19*(2), 65–92.

**Abstract**

Service learning practitioners design community engagement activities to affect students in powerful and even transformative ways. This qualitative study explores the long-term impacts (3-16 years after graduation) of participation in a senior-level service-learning course. Through interviews with 20 randomly selected participants, the researchers explored whether and in what ways graduates continued to experience impacts from the course, including those that have become interwoven with other life experiences or have catalyzed altered perspectives and/or actions. Graduates were first asked to identify their most significant learning experiences in college in order to gauge the relative importance,

**Conclusions**

“The current study adopts a fresh approach in qualitative method both to gauge the relative importance of one particular service learning course within the full range of college learning experiences and to mine graduates’ recollections | of that course for any long-term outcomes still being experienced up to 16 years after college completion” (p. 65-66).

“This study adds to and diversifies the growing literature examining the long-term impact of service learning in three ways. First, in order to situate the possible impact of service learning courses among the many learning experiences in college, the critical incident technique (Bycio & Allen, 2004) and critical event analysis (Bowie, Pope, & Lough, 2008) were modified for use at the start of the interview. Rather than beginning the interview with any reference to the service learning course, graduates were asked to describe their three most significant learning experiences in college and the impact of those experiences since graduation. This allowed the researchers to explore the relative importance of service learning among the many college experiences that graduates might recall. Second, when graduates reported that service learning had been an important experience, the interviewer explored more deeply how graduates now understand the change that occurred for them at the time and the aspects of the course that contributed to those outcomes. Third, when graduates described change that occurred immediately after the course, they were asked if that change had any subsequent impact in their lives and, if so, to provide examples. These course elements and the short- and long-term impacts students attributed to them were then examined through the lens of transformational learning processes and outcomes (Kiely, 2005)” (p. 69).

“Of the 20 interviewees, 12 mentioned LPSD explicitly as one of their three most significant learning experiences in college. In other words, 60% of interviewees cited this service learning course—which constituted six credits of the minimum of 180 required for graduation—as one of the three most significant learning experiences they had had as undergraduates. Of the eight interviewees who did not mention LPSD as one of their three most significant learning experiences, six made it clear that it

if any, of the service learning course in their college education. Then graduates were asked to recall their experiences in the course and to share what impacts those experiences had at the time and in the intervening years. Findings are discussed through the lens of transformational learning processes and outcomes.

**Limitations**

“One limitation of the study involved the difficulty in contacting an equal number of graduates from each time period sought (3–5, 6–10, and 11–16 years after course completion). Since the university’s alumni database contained accurate contact information for significantly fewer of the graduates from the 11–16 years postcourse time frame, only four of the 20 interviewees represented graduates from this period. In addition, because this research focuses on a qualitative study of one course with its particular features and con-text, findings from this study may have limited generalizability to other service learning courses at the most concrete level of shared best curricular practices.” (p. 87)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1067003>

**Citation**

Goss, K. A., Gastwirth, D. A., & Parkash, S. G. (2010). Research service learning: Making the academy relevant again. *Journal of Political Science Education*, 6(2), 117–141.

had been a significant experience in response to the interviewer’s subsequent questions about their Capstone course. For example, one said, “[I]t was the most important experience of my life,” and four described it as a “fantastic” or “incredible” experience that had impacted their life since graduation. In all, 18 of the 20 interviewees—a full 90%—identified a service learning course among their most significant learning experiences in their college education” (p. 73).

“Graduates described their learning experiences during the LPSD course that reflect components of Kiely’s (2005) transformational learning model of service learning. Graduates’ accounts reflect border crossing and the experiencing of dissonance as they realized they would need to be patient and present in order to establish communication with camper-participants. The ensuing relationship that formed was a “constructive engagement with otherness” in which a “deep lesson about connection across difference was learned” (Parks Daloz, 2000, p. 110).

Through the experiential arc described, in which the camper-participants with significant disabilities were clearly the true faculty for the course, students experienced epiphanic learning moments that they believed were responsible for new skills and perspectives that had been affirmed in importance to them in the years since the course. The significance of these outcomes from a service learning course for graduates was underscored by the fact that, when asked about their most significant learning experiences in college at the start of the interview, the majority of graduates initially named this course, out of the countless experiences they had in college, of their own volition. These findings confirm the assertion that many important impacts of service learning are formative and realized long after class is over (Polin & Keene, 2010), reinforcing the critical importance of longitudinal and follow-up research.

In addition, prior research has been mixed regarding graduates’ abilities to describe how their transformed perspectives led to actions later in life...In the present study, however, when graduates described new or altered skills or perspectives, they were readily able to provide examples of actions that had resulted from this change” (p. 87-88).

“Overall, the researchers found it striking that the graduates were able to look back years later and readily identify and fully describe specific moments during the course where they learned something of value to them and, more importantly, easily link that to their current approach to life and human interaction. It’s as if a brief but powerful learning experience expanded into something much broader and more significant over the course of time. This is noteworthy for service learning researchers because some of the more life-permeating impacts of this pedagogy may be revealed years later and through an individual’s open-ended reflection at a point in the future when that transformative kernel has had time to interweave with and be applied to subsequent life experience” (p. 89).

**Conclusions**

“We began this study by asking whether the RSL gateway option, formulated as a “quick-hit” pedagogy combining volunteerism and scholarly research, could resolve the relevancy dilemmas facing research universities, political scientists, and students. Our hypothesis is that a manageable dose of this hybrid intervention can provide at least some of the documented effects of each of its components—service learning and community-based research. We find some evidence to support

<https://doi.org/10.1080/15512161003708210>

### Abstract

For at least 20 years, American universities, political scientists, and college students have each been criticized for holding themselves aloof from public life. This article introduces a pedagogical method--research service learning (RSL) - and examines whether it can provide a means of integrating scholarly theory with civic practice to enhance student outcomes. In particular, we examine whether a modest dose of RSL in the form of an optional course add-on (the "RSL gateway option") is associated with higher scores on 12 educational and civic measures. We find that the RSL gateway option did not have effects on some important outcomes--such as intellectual engagement, problem solving, and knowledge retention--but it did appear to open students' eyes to future opportunities in academic research and nonprofit and public sector work. The RSL add-on also appears to have helped students make the intellectual link between scholarly theory and the challenges facing volunteers and voluntary organizations. We argue that RSL, in its gateway option formulation, is an administratively feasible pedagogy that can simultaneously help to resolve the relevancy dilemmas facing research universities, political scientists, and students seeking connections between the classroom and public policy.

### Limitations

"We also note potential limitations regarding administrative feasibility and university relevancy. Our assessment of

this hypothesis. Why does a small intervention, one that did not incorporate much of what is known to be effective, produce positive outcomes with relatively little effort? We believe that the answer lies in the research component. Studies of service learning have found that greater integration of academic theory and practical application increases the impact on students' intellectual and moral development (Eyler and Giles 1999, 166). Research provides a bridge to integrate theory and practice...Through RSL, students brought their academic knowledge and skills to bear while acquiring local knowledge through interviews with community-organization staff members and volunteers, as well as everyday citizens" (p. 132).

"First, RSL intensifies students' educational experience by forcing them to integrate "on-the-job" learning (such as observations through volunteer work and interviews with key informants) with classroom learning (such as theories of collective action). Students quickly learn that they are two-way translators between the community partner, which will benefit from their research, and the faculty member, who will grade it according to academic standards" (p. 132).

"Finally, RSL gave students an appreciation for the problems facing civil society and their capacity, as political and policy analysts, to ameliorate those problems. The capacity mechanism, we believe, underlies the finding that RSL was correlated with heightened interest in further research and nonprofit or public service. In particular, students saw how small nonprofits struggle to secure voluntary contributions of time and money when theories of rational choice (Olson 1965) would predict non-participation" (p. 134).

"Taken as a whole, this study's findings provide evidence that a modest, short-term project combining research and community service can enhance students' educational and service experiences and whet their appetite for further research and volunteerism. It is important, however, not to oversell the RSL gateway option. Many of the outcomes we had hoped to achieve did not materialize" (p. 134).

"Looking across the mixed findings, we conclude that the RSL gateway option accomplished more than might have been expected given its modest aspirations and simple design" (p. 135).



administrative feasibility is derived from our experience, in which professors relied on the infrastructure of the Hart Leadership Program. While our familiarity with the responsibilities leads us to believe that these would not unduly burden faculty members who have no assistance, this is a subjective assessment.” (p. 134)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ881865&site=eds-live>

**Citation**

Hatcher, J. A., & Studer, M. L. (2015). Service learning and philanthropy: Implications for course design. *Theory Into Practice*, 54(1), 11–19.  
<https://doi.org/10.1080/00405841.2015.977656>

**Abstract**

Developing good citizens is an historic role for higher education (Sullivan & Rosin, 2008) and the emergence of service-learning as a pedagogical strategy has heightened attention to the intentional educational objectives to be addressed in higher education. This article examines the role of service learning in developing philanthropic values and behaviors in students that can influence their postgraduate years through careers, civic activities, and family life. Unlike other forms of community-based education (e.g., cooperative education, internship), service learning extends beyond “serving to learn,” to “learning to serve” (see Chang, this issue) through being involved in community activities (e.g., advocacy,

**Conclusions**

“Service learning is one of many strategies used to reach civic outcomes through the active engagement of college students in local communities (Colby, Ehrlich, Beaumont, & Stephens, 2003; Conway, Amel, & Gerwien, 2009). Civic outcomes include a range of knowledge, skills, and dispositions including domains such as awareness of social issues, collective decision making, listening to diverse perspectives, forming positions, and taking action on public issues (Battistoni, 2002; Hatcher, 2011; Kirlin, 2003). These outcomes are evident within civic professionals who have the capacity “to work with others to solve problems and build thriving communities in ways that enhance democratic capacity” (Boyte & Fretz, 2010, p. 67). The undergraduate years are critical to the formation of these characteristics and skills” (p. 14).

“Educational experiences such as service-learning courses reinforce that the knowledge gained through education is not only for personal benefit, but also for the public good (Sullivan, 2005)” (p. 14).

“Meta-analyses of research on service learning over the past decade indicates that this teaching strategy contributes to academic, personal, social, and civic outcomes (Conway et al., 2009; Finley, 2011). Students report that service learning has four major benefits: practical skills (critical thinking and application of knowledge), citizenship (social responsibility and making a difference), personal responsibility (trustworthiness and sensitivity to others), and interpersonal skills (ability to communicate and work with others; Burns, 2011; Toncar, Reid, Burns, Anderson, & Nguyen, 2006). Compared to other forms of civic engagement, service learning is recognized as “the most reliable type of service” for reaching civic and philanthropic outcomes (Perry & Katula, 2001, p. 359). Compared to other types of high-impact teaching practices, service learning is valued as the most effective strategy to reach deep learning (Finley, 2011). Students who participate in service learning courses report a higher level of civic-mindedness (Steinberg et al., 2011), a deeper understanding of social issues and problem solving (Eyler, Giles, & Braxton, 1997; Mobley, 2007), and a greater

community organizing, volunteering). Two of the explicit dimensions of preparing civic-minded graduates are increasing knowledge of the nonprofit sector and volunteer opportunities and increasing commitment to be involved in the community, both of which can be achieved through service learning (Steinberg, Hatcher, & Bringle, 2011).

### Limitations

This article is more of a literature review without original research.

### Link

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=100421821&site=eds-live>

willingness to volunteer 5 years after college (Astin, Sax & Avalos, 1999) when compared to peers who have not participated in service learning. However, these academic and civic outcomes are highly dependent upon course design, as well as the context and support provided by the community organization (Driscoll, Holland, Gelmon, & Kerrigan, 1996; Mabry, 1998). When students take an active role in designing service projects and have a choice in terms of their involvement, civic outcomes increase (Morgan & Streb, 2001). When students believe their contributions are valuable to the organization and to the constituents being served, they are more likely to volunteer in the future (Tomkovick et al., 2008). When community partners are engaged | as active coeducators in the course and faculty members participate at the service site, this contributes positively to student outcomes (Mabry, 1998). Equally important, when nonprofit organizations have adequate capacity for volunteer management, the organization experiences higher gains in terms of external benefits (e.g., visibility of the organization, town-gown relationship), internal benefits (e.g., service delivery, program capacity), and volunteer capacity through continued involvement of college students (Gazely, Littlepage, & Bennett, 2012)” (p. 14-15).

“We offer five recommendations when designing a service learning course to cultivate philanthropic outcomes. These recommendations are informed both by Philanthropic and Nonprofit Studies and formal assessment that we have conducted on our service learning course over the past 10 years (i.e., end-of-course evaluations, student journal entries, informal student feedback, final reflection products, community partner interviews). After we implemented the following changes in the course design, philanthropic outcomes for students were more evident, and increased satisfaction was reported from both students and nonprofit partners” (p. 15).

#### *Developing Partnerships Rather Than Identifying Placement Sites... |*

We recommend beginning with the goal of creating a long-term relationship and transformational partnership that results in both parties “growing and changing” over time (Bringle, Clayton, & Price, 2009, p .7)...When students know they are contributing to the mission of the organization, they are more satisfied with the service learning experience and more likely to volunteer in the future (Tomkovick et al., 2008).

#### *Identifying Projects Rather Than Using a Charity Approach to Service...*

Taking a project approach, rather than a service delivery approach, focuses on “defining problems and solutions and implementing well-conceived plans for achieving those solutions” in comparison to a charity approach which is “limited and fragmented” and typically does not require collaboration and decision making to create change (Morton, 1995, p. 21)...Let students choose what aspect of the project they will assume responsibility for, increasing the likelihood of deeper engagement and satisfaction with the experience.

#### *Integrating New Readings and Resources in Addition to Disciplinary Texts*

We recommend including course readings and resources that inform students about the nonprofit sector and voluntary action...The National Issues Forum has resource guides on a range of social issues to facilitate dialogue and to identify potential solutions (see <http://www.nifi.org/>). These readings, in addition to academic texts, will assist in framing the service learning experience.

#### *Designing Class Activities That Encourage Students to Interact With Nonprofit Leaders*

	<p>Design class activities that allow students to engage with community partners and organizations. Early in the semester, invite nonprofit leaders to class for a panel discussion...   If feasible, use a class period or two to visit nonprofit organizations, as site visits provide important scaffolding for student learning. Near the end of the semester, host a final session with community partners so they can hear directly from students about their experience and together identify ways for improving the service learning projects in subsequent semesters. Each of these activities will increase understanding of the assets, challenges, and limitations of nonprofits in addressing social issues.</p> <p><i>Using Reflection Activities to Cultivate Civic Outcomes</i></p> <p>Reflection activities are critical to academic and civic outcomes and should be designed for students to “gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle &amp; Hatcher, 2009, p. 38)” (p. 15-17).</p>
<p><b>Citation</b>                  Hebert, A. &amp; Hauf, P. (2015). Student learning through service learning: Effects on academic development, civic responsibility, interpersonal skills and practical skills. <i>Active Learning in Higher Education</i>, 16(1), 37–49.  <a href="https://doi.org/10.1177/1469787415573357">https://doi.org/10.1177/1469787415573357</a></p> <p><b>Abstract</b>                  Although anecdotal evidence and research alike espouse the benefits of service learning, some researchers have suggested that more rigorous testing is required in order to determine its true effect on students. This is particularly true in the case of academic development, which has been inconsistently linked to service learning. It has been proposed that this discrepancy is due to three complications: grades not reflecting higher order thinking skills, self-selection bias, and different grading methods. The study described in this article attempted to circumvent these complications using a test–retest methodology and measuring academic development in three ways: course grades, an assignment that directly tested course-</p>	<p><b>Conclusions</b>                  “With the above literature stressing the need for critically examining the benefits service learning has on academic development, this study will utilize the potential complications mentioned by Rama et al. (2000) to guide the investigation. The goal is to close this gap in the literature and determine precisely how academic benefits are occurring and whether they are being confounded” (p. 39).</p> <p>“Service learning has been shown to be beneficial in a variety of ways, but there has been some confusion regarding whether or not these alleged advantages are actually improvements or merely the result of selection bias and improper outcome measuring. Controlling for these methodological issues, the study described in this article found that students who chose to participate in service learning did not have higher pre-service learning marks than those who did not. In addition, students who chose to participate in service learning did not show improved academic performance as measured by their final examination marks or their ability to generate detailed examples of developmental terms, but they did show increased understanding in that they were more able to provide correct answers, regardless of level of detail. In addition, they reported greater improvement in academic development, civic responsibility, and interpersonal skills, although not in practical skills, as a result of the course” (p. 44).</p> <p>“Findings from this study further support the conclusion that service learning may result in increased civic responsibility: following service learning, students more strongly intended to participate in community service in the future and believed that they could make a difference in their community and that contributing to their community was important than students who did not participate. Given that there were no major differences between the students prior to participating in service learning, this finding suggests that participation in service learning may lead to an increase in civic responsibility.</p> <p>Interpersonal skills                  Students who participated in service learning also indicated higher levels of improvement in interpersonal skills such as verbal communication, leadership, and teamwork than students who did not undertake service learning, supporting Prentice and Robinson’s (2010) findings that students</p>

specific comprehension, and self-reported improvement. In addition, improvements in civic responsibility, interpersonal skills, and practical skills were measured via self-report. Although students who participated in service learning self-reported greater improvement in civic responsibility, interpersonal skills, and academic development, they only demonstrated more academic development in terms of concrete course concepts, showing no differences in final examination marks or generation of detailed examples. These findings suggest that academic improvement through service learning may not be adequately assessed by typical methods used to evaluate academic development at universities.

### Limitations

“The main limitation of this study was the number of students who engaged in service learning; there were 23 of them as compared to 107 students who did not participate in service learning...With regard to statistical significance, using t-tests may have allowed for higher Type I error rates. Another limitation is that the participants were primarily female second-year students, which may limit the generalizability of the results, as may the fact | that they were all taking a psychology course at one specific university...Another limitation is that the progress evaluations may not have adequately tested higher learning because students could simply regurgitate examples they had heard previously in class or read in the textbook rather than actually coming up with their own examples...A final limitation was the use of

score their class higher in terms of emphasis on communication and career and teamwork. Furthermore, it provides supporting evidence that service learning is believed by students to improve leadership skills and promote interpersonal engagement (Astin et al., 2000; Gallini and Moely, 2003). |

### Practical skills

No difference was found between the perceived level of improvement in practical skills reported by students. This was somewhat surprising because the items that composed this variable included critical thinking skills and written communication skills, and Prentice and Robinson (2010) found that students who engaged in service learning scored their course higher on these skills. It is possible that this study did not detect these differences due to the category of practical skills encompassing too many different skills, although it is important to note that the internal consistency was very good for this variable (0.89)” (p. 46-47).

“While research tends to focus on gains that are specific to the class (i.e. marks and understanding of course concepts), the students in the study described in this article seemed to be more concerned with their professional development (i.e. resume enhancement and career outcomes)” (p. 47).

<p>self-report for several of the variables, rather than known validated scales or behavioral measures. ” (p. 47-48)</p> <p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=101327742&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=101327742&amp;site=eds-live</a></p>	
<p><b>Citation</b>          Lawson, J. E., &amp; Firestone, A. R. (2018). Building the field: The case for community service learning. <i>Teacher Education and Special Education</i>, 41(4), 308–320.  <a href="http://dx.doi.org/10.1177/0888406417727042">http://dx.doi.org/10.1177/0888406417727042</a></p> <p><b>Abstract</b>          In this study, the authors examine the impact of a community service learning course on undergraduate students' decisions to pursue careers as special education teachers or related service providers. Participants (N = 134) completed a course involving volunteer service with persons with disabilities in the local community and were surveyed as to whether they were interested in pursuing a career in special education upon graduation. Findings indicated that contact with a person with a disability through community service learning was a factor in influencing participants' willingness to enter the field of special education.</p> <p><b>Limitations</b>          “Although the sample of undergraduate students in this study was large and diverse, it represents only one institute of higher education...In addition, this study</p>	<p><b>Conclusions</b>          “Results of this study suggest that service learning courses related to the study of individuals with disabilities can influence undergraduate students' willingness to enter the field of special education. The change in decisions from Time 1 to Time 2 was statistically significant, and the results are also meaningfully and practically significant for informing the strategic recruitment of individuals to the field. Most of the undergraduate students who did not consider a career in special education prior to the course responded at the end of the course that they did wish to pursue a career teaching or providing a related service to individuals with disabilities or were at least considering it. For these students, the knowledge acquired through the course and exposure to individuals with disabilities in a variety of settings allowed them to consider a career path they may not have otherwise. The number of unsure responses also decreased with many undergraduates solidifying a yes position after taking the course.</p> <p>The service learning course was an influential factor in participants' willingness to enter the field, but it may also have dissuaded some participants, as evidenced by the negative direction change for 13 respondents. This result is   encouraging as it indicates that the experience of the service learning course resulted in some undergraduate students changing their minds about becoming special education teachers or related service providers. Though we want to recruit individuals to the field, we also want to provide opportunities for individuals to discover that the career path may not be well suited for them prior to assuming their professional roles...Service learning courses at the undergraduate level have the advantage of enabling undergraduates to contribute to their community while simultaneously determining whether their strengths and interests are conducive to the type of work they are doing.</p> <p>It should be noted that many students came into the course with an interest in a future career in special education. Overall, 64% of the participants were CAD majors, who typically want to work with early childhood and school-aged populations though not necessarily in special education, or CD majors who typically intend on becoming speech–language pathologists. For some undergraduate students, the decision to embark on a particular career path is made prior to or very early in their collegiate years. A service learning course can be an influential recruitment method for undergraduate students, but providing similar opportunities even earlier than college could also be a powerful influence. In addition, the impact of the course on students majoring in nonrelated fields is encouraging as previous research suggests that drawing potential candidates from a variety of backgrounds increases the diversity of the special education teacher workforce (Nichols et al., 2008).</p>

is limited by the absence of a control group...In this study, we have additional limitations related to the administration of the measures. First, 10 participants did not complete the survey correctly, which suggests that they did not understand the instructions for rank ordering influential items...Second, we did not collect data on influential factors at Time 1 so we are unable to determine which factors influenced participants' desire to pursue special education or a related field prior to the service learning course experience. Finally, one participant noted that none of the activities listed influenced his or her decision, which suggests that we may have overlooked an activity that could potentially influence participants." (p. 318)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1193167&site=eds-live>

Students majoring in a variety of fields can bring their knowledge and experiences to their future teaching careers. In this study, undergraduate students most frequently identified contact with a person with a disability—both within and outside of the service learning course—as the activity that most influenced their decision to pursue a career in special education. Results of this study corroborate previous findings that contact with a person with a disability strongly influenced undergraduates' decision to choose special education as a major (Zascavage et al., 2008). What is perhaps more surprising is that undergraduates also identified the service learning course's content as highly influential to their decision. This provides support for the integration of service learning within a course related to disability so that content and application are meaningfully connected. Contact alone may be a powerful recruitment tool, but providing knowledge in tandem with opportunities to connect with individuals with disabilities in rewarding and positive ways may be more effective" (p. 316-317).

**Citation**

Lee, S. J., Wilder, C., & Yu, C. (2018). Exploring students' perceptions of service learning experiences in an undergraduate web design course. *Teaching in Higher Education, 23*(2), 212–226. <https://doi.org/10.1080/13562517.2017.1379486>

**Abstract**

Service learning is an experiential learning experience where students learn and develop through active participation in community service to meet the needs of a community. This study explored student learning experiences in a service learning

**Conclusions**

“The purpose of this study was to explore student perceptions of their service learning experience in an undergraduate web design course. In addition to examining how students rate their perceived learning, community involvement, attitude toward major and perception of service learning, the study sought to investigate the challenges and concerns encountered by students throughout the service learning group project” (p. 213).

“The study found that students' overall learning experiences were very positive, and students perceived that the service learning project helped them learn the course material. Getting the real-life experience through the authentic project not only made learning meaningful to students, but also encouraged them to explore the course content and learn more about it. The experience with the service learning project increased students' interests and confidences in applying knowledge and skills to build a professional website. The findings of this present study concur with the findings from previous studies on service learning, confirming that students generally report having positive experiences with service learning (Burke and Bush 2013). Students also experience greater clarity on career path decisions through their experiences with community partners (Hughes 2002; Pedersen,

<p>group project and their perceptions of service learning in an undergraduate web design course. The data showed that the service learning project helped students learn the course material, feel more connected to the surrounding community, and improve their communication and problem-solving skills for their careers. The participants appreciated the opportunity to work with the service-learning partner and will be likely to look for more opportunities to get involved in the community. Time constraints, group work, working with real clients, and technical limitations were reported as major challenges in the group project.</p> <p><b>Limitations</b>          “In addition to the limited number of student participants, it used self-reported data for students’ perceptions of service-learning. Therefore, the data could be limited by the truthfulness of the respondents’ answers as well as their completeness of the survey.” (p. 225)</p> <p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=127517348&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=127517348&amp;site=eds-live</a></p>	<p>Meyer, and Hargrave 2015).          However, the learning benefits may not come naturally. Students may experience fear and hesitancy at the beginning of a project (Madsen 2004). For example, Sophia ‘instantly built a wall and felt as though I did not want to participate’ when she first heard about the service learning project. She did not fully understand what service learning was nor how it could benefit herself. Therefore, teachers play a very important role in implementing and managing service learning projects, since they are the ones who create the learning environment and make sure that students are engaged and motivated in a positive service learning project (Levesque-Bristol, Knapp, and Fisher 2010). Once students complete the service learning project and accomplish its goal, they will be likely to feel satisfaction (Madsen 2004).          In this service learning project, group work was one of the key aspects. While most students felt that they improved their abilities to communicate and collaborate with others and had very positive experiences with group members, teachers and instructional designers should note that not all students would like group work” (p. 223).          “Providing support for collaboration and communication and reminding students of the importance of group work regularly were also important. In order to help students get started, a group space was created for each group in the learning management system, Blackboard. Additionally, groups had a chance to meet and discuss their progress at the end of the regular class hours” (p. 224).</p>
<p><b>Citation</b>          Levkoe, C. Z., Brail, S., &amp; Daniere, A. (2014). Engaged pedagogy and transformative learning in graduate education: A service learning case study. <i>Canadian Journal of Higher Education</i>, 44(3), 68–85.</p> <p><b>Abstract</b>          Operating at the interface between ideas and action, graduate education in</p>	<p><b>Conclusions</b>          “Many students told us that they originally chose the   class in order to enhance their resumés and increase their job prospects after graduation. However, by the end of the course, most students described the skills and knowledge they had acquired in unexpected ways. For example, students spoke in class in a nuanced manner about structural inequality and systemic barriers faced in marginalized communities. Upon reflection, one student commented, ‘My biggest learning from this experience came from being outside of my comfort zone. I have been used to being a student in an academic setting. And then all of a sudden I was thrown into a situation where...there are actual needs to be met. Working with [the community partner] really gave me a different perspective about what was going on in the world’” (p. 75-76).</p>

geography and planning has a responsibility to provide students with theoretical and practical training. This paper describes service learning as a form of engaged pedagogy, exploring its ability to interrogate notions related to the "professional turn" and its contributions to transformative learning. Using a case study of a graduate-level service learning course at the University of Toronto, we address the challenges associated with service learning and highlight opportunities for students, faculty, universities, and community organizations. Our case study is based on assessment and analysis of the course and contributions to student learning, professional development, and community engagement. We contend that, at the graduate level, service learning is an underutilized pedagogical tool. Service-learning can impart high-demand skills to graduate students by transforming how students learn and move from knowledge into ideas and ultimately action, and by offering opportunities for developing higher-order reasoning and critical thinking.

**Limitations**

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1049392&site=eds-live>

**Citation**

Lockeman, K. S., & Pelco, L. E. (2013). The relationship between service learning and degree completion. *Michigan Journal of Community Service Learning*, 20(1), 18–

“Some students found that their projects required them to utilize new research methods and translate technical findings into plain-language documents—an important skill that has the potential to benefit future employability and build links between theory and practice” (p. 76).

“In sum, students in Planning for Change gained valuable skills that enhanced their employability. In addition to honing and improving knowledge, the course gave them exposure to a wide range of literatures, an unfamiliar pedagogy, diverse communities, and organizations in areas of the city with which they were unfamiliar. The course provided all participants with opportunities to build close personal connections” (p. 77).

“We believe that the graduate SL course benefited as a result of our awareness of criticisms and the efforts that were made to mitigate these through course design. Most importantly, the strategic crafting and implementation of the course allowed us to interrogate some of the conventional criticisms of SL courses in a way that both responds to positive aspects of the professional turn in higher education and contributes to transformative learning among students, community partners, and instructors. Benefits similar to these are likely to accrue to students in a wide variety of graduate programs.

After reflection on Planning for Change as a case study, we suggest that graduate-level SL opportunities can greatly enhance geography and planning education, and graduate education more generally. Most significantly, this engaged pedagogy can contribute to the development of students’ employability, and it presents a number of other direct and indirect benefits such as increasing students’ critical reflexivity, civic values, critical citizenship, and social justice activism. Graduate-level SL can enhance the development of student, faculty, university, and community interactions and capacity in a progressive and transformative manner. On the basis of this case study, we suggest that service learning, when implemented thoughtfully, can present potential for deep, interactive, and lasting learning that connects theory to practice and leads graduates to become knowledgeable, engaged citizens” (p. 80).

**Conclusions**

“The purpose of this study was to identify the differences between students who take service learning courses and those who do not, and to examine the longitudinal relationships between student characteristics, service learning class participation, and degree completion in a large group of undergraduate students who begin as first-time college students at one institution” (p. 19).



30.

**Abstract**

Only about half of all students who enroll in colleges and universities in the United States earn a four-year degree at the institution where they begin their studies, and many postsecondary institutions are seeking ways to increase the graduation rates of their students. Both student characteristics and institutional factors influence a student's likelihood of graduating, so it is important for colleges and universities to determine which institutional practices have a significant impact on degree completion. In this longitudinal, ex post facto study, a cohort of 3,458 undergraduate students who matriculated in 2005 at a large, urban public research university in the Mid-Atlantic region of the United States were followed for six years to explore the differences between students who took service learning courses while enrolled (SL students) and those who did not take service learning courses (non-SL students). Although SL students and non-SL students had similar pre-college academic characteristics, SL students were more successful while enrolled in college. They earned more credits, had a higher average college GPA, and they graduated at a significantly higher rate than did non-SL students, despite having greater financial need while enrolled. Discrete-time survival analysis showed that service-learning course completion during the third, fourth, and sixth years of enrollment was a significant predictor of graduation for students in this cohort who persisted until the third year. These findings demonstrate that the impact of service-

“The findings from this large-scale longitudinal study provide strong evidence that students who participate in service learning courses during their undergraduate years are more likely to earn a baccalaureate degree than students who do not participate in service learning coursework. In fact, SL credits were more significantly related to degree completion than non-SL credits in all but one year. This finding is particularly notable for two reasons. First, only 24% of students in the cohort took a service learning course while enrolled, and in any given year, the proportion of enrolled students taking service learning never exceeded 10%. Despite relatively low participation, the correlation between service learning and completion was highly significant. Second, during the process for testing and identifying a model that predicts the likelihood of graduation among this sample, several of the variables that the literature has shown to be highly correlated with completion were not as important as service learning.

Strong academic progress, measured by credits earned and college GPA, is a significant factor in predicting completion in this sample, a finding that supports prior research which has shown that college GPA is positively correlated with persistence (Mohn, 2006; Terenzini & Pascarella, 1978). The demographic variables that have traditionally been correlated with degree completion were not particularly important among this student cohort. Neither gender, nor race/ethnicity, nor out-of-state residency was significant as a covariate in the model tested. Furthermore, financial need and financial aid variables were also insignificant. This finding is contrary to studies that have found financial need to be strongly correlated with attrition (Astin, 2005; Attewell, Heil, & Reisel, 2011; Bowen, Chingos, & McPherson, 2009; Gross, Hossler, & Ziskin, 2007), while aid tends to have a positive correlation with persistence (Astin; Attewell, Heil, & Reisel; Bowen, Chingos, & McPherson; Gross, Hossler, & Ziskin; Mohn, 2006). Among the covariates determined to be predictors for degree completion in this sample, participation in service learning courses was significant.

The strength of the relationship between academic progress (i.e., undergraduate GPA) and degree completion and the relationship between service learning and degree completion might lead one to wonder whether these two predictors are related. In fact, bivariate correlations between the variables in the final model (Table 6) reveal that completion of service learning credits is not highly correlated with overall academic progress (college GPA) on a year-to-year basis. Although the correlation is statistically significant in years four ( $r = .14$ ) and six ( $r = .02$ ), the significance is essentially a function of the large sample size and the correlation has no practical significance. In other words, the impact of service learning on degree completion is independent of the influence of a student's GPA” (p. 25-26).

“Students in this sample who completed at least one SL course while they were undergraduates may have remained enrolled longer due to higher levels of student-university engagement, thus demonstrating that service learning is a strong positive contributor to student persistence, which ultimately leads to completion” (p. 27).

“Minority and low-income students who took service learning classes graduated at significantly higher rates than did minority and low-income students who did not take service learning classes, (71% vs. 29% for minority and 72% vs. 28% for low income). We do not have data to explain these

learning on degree completion is substantial, even when traditional predictors for graduation are also considered.

**Limitations**

“One important limitation of this study is that it includes students from only one cohort at a single university. Quantitative studies that do not employ probability sampling are restricted in the generalizability of results and conclusions...Among this sample there are also differences in the number and type of service learning courses offered...Neither of the models we tested took into account academic progress that may have resulted from dual enrollment credits (college courses taken as a high school student), advanced placement (AP) credit, International Baccalaureate (IB) credit, or transfer credits earned at other institutions...Finally, these data cannot address the lingering | concern about whether students self-select into service-learning and, if so, whether students who self-select would have a different likelihood of graduating due to other student characteristics.” (p. 28-29)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1047041>

differences because we did not ask students about the ways in which service learning class participation supported their ability to complete their university degree” (p. 27).

“One hypothesis is that service learning courses provide minority and low-income students with an academic experience that highlights interdependent, rather than independent, norms, thereby increasing person-culture “match” in the university context for these students. Theories of person-culture “match” suggest that when the context is relevant to an individual, that person will experience greater psychological well-being, be more engaged with the setting, and, ultimately, perform better (Cross & Vick, 2001; Fulmer et al., 2010). Recent research has shown that first-generation students experience a cultural mismatch between the mostly middle-class, independent norms institutionalized in American universities and the relatively interdependent norms of their families and home communities (Stephens, Fryberg, Markus, & Johnson, 2012). Service learning courses may provide minority and low-income students with an academic experience in which collective, rather than individual, success is emphasized and where leadership opportunities are more varied than those available within the traditional classroom” (p. 27).

**Citation**

Lucy-Bouler, T., & Lucy-Bouler, T. (2012). Service learning positively impacts student involvement, retention, and recruitment. *Journal of Learning in Higher Education*, 8(1), 19–24.

**Conclusions**

“The Nonprofit Leadership Alliance program at Auburn University Montgomery holds three annual signature service learning projects. These projects transcend the typical interest of students who focus on their areas of study and development. This is a well-developed, highly inclusive mold for campus and community engagement. The original service learning program at Auburn University Montgomery was an Easter egg hunt for forty five children from the United Way’s Success by Six Program and the Addulliam House, a home

**Abstract**

Universities struggle with how to get students more involved and active in the university and community. Providing projects that just collect cans or raise money for a cause, while admirable, are not teaching the students how to be active, how to conduct projects, and give them connections to the community. This paper will describe service learning projects that actually are planned, managed and executed by the students. As students get involved in these projects a sense of community on campus develops which helps with retention, recruitment and future involvement in other projects.

**Limitations**

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1144937>

for children whose parents are incarcerated” (p. 20).

“The eighth annual Christmas program for low income children was held in December 2010...The Nonprofit Leadership Alliance students lead volunteers from many diverse organizations on campus to provide over one hundred and twenty five children and their families a holiday celebration” (p. 20).

“The third signature service learning program is a Humane Society and Rescue organization adopt-a-thon known as Find-A-Friend at AUM. The Nonprofit Leadership Alliance program at Auburn Montgomery partners with humane societies and rescue organizations across the state of Alabama to provide homes for homeless pets that would be euthanized” (p. 21).

“Through the development of these much needed service learning projects campus volunteerism and involvement has significantly increased. Students from all areas of interest eagerly watch and inquire about volunteering at the annual events. They have a great time at the events and have more fun than the children they are serving. During formal event evaluations student remark the best aspect of their university experience were the service learning programs. Students raise money, resources, awareness, and know that | through their effort they make a difference in the lives of the neediest in our community.

Some of the student volunteers are from several sections of a class called Study Skills. This class is designed to assist provisional students which have been identified as being at risk of not finishing college. Some of these students volunteer and become an active part of the certificate program. Out of 23 students from those classes who have been actively seeking certification, 19 or 82% graduated, 4 or 17% are working on their degree, and 8 or 34% are perusing graduate degrees. Only 2 students are not actively pursuing a degree, but both still attend every event and have intentions to finish one day” (p. 22).

“Instead of having contrived projects for a Web Application Development course, projects are found in the nonprofit sector of the community for the students to work on as the project of the course. Three nonprofits in the past have benefited from the students designing or redesigning the website for the organization” (p. 22).

“In each of these cases, the students indicated on evaluations for the classes that they learned more doing a website for an actual client than what they expected to learn in the class. During all projects, one person became a leader of each of the teams, being the manager of the others to get work done on time. This was an interesting finding from the first time a project was used in the web application class. One of those leaders, who actually became a class leader, bringing all the teams together on the project, stayed on as an independent study the next term to implement the Humane Society website. Many of the students from the web application class also volunteered to judge in a technology competition that is held in the spring semester. The students felt a commitment to serve as volunteers after the work they did in the fall in the web application class. Many of those students still serve as judges for the yearly technology competition even after graduation. They feel a connection

	<p>with the academic department that wouldn't have been there had they not felt like they were working as part of the university to satisfy the needs of the nonprofits on the website projects" (p. 23).</p>
<p><b>Citation</b>  Mann, J., &amp; DeAngelo, L. (2016). An examination of the transformative learning potential of alternative spring breaks. <i>Journal of Student Affairs Research and Practice</i>, 53(4), 416–428. <a href="https://doi.org/10.1080/19496591.2016.1202835">https://doi.org/10.1080/19496591.2016.1202835</a></p> <p><b>Abstract</b>  As institutions seek to offer students an educational experience equipped with opportunities to develop as not only active learners but also engaged citizens, service-learning initiatives in the form of alternative spring breaks (ASB) have become prevalent. This study examines the potential of ASBs, as service learning initiatives, to deliver a transformative learning experience. Findings indicate that depth of learning and growth is contingent upon trip type. Implications for practice and recommendations for practitioners are discussed.</p> <p><b>Limitations</b>  "This study took place at a single institution, and students in this study were mostly White...   Additionally, the analysis of transformation in this study was the result of participants' self-reports of change in a focus group setting." (p. 426-427)</p> <p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1115099&amp;site=eds-">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1115099&amp;site=eds-</a></p>	<p><b>Conclusions</b>  "Most studies of ASBs are evaluative studies of campus-based programs and do not measure the transformative impact of participation on students (Jones,   Rowan-Kenyon, Ireland, Niehaus, &amp; Skendall, 2012)...The current study improves on this methodology by providing participants the opportunity to reflect and unpack the experience, an important aspect of examining service experiences (Bowen, 2011; Ivory, 1997; Jones, Rowan-Kenyon, Ireland, Niehaus, &amp; Skendall, 2012; Rhoads &amp; Neururer, 1998; Rowan-Kenyon &amp; Niehaus, 2011)" (p. 417-418).</p> <p>"The analysis of data revealed three different categories of transformation: change in perception of self, change in perception of others, and change in perception of social issues. While all 19 participants exhibited growth within each category, as the following sections exploring participation, motivation, and the three categories of transformation will explain, students on trips with grassroots partners evidenced a greater depth and complexity of transformation than students at national-affiliate trips" (p. 420).</p> <p>"This study adds to the body of knowledge surrounding alternative break programming and participant outcomes pertaining to transformative learning. Our findings suggest the structure and partnership selection of ASB programs can affect the depth of students' transformative growth. Meaningful interaction with community members in which student participants work alongside those they serve in the community appears to be the key to realizing the transformative potential of ASBs" (p. 426).</p>

[live](#)**Citation**

Manning-Ouellette, A., Friesen, K., & Parrott, A. (2018). A WiSE approach: How service learning influences first-year women in STEM. *Journal of the First-Year Experience & Students in Transition*, 30(2), 97–113.

**Abstract**

This study examined the experiences of first-semester college women in science, technology, engineering, and mathematics (STEM) fields participating in a leadership service learning course. The participants were first-year students in the Women in Science and Engineering (WiSE) program at a large, public, four-year midwestern institution. We used the leadership identity development (LID) model (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) as a qualitative framework to examine how service-learning influenced student leadership identity development in the first semester of college. Key findings include the influence of individual and group on solidifying participant leadership identity development, thus increasing their persistence in male-dominated STEM fields. The authors offer recommendations for establishing a collaborative leadership curriculum to support the retention of women in STEM fields.

**Limitations**

“It should be noted that though this study engages the experiences of women in STEM fields, the sample lacks diversity in subgroup populations...Another limitation of the study is the selection of the LID

**Conclusions**

“Though the gender gap remains, women entering STEM fields are doing so with dispositions to solve problems collaboratively (Tsui, 2010) and to engage in the process of leadership (Haber, 2012). Additionally, they express a greater commitment to social responsibility than their male peers (Sax & Harper, 2007) and are finding greater meaning in service because of the opportunity to engage in supporting and helping others (Carlone & Johnson, 2007). Coupling women in STEM, leadership, and first-year high-impact practices, such as service learning, presents the opportunity to positively impact first-year student retention (Duckenfield, 2002; Zlotkowski, 2002). A service learning leadership course can offer a space for women to solve social problems together and find compatibility between their identities as women and STEM majors. We argue that first-semester, first-year | leadership courses, integrating service learning and peer mentoring for women in STEM fields, establish environments that allow women to explore notions of leadership identity in a supportive space while navigating their career in STEM.

This paper will present findings from a semester-long study in which women in STEM fields enrolled in a service learning leadership course during their first semester at a midwestern university.” (p. 97-98)

“The most predominant theme of student narratives was social responsibility. More than 75% of the participating women discussed their civic responsibility to help others in their work as leaders. Further, all the participants noted a discovery of social issues, such as the disparities in access to quality education. The women responded to these issues by acknowledging their emergent | responsibility to address inequities in society. Subsequently, the women noted they chose to enroll in the course because of a commitment to leadership and to learn about becoming civically engaged individuals.” (p. 103-104)

“More than 65% of the participants noted that they chose a STEM field because they wanted to “help people.” The service learning project served as a way to enact this call and assisted in the formation of identity around an individual’s major.” (p. 104)

“While there was a wide array of self-analysis as leaders, all participants noted the course assisted in refining their personal definition of leadership. The course required reflection on civic engagement and personal leadership; however, the first-year women indicated a sense of self-efficacy in their individual leadership style.” (p. 105)

“The women in WiSE expressed gratitude for an experience that helped them learn the value of working with diverse groups of people and placing the experience in a larger context. Without prompting, the participants discussed the importance and benefits of inclusive perspectives when working with diverse groups of people. More than 70% of the study’s women indicated a need to thrive within collaborative groups, something they did not experience within their major classes, as well as working with diverse groups of individuals within a team setting.” (p. 106)

<p>model to explore women in STEM narratives (Komives et al., 2005)...The model does not take into account diverse student perspectives and involvement, such as campus activism and grassroots involvement at universities.” (p. 109)</p> <p><b>Link</b>  <a href="https://www.ingentaconnect.com/content/one/fyesit/fyesit/2018/00000030/0000002/art00006">https://www.ingentaconnect.com/content/one/fyesit/fyesit/2018/00000030/0000002/art00006</a></p>	<p>“Our study provides a clear example of how leadership and service learning can enhance the environment for women in STEM fields in the first year, building their self-efficacy, critical reflection skills, motivation for civic responsibility, and leadership identities.” (p. 107)</p> <p>“Moreover, our study reiterates the impact of environment on women in STEM fields. The leadership and service learning experience included peer mentors who served as role models for the younger women in STEM fields. Seeing themselves in other women who are persisting through their degree programs and successfully pursuing careers in STEM fields may help first-year students persist in STEM (Johnson, 2012; Shapiro &amp; Sax, 2011; Tsui, 2010). Students also benefited from working with other women in STEM fields in a non-STEM environment (Johnson, 2012). These interventions are known to promote retention and persistence in degree programs (Dasgupta, 2011; Zeldin &amp; Parajes, 2000), and many of the students in the study noted the desire to persist in their majors after having taken the leadership course.” (p. 108)</p>
<p><b>Citation</b>  Markham, P. N. (2013). Bridging the divide: From service to public work. <i>Journal of Community Engagement &amp; Higher Education</i>, 5(1), 68–73.</p> <p><b>Abstract</b>  An important aspect of public higher education is the development of active citizens. Students should leave our institutions not only with an appreciation for the value of community service, but also having the vital knowledge, skills, and dispositions to be public problem solvers. This article is a reflection on one professor's experience of teaching students for active citizenship by moving from a service mindset to an emphasis on public work. This account emphasizes public work as a critical pedagogy for a potential next phase of civic engagement in higher education, which focuses on the development of student civic agency in addition to community impact.</p> <p><b>Limitations</b></p>	<p><b>Conclusions</b>  “A key feature of public work is that it “flattens” the interpersonal dynamics of traditional service. A public work approach focuses on the abundance of resources available in communities. The work centers on the issue to be addressed and the assets that each stakeholder brings to the effort. There is no distinction between the servant and those being served; rather, each person brings his or her own self-interest and expertise to the task. The process of public work cultivates a strong sense of agency among all involved and encourages a level of critical reflection and innovation. The essential difference between service and public work lies in the inherent goal of the effort itself. The central aim of service is to meet a specific need through donated time or material goods. While both efforts require time and resources, the goal of public work is to solve a public or shared problem. This work is systemic in nature and requires skills including the ability to do research, build one-to-one relationships, facilitate groups, think strategically, and work in diverse environments. Collaborative problem-solving is at the heart of public work.” (p. 69)</p> <p>“When I questioned my students on why they participated in service, the prominent response—aside from the need to enhance their college application— was that it “made them feel good.” When I probed for how they participated in service, none could articulate a relationship with those they served in any other way than as a passive recipient of the time or goods they delivered. The only role for those receiving service was to be grateful for what they had been given. Furthermore, when I asked substantive questions about their service experiences, they were confounded by my efforts to get them to think about systemic issues. For instance, when I challenged a student who had gathered items for a food bank to imagine how his efforts could be directed toward the elimination of the need for the food bank, he responded, “That’s too big a problem. I can’t get rid of poverty.”” (p. 69)</p> <p>“Since my students are familiar with community service in its various forms, I challenge them with readings by John McKnight.</p>

<p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=94717971&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eft&amp;AN=94717971&amp;site=eds-live</a></p>	<p>Known for his asset-based development scholarship, McKnight argues service systems often displace the capacity of communities to solve their own problems (1995). To be sure, in cases such as disaster relief and extreme poverty, services are required to maintain the most basic quality of life; however, McKnight’s critique focuses on the dangers of a service culture. He points out that without proper relationship with community, well-intentioned acts of service can communicate a harmful, even if implicit, message (2000).” (p. 71)</p> <p>“In conjunction with the classroom reading and conversations, my colleagues and I place the students in groups where they complete a public [sic] work project. In the spirit of transparency, I admit to having an ongoing struggle with project work that is substantive enough to meet our learning objectives, yet manageable for first-   year students on a limited timeline. There is an art to this type of project work that is largely based on having strong relationships with our community partners. In terms of procedure, public work projects are: 1. based on the self-interest of the student groups—we do not assign them; 2. a collaboration with a campus or community partner; and 3. required to address the core principals of reciprocity, capacity-building, and sustainability. My central aim is to engage students in the experience of addressing an issue that cannot be resolved by any individual act of service or generosity. Students quickly learn that properly defining the issue they wish to address requires a relationship with those most affected by the problem and a great deal of listening, learning, and critical thinking.” (p. 71-72)</p> <p>“Many factors are involved in teaching a course that focuses on moral development as well as academic performance and time will reveal the effectiveness of our approach. We are currently in the process of developing an assessment tool to evaluate the learning objectives of the Citizen and Self course. Despite the challenges involved in this effort, I am convinced that our communities, nation, and world need graduates possessing more than discipline-specific, academic knowledge. The challenges we face require a new kind of politics and approach to leadership. Higher education should place a renewed focus on the knowledge,   skills, and dispositions needed for public problem solving. My students and experiences have taught me that this level of education requires more than service experiences. It calls for a robust commitment to public work.” (p. 72-73)</p>
<p><b>Citation</b>  Mason, M. R., &amp; Dunens, E. (2019). Service learning as a practical introduction to undergraduate public health: Benefits for student outcomes and accreditation. <i>Frontiers In Public Health</i>, 7, 1-8.  <a href="https://doi.org/10.3389/fpubh.2019.00063">https://doi.org/10.3389/fpubh.2019.00063</a></p> <p><b>Abstract</b>  Since the mid-1980s, service learning has gained recognition as a pedagogical model</p>	<p><b>Conclusions</b>  “Data supports the continued use of service learning in St. Catherine University’s undergraduate public health program to meet CEPH student outcomes related to determinants of health and experiential learning. The foundational domains of CEPH accreditation criteria state that students should have learning experiences that address the “socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.” Certainly the definitions and examples of these health factors need to be introduced in a classroom setting, and service learning does not replace the required knowledge acquisition. Rather, service-learning does reinforce concepts discussed in the classroom by provided students with examples of determinants of health as they appear in their community context. These connections were well-articulated by students in their service learning reflections. We have also found it important to provide students with service learning in a foundational course so that they are able to better</p>

in higher education with exciting potential for students' academic, civic, and professional development (1). Deemed a high-impact educational practice by the American Association of Colleges and Universities (AAC&U), extant research points to student learning, engagement, and retention benefits from community-based experiences integrated into curriculum (2, 3). Numerous studies have examined best practices for service-learning from varying stakeholder perspectives (faculty, student, and community partner) and disciplines, however, due to the recent development of public health as a major offering in U.S. undergraduate education, the value of service learning within the discipline should be further explored. While recommendations for service learning in undergraduate public health programs have been provided, no evaluation of the impact on student learning outcomes has been conducted (4). This study presents one university's model of service learning in introductory public health courses, and results from the analysis of two datasets representing students' experience with service learning in undergraduate public health curriculum. Findings provide empirical support of the effectiveness of this pedagogy for advancing student learning and the achievement of foundational accreditation domains outlined by the Council on Education for Public Health (CEPH).

### Limitations

#### Link

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=t>

conceptualize the breadth of what constitutes working in public health. This helps to meet the CEPH accreditation criterion related to cumulative and experiential activities that support didactic education. As described in their reflections, students reported demonstrating beginning professional attitudes, behavior, and communication skills in public health.” (p. 6)

“As we recommend service learning as a pedagogy for undergraduate public health, we recognize it may not be feasible or beneficial for all programs; as Enos and Trope (18) observe, while “it is possible to incorporate [service learning] in any discipline,” service learning is “not destined to be used in every course” (p. 159)...Understanding best practices of community engagement along with the history, power and privilege at play in university-community partnerships is key to successful service learning design and implementation. As undergraduate public health programs contemplate utilizing | service learning, the following lessons from our own experience may also be helpful.

#### *Timeline*

Service learning requires intentionality in design and relationship development, which take time. We recommend starting to plan at least 1 year in advance.

#### *Capacity*

If your institution does not have a community engagement office able to cultivate community partnerships and advise on service learning, consider whether faculty workload allows for the additional time required for relationship development with community partner organizations and researching service learning pedagogy...

#### *Design and Implementation*

Prior to considering your course or program design, we recommend reaching out to colleagues on campus with service learning experience; consulting literature such as Service learning Essentials (19) or The Cambridge Handbook of Service Learning and Community Engagement (13); and connecting with your regional Campus Compact office...

As faculty approach implementation, it is important to note that service learning may require new or unfamiliar approaches to instruction. Critical reflection should be integrated throughout the course and can occur in different formats, such as speaking, writing and classroom activities (19). We cannot stress enough the importance of thoughtful reflection design, and there is empirical evidence that the “degree of written and oral reflection influence[s] the effectiveness of service learning” [(21), p. 224]...

Finally, service learning may require professional development coaching from faculty as students work on communication and relationship-development skills in environments outside of the classroom.” (p. 6-7)



<https://doi.org/10.1007/s10734-017-0151-z>

### Citation

Miller, A.L., Rocconi, L.M., & Dumford, A.D. (2018). Focus on the finish line: Does high-impact practice participation influence career plans and early job attainment? *Higher Education*, 75(3), 489–506.

<https://doi.org/10.1007/s10734-017-0151-z>

### Abstract

High-impact practices (HIPs) are important co-curricular educational experiences in post-secondary education, as they promote learning, development, and persistence among students. The goal of this study was to extend the research on HIPs to explore potential connections with HIP participation and career outcomes. Using data from the National Survey of Student Engagement, this study explores whether HIP participation influences college seniors' post-graduation plans for career and further education and whether HIP participation has a positive impact on early job attainment for these students. Results suggest that even after controlling for a variety of demographic and institutional factors, HIP participation is a significant predictor of future career plans and early job attainment. HIP participation can give students a career-related advantage through transferable skill development, engaging in learning opportunities, and generating “stories” for potential employers.

### Limitations

“First, although the sample is comprised of

### Conclusions

“Given the positive benefits of HIP participation in a variety of areas, one primary goal of the current study is to extend this exploration to the influence of HIPs on post-graduation plans (i.e., attend graduate school or seek employment) and early job attainment for graduating seniors. Does participation in high-impact practices, including learning communities, study abroad, research with faculty, internship, senior capstone experience, service learning, and a formal leadership role, have a positive impact on seniors' post-graduation plans, specifically their desire to seek employment or attend graduate school as well as obtaining a job to begin immediately following graduation? We focus on the potential benefits of these HIP opportunities concerning careers, while also taking into account a number of other influences that are simultaneously shaping these specific outcomes as well. Given this context, we are interested in whether HIP participation influences plans for career and further education for graduating seniors and whether HIP participation has a positive impact on early job attainment for these students, even after controlling for a variety of other student and institutional factors.” (p. 491)

“When examining the results from this study, as the previous literature has suggested, we find that certain high-impact practices appear to have positive effects on educational outcomes (Kuh 2008; Kuh and O'Donnell 2013). In this case, the educational outcomes are employment or graduate school attendance after graduation. Of particular interest is that the results from this study suggest that which HIPs students choose may depend on the desired post-graduation pathway, or vice versa. In particular, participation in internships, capstones, or service learning was positively associated with a students' likelihood of having a job when graduating. Conversely, leadership experiences or research with faculty has a positive effect in the model on students' plans to continue their education by going to graduate school. While some of these results may seem self-evident (e.g., participating in an internship is related to students' desire to seek employment after graduation or conducting research with a faculty member is related to students' plans to attend graduate school), empirical confirmation of expectations is an important part of the scientific process. It should further be noted that our findings are correlational and not causal and should be interpreted in such a manner. Not surprisingly, the findings indicate that students who wish to go on to graduate school may want to consider doing research with faculty. Gaining valuable research skills prior to entering | graduate school can be a real benefit. In addition, it may also be the case that students who plan on going to graduate school are more likely to have an interest in doing research. Indeed, more research opportunities are available in certain disciplines.” (p. 499-500)

“Participation in service learning, which also links the educational experience with hands-on practices, had a higher probability for employment after graduation in the models. Service | learning projects have been shown to improve students' abilities to apply what they have learned in college to situations in the real world (Cohen and Kinsey 1994; Eyler and Giles 1999; Eyler et al. 2001). Thus, this association between their coursework and the application of the coursework in the real world is

<p>a wide range of students attending multiple institutions, it is not representative of all students at 4-year colleges and universities in the USA... While all seniors at participating institutions were invited to participate, students self-select to participate in the study as well as in the HIPs of interest... Self-selection into HIPs also raises the concern that students chose to participate in a HIP given their post-graduation plans...   This study also relied on students to self-report which programs and activities they had participated in, which may not be completely objective.” (p. 503-504)</p> <p><b>Link</b>  <a href="http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=tfh&amp;AN=127990206&amp;site=eds-live">http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=tfh&amp;AN=127990206&amp;site=eds-live</a></p>	<p>related to a higher likelihood of employment for students who participate in service learning as part of one of their courses.” (p. 501-502)</p>
<p><b>Citation</b>          Mitchell, T. D., Richard, F. D., Battistoni, R. M., Rost-Banik, C., Netz, R., &amp; Zakoske, C. (2015). Reflective practice that persists: Connections between reflection in service-learning programs and in current life. <i>Michigan Journal of Community Service Learning, 21</i>(2), 49–63.</p> <p><b>Abstract</b>          This study investigates the relationship between reflective practices in college service learning programs and alumni's current reflective practices. Additionally, this study explores how graduates' present reflective practices help to shape their civic and professional identities. Mixed methods using survey and interview data explore reflective practice in the lives of</p>	<p><b>Conclusions</b>          “The results of the current study point to a clear connection between program reflection, reflection in current life, and Civic Identity and Calling years after graduation. Helpfulness of current life reflection mediated the relationship between the helpfulness of program reflection and the identification alumni have with their civic and professional calling. The qualitative results point to an integration of personal and professional values that result in high levels of civic and community engagement many years after graduation from service learning programs. Reflective practice after graduation was associated with a deep commitment to civic and community action.” (p. 59)</p> <p>“Critical reflection is central to service learning educators’ claims about learning. This study affirms the importance of reflective practice in college-level community engagement programs by connecting reflective practice in college to the helpfulness and benefits of reflection in the current lives of service learning alumni. Moreover, this study strongly suggests that multi-term, community engagement programs—especially ones that create cohorts of students, faculty, and community partners working and learning together, where critical reflection is continuous and occurs in a variety of ways—can support students in developing a culture of reflective practice that persists. Alumni continue to value reflection and recognize the benefits resulting from reflective practice. Its significance in their lives and its centrality to the way they think about their work and their civic identities are clear.” (p. 61)</p>

alumni from three multi-term community engagement programs. The research reaffirms the importance of reflective practice in college-level community engagement programs in influencing reflective practice after graduation. The results of this study strongly suggest that multi-term, community engagement programs, where critical reflection is continuous and occurs in a variety of ways, support a reflective practice that persists in the lives of program graduates, helping them develop their civic and professional identities.

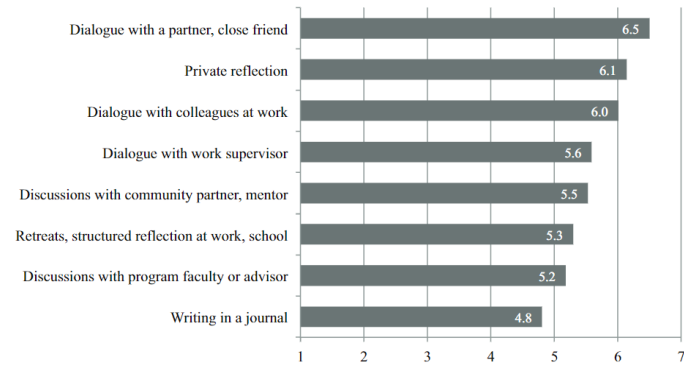
**Limitations**

“The results of the current study are limited, however, in that alumni were reporting the helpfulness of program reflection, in some cases, many years after | graduation...Another possible limitation within the study is that some of the authors of the article were affiliated with the programs under study.” (p. 59-60)

**Link**

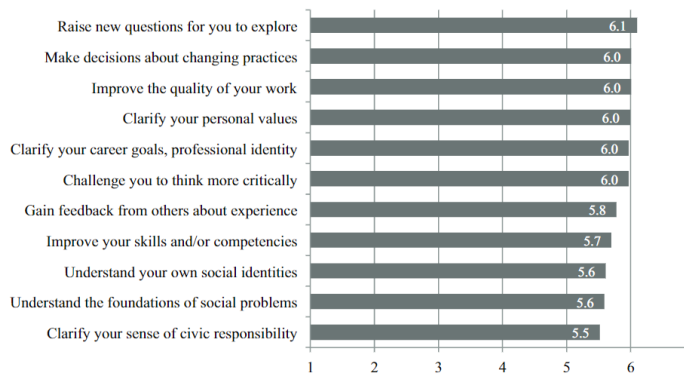
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Figure 2  
Reported Helpfulness of Current Life Reflection Activities



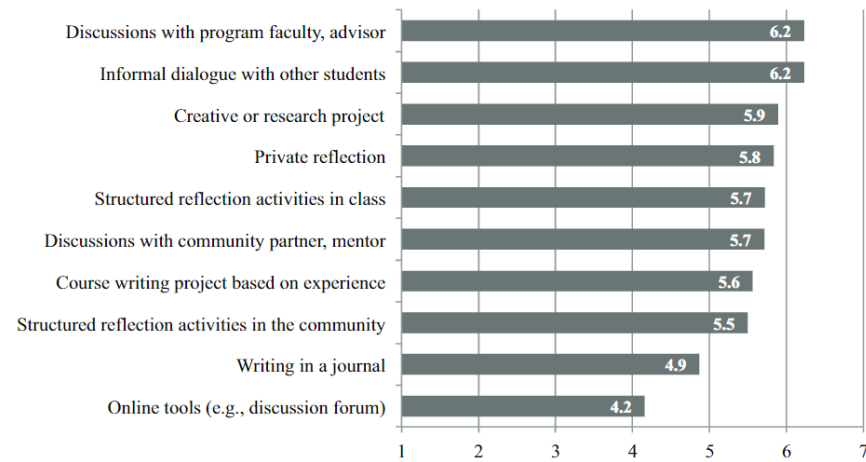
Note: Scale: 1 = Not at all helpful; 7 = Extremely Helpful

Figure 3  
Reported Benefits of Current Life Reflection



Note: Scale: 1 = Not at all helpful; 7 = Extremely Helpful

Figure 1  
Reported Helpfulness of Program Reflection Activities



Note: Scale: 1 = Not at all helpful; 7 = Extremely Helpful

**Citation**

Moely, B. E., & Ilustre, V. (2014). The impact of service learning course characteristics on university students' learning outcomes. *Michigan Journal of Community Service Learning, 21*(1), 5–16.

**Abstract**

Undergraduate students' reports of their service learning course experiences and their gains from participation in those courses were investigated with a sample of 250 students at Tulane University. The students completed a survey in which they rated their service learning courses in terms of three aspects: Value of Service, Focus on Service, and Opportunities for Reflection. These course attributes predicted students' reported outcomes from service learning, including Learning about the Community, Academic Learning, Gains in Problem-solving and Leadership Skills, and Satisfaction with the University. A Social Change

**Conclusions**

“Through the reports of students who had completed or were engaged in service learning courses during their first two years in college, we were able to identify course characteristics that were related to positive student outcomes, thereby beginning to address the need described by Novak et al. (2007)...Students who were able to perform well service activities that had a positive impact in the community felt that the service learning course experience had increased their learning about the community, produced gains in their academic, problem-solving, and leadership skills, and increased their satisfaction with their university. Decisions about service sites made by the course organizers, the efforts of the community agencies to engage students in the work of the agencies, and the impact students see of their efforts are crucial for student learning from the course experience. Focus on Service is important as a predictor of gains in problem-solving and leadership and in satisfaction with college. A well-planned course that integrates course content with service and prepares both agencies and students for the service experience offers students opportunities to engage in problem-solving and decision-making and may lead them to greater satisfaction with their university experience. Opportunities for Reflection are important for the outcome variables central to the aims of service learning: learning about the community and mastering academic content. Course-related reflection usually emphasizes ties between academic content and community characteristics, with some attention as well to personal values and larger social issues (Bringle & Hatcher, 1999), but probably puts less emphasis on problem-solving and leadership skills, for which Reflection was not a significant predictor.” (p. 13)

“Incorporating a social change orientation adds to the course in meaningful ways, increasing students' learning about the community, gains in academic | learning, leadership, and satisfaction with college. Why might this be the case? A social change perspective may motivate students to ask

<p>orientation in the service learning course contributed independently to the prediction of outcomes. Replicating an earlier study, a "match" between student preferences for service orientations and the nature of service experienced was shown to predict service learning course outcomes for students who expressed a positive orientation preference.</p> <p><b>Limitations</b>          “There are several limitations of the present study. One is that all of the measures used here were report-   ed by students themselves...A second limitation of the present study is that only one campus was involved in the research, so that generalizability to different settings is uncertain.” (p. 15)</p> <p><b>Link</b>  <a href="https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1116526">https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1116526</a></p>	<p>questions about community needs, their roles in service, and social justice issues they encounter as they take part in the community, thus increasing their knowledge of the community. It may stimulate their interest in course content (especially if it is well-integrated with the service activity) and encourage them to take on leadership roles to change things that they see needing attention. Such experiences should increase students’ enjoyment of college and satisfaction with their university. However, there is a possibility that other variables, not controlled in the present study, were important in accounting for these effects: Instructors who emphasize social change in their courses may impact students in other ways, such as by serving as role models for community engagement, modeling excitement and interest in the service activities, and respecting the value of students’ work and the ideas they derive from their service experiences.” (p. 13-14)</p> <p>“Within our design, it was possible to attempt a partial replication of previous work by Moely et al. (2008) about the importance of the “match” between students’ preferences for charity or social change orientations and their actual experiences with service. Because we had a relatively small sample, we were only able to address this question in part...But we were able to show, as in the earlier work, that a match between preference and service produces more positive outcomes than a mismatch condition for students who had expressed initially a positive preference for either or both orientations.” (p. 14)</p>
<p><b>Citation</b>          Mungo, M. H. (2017). Closing the gap: Can service learning enhance retention, graduation, and GPAs of students of color? <i>Michigan Journal of Community Service Learning</i>, 23(2), 42–52.  <a href="http://dx.doi.org/10.3998/mjcsloa.3239521.0023.203">http://dx.doi.org/10.3998/mjcsloa.3239521.0023.203</a></p> <p><b>Abstract</b>          The education system is responsible for the choices and chances provided to the students it serves. Although racial disparities continue to impede some students' chance of success in education, service learning in the classroom context may be the transformative strategy needed to make institutions of higher education</p>	<p><b>Conclusions</b>          “The purpose of this research was to show that service learning is a pedagogical approach that has the potential to improve retention and graduation rates specifically at the university under study and perhaps at other institutions. Research findings presented provide supporting evidence for existing studies that show the positive effects service learning has on institutional outcomes (Bringle et al, 2010; Lockeman &amp; Pelco, 2013; Reed et al, 2015). Students who took a service learning class had higher grade point averages and were more likely to graduate than students who did not take a service learning class. Results indicate that students who took a service learning course graduated from the university within six years at a rate 2.4 times higher that students who did not take a service learning course, and had better final grade point averages than comparable students who did not take a service learning course.” (p. 48)</p> <p>“Service learning in the classroom context may be the transformative strategy needed to make institutions of higher education the “great equalizers” they ostensibly aspire to be. Contrary to my expectations, however, race did not moderate the effect of service learning on graduation; however, it was found to improve graduation rates for all students regardless of their racial/ethnic backgrounds. Therefore, by increasing the number of students from all racial/ethnic backgrounds who graduate, service learning results in increasing graduation rates students of color, thereby decreasing the</p>

the "great equalizers" they ostensibly aspire to be. Using data from an urban, public, Research I institution located in the Midwest region of the United States, this study assessed the use of service learning in two general education courses as a strategy to increase retention and graduation rates at the institution. Service learning was found to have a significant effect on student retention, grade point average, and graduation. Students who took either course performed better than their counterparts without service learning experiences.

**Limitations**

"A significant limitation of this study is that it assesses the effect of service-learning at just one institution...While encouraging, the findings themselves are limited since the university does not mandate or track service-learning courses. This study utilized a tracking system used by one of the colleges at the university but the tracking system does not record the actual service performed in each class." (p. 49)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1150584&site=eds-live>

retention and graduation rate gaps.

Results showed that service learning is efficacious for retention, graduation, and GPA. for students who took a service learning class, 47.7% were predicted to graduate rather than stop out of college. However, for students who did not take a | service learning class, only 34.4% were predicted to graduate. The current six-year graduation rate for the university is 34.3%. Thus, service learning has the potential to increase graduation rates for all students at this university by more than 28%." (p. 48-49)

"Based on the results from this study, service learning was found to have a significant effect on student GPA, as students with service learning experiences performed better in their courses than their counterparts without service learning experiences. However, results also indicated that service-learning is most beneficial to students who had above average high school grades. Thus, service-learning experiences increase GPA disparities based on high school performance. This pattern is typical for educational interventions because better students tend to benefit more from them. This pattern is likely found because students with better academic preparation possess the cultural capital needed to navigate the higher education environment, whereas students who perform worse academically may not (Levin, Belfield, Muennig, & Rouse, 2007). Students who lack cultural capital likely do not know that outside of classroom activities such as supplemental instruction, learning communities, service learning classes, and research projects are educationally-purposeful forms of engagement that serve to enhance student success (Kuh, 2008). As findings indicate, at the university in this study these students are more likely to be Black, attended a high school in Detroit, and enter the university with lower ACT scores and worse high school GPAs than White students. An unexpected finding was that female students benefit more from service learning than their male counterparts." (p. 49)

**Citation**

Ngai, G., Chan, S. C. F., & Kwan, K. (2018). Challenge, meaning, interest, and preparation: Critical success factors influencing student learning outcomes from service learning. *Journal of Higher Education Outreach and Engagement*, 22(4), 55–80.

**Conclusions**

"Although we should not overgeneralize from one single case, results of the present study do provide some empirical support for the following practices in designing and implementing a service learning program to maximize student learning across different service learning outcomes:

- Involve students in challenging tasks. It is not sufficient just to send students out to do some voluntary service or charity work, however needed or meaningful. It is important to involve them in challenging tasks that require them to apply the knowledge and skills they acquire in the classroom to deal with complex problems in the service setting. Moreover, if the emphasis is on students'

### Abstract

What makes service learning effective? This article examines key factors influencing student service learning outcomes in higher education. We studied 2,214 students who had completed a credit-bearing service learning course in a large public university in Hong Kong. The students were asked to rate the course and pedagogical features, as well as their attainment of the intended learning outcomes of the course. Multiple regressions were then performed to identify and compare the relative contribution of the individual course and pedagogical elements. Results showed that students' attainment of the different service learning outcomes is influenced to varying degrees by different course and pedagogical elements. Specifically, we found that the most positive outcomes are associated with challenging and meaningful tasks, interest in the subject/project, perceived benefits to people served, preparation for service, and appreciation of the service by the people served. We discuss implications of the findings for theory, practice, and further research.

### Limitations

"First, the use of a home-grown instrument and the single-item approach adopted to measure the curriculum and pedagogical | factors may raise some doubts about the reliability and validity of the results, though the study sample is large. Second, all the measures used in the study were based on students' self-reported data...Third, the study was basically correlational research...Fourth,

intellectual and civic development (the latter arguably the key objective of service learning), we should also challenge students to move outside their comfort zone and try things that they have never tried before, including things that have little to do with their academic major.

- Design meaningful services that meet genuine community needs. The service to be performed must be readily perceived by students as something meaningful that will bring about real benefits to the community or the people they serve. Students will work harder and learn better if they believe that they are making a real difference to others through their service and can readily feel that their service is valued and appreciated by the community.
- Prepare students well for the service. Students need to understand the community and clients they serve, including their needs and the challenges they are facing. They also need to be equipped with the necessary knowledge and | skills for designing and implementing the service to meet the identified needs of the community and learn from the experience.
- Engage students, as far as possible, in direct interaction with the service recipients, particularly for indirect services. It is very difficult to develop empathy "at arms' length." Direct interaction with the service recipients helps to reinforce students' understanding of social issues and problems, develop their empathy for people in need, and provide direct feedback on the value and effectiveness of the service they provide.
- Motivate students to invest time and effort in planning and conducting the service in a serious manner. Research has shown that students need to have a sufficiently long service duration and deep enough experience for the learning to endure (Billig et al., 2005). Students who do not have the heart for service and put in only minimal effort, or are allowed to get away with minimal effort, will not gain much from their experience.
- Provide a wide range of service learning subjects and projects to suit different student interests and meet different community needs, and allow students choices, as far as possible, to select the ones that match their interests and aspirations.
- Help students engage in critical deep reflections on their service learning experience through structured reflection tasks with clear instructions.

Service learning teachers should also note that different course and pedagogical elements may have differential effects on different service learning outcomes. For example, students' civic outcomes are most influenced by their perception of the benefits of the service, their feeling that their service was appreciated by the community, their engagement in challenging and meaningful tasks, and their interest in the service learning subject or project. Their social outcomes, however, are more strongly associated with their developing a good personal relationship with teammates and having a motivated and supportive team." (p. 74-75)

all the participants came from a single university in Hong Kong, thus the generalizability of the findings to other contexts should be treated with caution. Finally, the large number of independent variables made it impracticable to examine the interactive effects of the factors influencing different service-learning outcomes.” (p. 75-76)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1202022>

**Citation**

O, J., Sherwood, J. J., & Yingling, V. R. (2017). Undergraduate research and service learning programs in a kinesiology program at a teaching university. *Quest*, 69(3), 331–347.

**Abstract**

High-impact practices foster student success, but faculty faced with heavy teaching loads and lack of resources and infrastructure are challenged to implement such practices. Kinesiology faculty at California State University, East Bay collaborated to implement two student programs: Kinesiology Research Group and Get Fit! Stay Fit! The Kinesiology Research Group, a faculty-student research group, and Get Fit! Stay Fit!, a service learning experience, partnered to consolidate human and structural resources. Student-faculty mentoring circles were used to support this innovative partnership. Here, we report student perceptions of the value of these programs to their academic and professional development.

**Conclusions**

“Certainly, carefully constructing highly contextualized (i.e., contextualized relative to our faculty and student needs/constraints) mentoring programs to implement high-impact practices seems like a pragmatic and effective approach ensuring positive student development and extracurricular experience. However, to determine the efficacy of our programs’ designs, it was imperative to engage in deliberate program evaluation. Thus, the purpose of this study was to examine student perceptions of the value of the KRG [Kinesiology Research Group] and GFSF [Get Fit! Stay Fit! service learning experience] experiences to their academic and professional development.” (p. 335)

“Many students identified the KRG and GFSF experiences enabled them to learn and make dynamic use of critical thinking skills in varied kinesiology situations. For example, one student noted: “It is one thing learning all the knowledge that we learn in the classroom but it’s a completely different thing when we actually have to explain and apply that knowledge.” Another student wrote: “With little instruction and no rubric as to what to present it challenged me while at the same time enabled me to engage in critical thinking as to how I wanted to go about presenting my findings and my work over the past quarter.”” (p. 342)

“The primary purpose of our analysis was to examine student perceptions of the professional and academic value of our two student programs, the KRG and GFSF...Our student participation and reflection data indicated the KRG and GFSF programs | facilitated consistent student engagement, and students perceived their experiences as facilitative of professional skills and characteristics important to preparation for future careers. Our qualitative data also suggested students perceived the structure of our mentoring experience to involve high-impact practices, and the program experiences were authentic.

...From our analysis of student data, it seems apparent that our students do indeed perceive the programs to be worthwhile and that they are willing to devote time to participation.” (p. 343-344)

“Specific professional skills including data analysis, written and oral communication, and integrating



**Limitations**

“First, this work is limited by the lack of a control group and the use of a convenience sample...Additionally, the impact data for the programs were collected without differentiating students who took the class for credit versus those who did not...In addition, the rigor used in our program evaluation methods (i.e., data analyses) needs to be improved. Through this inaugural program evaluation experience, we have learned that measuring the effectiveness of high-impact practice programs such as these is daunting because student involvement in these programs is much more complex than in a traditional lecture-based classroom...” (p. 345)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=124896755&site=eds-live>

theory and practice were among the skills students noted as benefits of involvement in the student programs, but with less frequency than were reported for the more foundational skills (i.e., group work, self-regulation, critical thinking). This may be due in part to the fact that the two programs were in their first year of implementation, and thus, KRG research projects at that time were in early development phases and the opportunities to write abstracts and present at conferences were not yet available. Moreover, the GFSF program is largely a service program, and thus GFSF students focus more on the application of kinesiology knowledge rather than research skills.” (p. 344)

“This work shows that both our service learning (GFSF) and undergraduate research (KRG) experiences positively affected student experiences, created kinesiology-focused professional mentoring pathways, and facilitated student interactions. Based on student participation data and feedback in the form of survey and student reflection data, we successfully created two student mentoring programs implementing high-impact practices for kinesiology students at CSUEB...We believe the KRG-GFSF partnership represents a mentoring design that effectively implements high-impact practices to engage students in learning and development experiences perceived by our students as valuable and relevant to kinesiology professionals. We also believe the KRG and GFSF programs and our collaborative mentoring circles design enhances and diversifies the education, experiences, and mentoring opportunities offered to students within our Department of Kinesiology at CSUEB.” (p. 346)

**Citation**

Pelco, L. E., Ball, C. T., & Lockeman, K. S. (2014). Student growth from service-learning: A comparison of first-generation and non-first-generation college students. *Journal of Higher Education Outreach and Engagement, 18*(2), 49–66.

**Abstract**

The effect of service learning courses on student growth was compared for 321 first-generation and 782 non-first-generation undergraduate students at a large urban university. Student growth encompassed both academic and professional skill development. The majority of students reported significant

**Conclusions**

“This article addresses one specific high-impact educational practice, community engagement courses, and whether these courses have a positive impact on student growth. The impact of community engagement courses on first-generation college students will be compared with the growth reported by a comparable group of non-first-generation college students.” (p. 52)

“In their responses to an end-of-semester survey, both first-generation and non-first-generation students in our sample perceived their service learning classes positively and believed that service learning classes promoted their academic and professional growth. The consistency of this finding is impressive given the variety of service learning courses in which the participants were enrolled...Although previous studies have found that university students’ perceptions of their service learning classes were positive (Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler, et al, 2001), this literature has not yet disaggregated responses collected from first-generation students. This study provides evidence that first-generation college students value and appreciate service learning classes as strongly as do their non-first-generation classmates.

The results of this study indicate that the response of first-generation students to their service learning classes was mediated by other demographic variables, particularly gender. Female

academic and professional development after participating in a service learning course, and female students reported similarly high levels of growth regardless of their generational, racial, or financial status. However, for male students, the amount of growth differed significantly as a function of generational, racial, and financial status. Non-first-generation male students from minority and low-income backgrounds reported the least growth, whereas first-generation male students from minority and low-income backgrounds reported the most growth. These findings reveal that first-generation and non-first-generation male students may differ in their responses to service-learning and highlight the importance of utilizing large, diverse samples when conducting quantitative studies to investigate the impact of service learning on student development.

**Limitations**

Limited data were collected on the variability of service learning experiences within each of the service learning class sections used for this study...These variables may play causal roles in explaining the group differences we observed.” (p. 62-63)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1029848>

undergraduates, regardless of their generation status, financial need, or racial background, reported that they gained both personal and academic skills as a result of their participation in service learning classes. In fact, none of the various social and financial factors included in the study influenced the amount of growth reported by the female students. The female students did report marginally higher growth than male students, and this result is consistent with previous research showing that female students may benefit more from service learning than do their male classmates (Casile et al., 2011; Pragman, Flannery, & Bowyer, 2012). On the other hand, male students differed significantly among themselves in their response to service learning experiences, with some males reporting considerable benefits and others reporting very little benefit. These findings did not result from differences in the types of classes taken by these male students because the males in our sample were widely dispersed across a variety of service learning classes in many academic disciplines. Males who were from both low-income and racial minority backgrounds differed significantly in their perceptions of personal outcomes that resulted from their service learning experiences depending on whether they were a first-generation or non-first-generation student (refer to Figure 1). We do not have the data to explain these differences because we did not ask our participants to explain why they did or did not experience growth as a student while participating in their service learning classes.” (p. 60-61)

**Citation**

Porter, M. C. (2011). Assessing alternative breaks: Moving beyond sleeping on floors and pass-the-candle reflection. *About Campus*, 16(5), 21–24.  
<https://doi.org/10.1080/19496591.2016.1>

**Conclusions**

“To determine whether our ABs were meeting these outcomes, we developed pre- and postbreak surveys in which students self-reported their achievement of these outcomes on a Likert scale ranging from “strongly disagree” to “strongly agree.” For example, “I understand the root causes of the issue my trip addresses, including how the issue affects my trip’s host community.” These surveys have produced consistently positive results, with movement from a relatively even spread from

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### **Abstract**

Alternative breaks (ABs) often bring a smattering of images to mind: college students in matching T-shirts, cramped vans, well-used work gloves, physical labor, and, perhaps, way too much peanut butter. All of these images are at least in part accurate for the AB program at the College of William and Mary. Add to them a strong sense that sending students to partner with communities on diverse service projects for a weekend, a week, or a month creates a powerful experience with a positive impact on students and communities. In this article, the author describes William and Mary's AB program, Branch Out, which has developed learning outcomes, assessment tools, and growing conversations with community partners, all to capture what actually happens when more than 300 students learn about social issues, address those issues through service in a new community, and reflect on their experience. Assessment of the Branch Out provides valuable evidence of the positive impact of sending students out into the world to serve their communities.

### **Limitations**

“self-reported evidence is limited and subjective: students interpret terminology and scale of growth in various ways...our surveys have also been limited by response rates; some trips have a 100 percent response rate, while others hover around 40–50 percent. additionally, interview subjects likely represented those most invested in | abs—they were nominated by their site leaders, spoke up at

disagree to strongly agree before the trip, to an average of 95.1 percent of respondents answering with agree and strongly agree after the trip.” (p. 22)

“In the storytelling portion of the evening, students described how their perceptions of social issues changed. One student who worked with public health in Nicaragua, said, “There’s more to an issue than you might realize.” A student who learned about HIV/AIDs in Richmond described the connections between HIV infection and the societal issues people encounter, like cycles of poverty and poor educational opportunities.

Students also expressed how their greater understanding of social issues motivated them to take further action. One who was at a camp with people with disabilities in suburban Virginia said, “Every individual who falls under these labels [of diagnoses] is unique and deserves dignity.” (p. 23)

reorientation, or volunteered to be interviewed...finally, our assessment does not capture long-term impact...” (p. 23-24)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ954420&site=eds-live>

**Citation**

Reed, S. C., Rosenberg, H., Statham, A., & Rosing, H. (2015). The effect of community service learning on undergraduate persistence in three institutional contexts. *Michigan Journal of Community Service Learning, 21*(2), 22–36.

**Abstract**

This study explores the role of community service learning (CSL) in promoting undergraduate persistence relative to other experiences students have in college, their entering characteristics, and institutional features. By following the 2009 freshmen cohort at three Midwestern universities over three years, this study finds that students' experiences while in college (CSL, full-time enrollment, and GPA) have a stronger effect on the likelihood of reenrollment than students' entering characteristics (age, gender, and race). Our separate analyses for each institution allow us to consider how the differences between the three universities (student body composition, retention rate, CSL program) might lead CSL courses to play a particularly critical role in student persistence in certain types of universities.

**Conclusions**

“This study considers whether the effect of CSL is particularly critical in institutions with higher proportions of commuter, part-time students for whom academic integration promotes persistence. Our theoretical framework and model together examine the effects within three universities, allowing us to see more clearly how these factors operate in different contexts.” (p. 23)

“This study confirms previous studies by Bringle, Hatcher, and Muthiah (2010) and Lockeman and Pelco (2013) that students who enrolled in CSL courses are more likely to reenroll in subsequent terms. As with Bringle, Hatcher, and Muthiah’s study, we found that first year students who enrolled in CSL courses were more likely to reenroll their second year than first year students who did not. However, this effect disappeared when accounting for full-time enrollment or GPA on two of the campuses in the first year. The effect of CSL held during the students’ first year for those on the campus with the most part-time students and commuting freshmen, but not in their second year. In the third year (Fall 2012), the effect of CSL was a strong predictor of reenrollment, even after accounting for full-time enrollment and GPA at the two public universities.” (p. 32)

“Our study also shows that CSL benefits students regardless of their entering characteristics or part-time status, a finding that may support efforts to engage nontraditional students in CSL courses. We found no consistent evidence of a nonlinear relationship between CSL and any measures of nontraditional status at any of the three universities. From this we conclude that nontraditional students benefit as much from enrolling in CSL courses as traditional students.” (p. 32)

“By comparing three universities, this study indicates that the effect of CSL on retention may not be uniform across all types of institutions. Those who took CSL courses were more likely to persist on all three campuses, but this effect was stronger at the two public institutions where overall rates of retention were lower...

Given this difference, it is important to consider the implications of our finding that CSL was particularly critical to student success at the less selective institutions with the lowest retention rates. While our study does not include students’ ACT score as an entering characteristic, it does raise the question whether CSL has greatest benefits at institutions with lower proportions of academically well-prepared students.” (p. 33)

<p><b>Limitations</b>          “Financial need is a predictor of retention (Astin &amp; Oseguera, 2012) for which this study did not control.” (p. 32)</p> <p>“We surmise that CSL is more important to the retention of students at public than private universities, but there may simply be other characteristics of the two public campuses at work. The three institutions were similar in their definition and support for CSL courses but different in the departments that promote CSL in their courses. Also, the underrepresentation of students in the natural sciences and engineering at all three institutions means that the results of this study cannot be generalized to students with these majors. Similarly, this study does not control for certain characteristics that might distinguish students who choose CSL courses from those who do not, raising the possibility that there is some quality of CSL students that account for their persistence rather than the CSL course itself...The private university was on   the quarter system and did not gather data on first generation students at admission, while the two public universities were on semesters.” (p. 33-34)</p> <p><b>Link</b>  <a href="https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1116299">https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1116299</a></p>	<p>“In this study, CSL is particularly important for student retention at a campus with higher percentages of part-time students (56% first year at UWP) and commuters...As Braxton and Hirschy (2005) theorized, CSL may affect retention differently at different types of universities because collaborative and interactive teaching methods, such as CSL, engage students who spend little time on campus and are, otherwise, less likely to be integrated with and committed to the institution. The need for the engagement provided by active learning may be greater in institutions where external pressures are strongest due to work and family responsibilities for the majority of the student body.” (p. 33)</p>
<p><b>Citation</b>          Richard, D., Keen, C., Hatcher, J. A., &amp; Pease, H. A. (2016). Pathways to adult civic engagement: Benefits of reflection and dialogue across difference in higher education service learning programs. <i>Michigan Journal of Community Service</i></p>	<p><b>Conclusions</b>          “The quality of the SL experience is rarely associated with the variations in student outcomes (Hatcher, Bringle, &amp; Muthiah, 2004). Additionally, the majority of research on SL in higher education is focused on the short-term impact of the academic or co-curricular SL experiences on student outcomes (Conway, Amel, &amp; Gerwien, 2009; Yorio &amp; Ye, 2012), using end-of-course assessments or program evaluation strategies...          In the current study, we used data from a large, multi-campus, formative program-wide evaluation to</p>

*Learning*, 23(1), 60–74.

### **Abstract**

The current study explores the relationship between participation in college service learning (SL) experiences, in both academic courses and co-curricular programs, and post-college civic engagement. Using data from a purposeful sample of 1,066 alumni from 30 campuses who participated in the 20th Anniversary Bonner Scholars Study, we explored the extent to which SL experiences during the college years were related to civic outcomes post-graduation, particularly in terms of civic-minded orientations, volunteering, and civic action. When evaluating various attributes of SL programs (e.g., curricular, co-curricular programming, types of reflection, dialogue across difference, interactions with others), two components were particularly salient. Dialogue with others across difference was the strongest predictor of cultivating civic outcomes after college. In addition, both structured and informal reflection independently contributed to civic outcomes (i.e., civic-mindedness, voluntary action, civic action). The results suggested the Pathways to Adult Civic Engagement (PACE) model, which can be used to examine SL programming in higher education and to guide future research to understand how variations in SL program attributes influence civic outcomes years after graduation. [Note: Publication date of Spring 2017 indicated on PDF; publication date of Fall 2016 indicated via URL.]

### **Limitations**

“In the current project, dialogue across

address some of these critiques in research on SL. Based on our analysis and interpretation of the data derived from a large, multi-institutional survey and informed by the literature, a general model emerged that can be evaluated and used to improve the design of SL programs.” (p. 61)

“Research on SL, particularly course-based SL, has engendered much attention, and this study suggests that SL, particularly co-curricular SL, provides a rich learning environment for civic outcomes after college. SL provides opportunities for both formal and informal reflections and conversations with others. These conversations occur with peers, faculty, community members, or community site supervisors, and may involve dialogue across difference. These conversations, both formal and informal, may promote moral and cognitive reflection at service sites, in the classroom, and in informal discussion settings on campus or in the van going to or returning from service sites. The PACE model emphasizes the importance of reflection and | dialogue as it provides opportunities for the development of a civic orientation toward and commitment to service in one’s community.” (p. 68-69)

difference served as a key experience in predicting civic orientations and civic action after graduation, yet this was based on a single-item measure...We have limited data about the developmental experiences in young adulthood (Arnett, 2004) that might influence civic engagement after college...This self-selection bias may have influenced the results in that respondents may have been among those BSP alumni who were most satisfied with their Bonner experience.” (p. 69)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1138091>

**Citation**

Sessa, V. I., Natale, D. K., London, M., & Hopkins, C. A. (2010). How students learn in a service learning course: A quasi-experimental field study of generative learning. *Journal of Community Engagement & Higher Education*, 1(2), 1–20.

**Abstract**

Sessa and London's (2005, 2006) continuous learning model was used to generate hypotheses suggesting that service learning courses trigger student engagement in generative learning processes moderated by the students' prior experience and that engagement in generative learning behaviors impact learning outcomes. 127 students in eight courses participated in a quasi-experimental, non-equivalent control group design with a pre-test and two post-tests. Results partially support hypotheses. Implications for theory development,

**Conclusions**

“While previous research has focused on what the outcomes of service learning are, less theory and research has been paid to determine how service learning courses lead to learning outcomes, although there have been a number of calls for such theory (see Bringle & Hatcher, 2000). The purpose of this study is to describe and use a learning model that may begin to help us understand “how”.” (p. 2)

“In line with hypotheses, our results suggest that participating in a service learning course is associated with a greater use of generative learning such as asking questions and contributing to group discussions, integrating ideas from different sources and even different classes, and actively engaging with other students and faculty both within class and outside of class. Similar to the literature on the impact of engaged pedagogy on student engagement in learning (Billig, 2007, Campus Compact, 2008, Swaner, 2005; Whetten, 2007, including service learning, community-based learning, collaborative learning, and problem-based learning, among others), students who participated in a service learning course indicate that they had engaged in more generative learning over the course of the semester than those who had not participated in a service learning course. Surprisingly, we did not find a relationship between participating in a service learning course and disengagement from generative learning. Students in a service learning course were just as likely to admit that they missed class or came to class late, came to class unprepared, or were bored and slept in class over the course of the semester.” (p. 14)

“Furthermore, students who demonstrated lower disengagement from generative learning had higher academic self-efficacy at the end of their sophomore year. It appears that students are stimulated to use generative learning during the service learning course and that this continues to have a lasting

future research, and service learning pedagogy are discussed.

**Limitations**

“First, this research was not originally designed as a test of the Sessa and London learning model (2005, 2006); and the partial support of this model suggests that this would be a worthwhile exercise...The second limitation was our small sample, particularly in the follow-up...Third was our use of a non-equivalent comparison group to test several of our hypotheses. Randomization of students into learning community would be ideal but is not realistic.” (p. 15)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=67199418&site=eds-live>

impact on them in terms of academic attitudes and achievement.

However, the impact of generative learning may not occur with civic attitudes and behaviors. Although students who demonstrated more generative learning (and perhaps lower disengagement from generative learning) within their service learning course were more likely to have more positive attitudes towards volunteering at the end of their service learning semester, any differences in attitudes and behavior had disappeared by the end of their sophomore year.” (p. 14-15)

“...we found that those who engaged in higher generative learning within their service learning course (and other courses during that semester) led to greater depressive symptoms, possibly at the end of the first freshman semester and continuing through the sophomore year. Students who regularly engage in generative learning may feel more stressed than those who do not (Staub & Finley, 2007). However, we are unable to determine exactly what is causing those scores in students. Are they working too hard? Or are slowly working through changes in their thinking (e.g., Mezirow, 1991, 1994; Ponterotto & Pederson, 1993)? In either case, our results suggest that in order for students to regularly engage in generative learning, we need to think carefully about providing mechanisms to help them cope with changing values and perspectives.” (p. 15)

**Citation**

Shim, W. (2013). Different pathways to leadership development of college women and men. *Journal of Student Affairs Research and Practice*, 50(3), 270–289. <https://doi.org/10.1515/jsarp-2013-0020>

**Abstract**

Analyzing data from the Wabash National Study of Liberal Arts Education, this study explored gender differences in the development and learning of college students' leadership capacities as framed with the Social Change Leadership Model (SCM). The results show that female students reported higher scores on six out of eight SCM values, and also had more growth on their leadership capacities than male students. Interpersonal interactions more than cocurricular involvement

**Conclusions**

“The purpose of the present study is to examine gender differences in college students' leadership development over time. This exploratory study expands upon prior understandings of college students' leadership development by including a range of involvement variables such as interpersonal interactions, cocurricular involvement, service learning, and diversity experiences.” (p. 274)

“Cocurricular activities were found to be effective in developing students' leadership abilities, a result that is consistent with previous studies (Dugan, 2006b; Kezar & Moriarty, 2000; Romano, 1996). These activities had varying effects on students' leadership development depending on gender. While positional leadership affected both men's and women's leadership development, the values such experiences promoted differs by gender. For women, positional leadership appears to have fostered collaborative and group facilitation skills, whereas in men it increased self-awareness. Volunteer experiences increased both women's and men's values of citizenship, but only women gained in the value of common purpose. These results suggest that the similar activities may lead to the development of different skills as determined by gender. As documented in prior studies, women tend to adopt democratic or participatory styles, whereas men seem to adopt leadership styles that are more autocratic or directive (Eagly & Johnson, 1990).” (p. 285)



influenced students' growth on SCM values with the effects varied by gender. The results of this study indicated a "male disadvantage" and suggest the need to develop a leadership program for male students.

**Limitations**

“First, the present study explored gender differences in college student leadership development, while treating gender as a demographic variable. Many previous studies, however, pointed out the substantial variability within a given demographic group and as such have raised concerns over using a demographic membership to represent gender differences (Kent & Moss, 1994; Kolb, 1999). The use of measures that assess individual perception of gender orientations was suggested to replace demographic membership...Second, the study addresses gender differences in college student leadership development but did not examine the effects of other demographic factors, such as race/ethnicity, sexual orientation, or socio-economic status...A third limitation lies in the measurement of the present study. All the measures used in this study were self-report measures.” (p. 277)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1041462&site=eds-live>

**Citation**

Song, W., Furco, A., Lopez, I., & Maruyama, G. (2017). Examining the relationship between service learning

**Conclusions**

“In the present study, we examined how course-based SL designed to integrate students into community as part of their coursework might affect campus engagement, with the goal of investigating the relationship between students’ participation in SL and educational success.” (p. 24)

participation and the educational success of underrepresented students. *Michigan Journal of Community Service Learning*, 24(1), 23–37.

### **Abstract**

Underrepresented students have been identified as being less likely to attain a college degree than their majority counterparts. Service learning (SL) offers students an opportunity to engage in community work and improve skills that might contribute to their educational success in college. The present study aimed to investigate the impact of SL courses on students' academic outcomes (fourth-year cumulative GPA) and persistence (fourth-year cumulative units earned, retention, and graduation) at a large Midwestern university, with a focus examining service learning's impact on underrepresented students. Results showed that SL participation was positively related to underrepresented students' cumulative GPA, retention, and graduation, but was not related to units earned. The relationship between SL and academic outcomes, however, were not consistent across the colleges included in the study. In some colleges, SL had negative relationships with underrepresented students' academic outcomes and persistence. The differential findings across the colleges suggest that university-wide studies of SL should take into account particular practices within SL courses that promote and limit underrepresented students' capacity to optimize educational outcomes.

### **Limitations**

“...the present research only examined the

“The results presented in the present study show promise for future research. We applied propensity score matching (PSM) methods—full matching—to create comparable groups, which minimized self-selection bias. Positive relationships were found at the institutional level between participation in SL courses during college years and students' educational outcomes. Our findings suggest that SL has great potential for enhancing underrepresented students' academic success, regardless of when the students enroll in the SL courses during four college years. Within individual colleges, SL participation seems to benefit non-underrepresented students more than underrepresented students with respect to the retention and four-year graduation rates. It would be beneficial to consider the particular needs of underrepresented students when SL courses are being designed and developed. Overall, by using propensity score matching to strengthen group equivalence between the treatment and comparison groups, our study offers empirical evidence regarding some of the potential impacts of SL on underrepresented students' educational success and persistence.” (p. 33)

relationship between students' SL participation and their fourth-year outcomes. This limited the analysis and understanding of the progression of student growth." (32) "Second, the present study relied on secondary data collected through the university's institutional research office...Third, the present study found that SL was less related to academic outcomes for underrepresented students compared to other students...A fourth limitation is that we had initially disaggregated the data to analyze the different variables pertaining to underrepresented status (e.g. ethnicity/ race, Pell, first generation)." (p. 33)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1167124&site=eds-live>

**Citation**

Sydnor, S., Shu-Mei Sass, M., Adeola, M., & Snuggs, T. (2014). Qualitative analysis of multidisciplinary college students in an international alternative break course. *Online Journal of Quality in Higher Education, 1*(1), 27-34.

**Abstract**

The purpose of this study is to evaluate the effectiveness of a multi-disciplinary international alternative break course involving service learning as part of the curriculum. Nursing, Consumer Science & Retailing, Hospitality and Tourism Management, and non HHS students integrated each discipline into a holistic service learning course, successfully

**Conclusions**

"This article supplements the developing research by sharing qualitative data on an international alternative break program with service learning created by three professors from three different disciplines...The course's main purpose was to educate students on marketing feasibility and the management of international nonprofit agencies through service learning. This allowed students to engage in new material, yet reach a higher understanding of their focused major with the coordinating professor...The "nucleus" of the course was an alternative break in Colombia where students immersed themselves in the local population through service learning activities." (p. 28)

"Three main themes emerged from the data and analysis. A brief description of the themes is described as (1) appreciation: This theme involves a newfound perception about being aware of one's surrounding and beginning to appreciate what he/she has; (2) | empathy: The theme identified students' higher level of empathy. Empathy is defined as "the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner relationships with their classmates, faculty, service recipients, and community" (Merriam-Webster, 2012); and (3) learning about self: This theme was based on students' comments that they were beginning to learn about more about their inner selves. The findings from this research support that service learning does affect personal development and

<p>meeting simultaneous learning objectives in the Colombia study abroad course. Participants in the course wrote pre and post reflections, completed weekly journals and a final reflective presentation and research paper. The initiative was deemed a success on the basis of post metrics / discussions with host recipients and student travelers. Three themes emerged from the qualitative data which included (1) appreciation, (2) empathy, and (3) learning about self.</p> <p><b>Limitations</b>  “...the qualitative nature does not allow the results to be generalized to other populations. The results could be different for an alternative break trip in North America or for participants that are not multi-disciplinary...Second, the amount of participants was small and their academic focus significantly varied...Lastly, the lack of a male’s viewpoint should be noted.” (p. 33)</p> <p><b>Link</b>  <a href="https://www.tojqih.net/journals/tojqih/volumes/tojqih-volume01-i01.pdf#page=33">https://www.tojqih.net/journals/tojqih/volumes/tojqih-volume01-i01.pdf#page=33</a></p>	<p>emotional maturity (Eyler, Giles, Stenson, Gray, &amp; At, 2001). Students were emotionally affected, appreciating their lives and resources lived (Markus, Howard, &amp; King, 1993).” (p. 31-32)</p> <p>“One student wrote “it had decreased a few hidden prejudices I had that I don’t think about everyday”, while another student mentioned that “I have learned very much about myself as an individual.”” (p. 32)</p> <p>“These findings suggest that service learning is a necessary element of an alternative break course, as it supports scholarly and personal progress. It also suggests that service learning enhances students’ level of appreciation and empathy not discoverable in a traditional classroom.” (p. 33)</p>
<p><b>Citation</b>  Twill, S. E., Bergdahl, J., &amp; Fensler, R. (2016). Partnering to build a pantry: A university campus responds to student food insecurity. <i>Journal of Poverty</i>, 20(3) 340-358.</p> <p><b>Abstract</b>  The current economic climate negatively affects college students’ ability to pay higher education costs. Rising costs, including tuition and living expenses,</p>	<p><b>Conclusions</b>  “This article is intended to serve as a roadmap for campuses examining the issue of college student food insecurity and suggests ways to respond to it. In this article, the authors detail the process of establishing the pantry, including the planning and resources needed to operate a campus pantry, a summary of service delivery during the first 25 months of operation, and lessons learned.” (p. 343)</p> <p>“Service learning students assisted in establishing the pantry. Students from two English 102 courses surveyed the campus about student food insecurity. The service learning students posted a question on a university webpage (typically accessed by students who sign into daily to access their e-mail and the university’s learning management system) asking about food insecurity. More than 3,700 students answered a question about their food insecurity; 49% of respondents indicated that they had experienced some degree of food insecurity while a student on campus. This data supported the</p>

coupled with the decreased buying power of federal aid, may create financial difficulty for students. One consequence may be food insecurity. This article details the cross-campus partnership efforts of one university to establish a campus food pantry to serve students. The process of establishing a pantry including assessing food insecurity on campus, fund-raising, creating pantry policies, and recruiting and training volunteers are discussed. Lessons learned about pantry usage, and ways to improve operations are also presented.

**Limitations**

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=114327286&site=eds-live>

original survey by SLASAC that found that food insecurity was a problem on our campus. As part of the persuasive writing assignments, the service learning students also organized fund-raisers and created posters to promote the pantry. Further, service learning students created a referral resource binder that included a summary of the local and campus services, and this is used by volunteers making referrals.” (p. 347)

“Since the pantry opening, the advisory board has explored other creative ways to help students experiencing food insecurity. For example, an English 101 course organized a fund-raiser and food drive to provide head-of-household students with a complete Thanksgiving meal. Additionally, a local community garden program supplies the food pantry with some fresh produce during the summer and fall seasons.” (p. 353)

“Establishing the food pantry involved a partnership of constituencies across campus. The Office of Service Learning, Student Activities, and First Year Experience units were instrumental in initial efforts. Faculty, staff, and students all answered the call for support. Service learning courses from English and social work assisted in research and fundraising. The President’s and Provost’s Offices provided financial support for the pantry. Units as varied as the Library, the Women’s Center, Communication and Marketing, and Dining Services all had a hand in helping students in need. Without the support of each of these units, the pantry may not have been realized.

The creation of the student food pantry not only addressed the needs of food insecure students, but also enhanced collaboration among campus units in the development and support of a sustainable program aimed at student retention. As economic conditions simultaneously make it harder to afford a college education and more necessary to obtain one, campuses may have to consider nontraditional ways to enhance student success. Working to eliminate student food insecurity may be one way to increase student retention and promote an environment of philanthropy and service across campus.” (p. 354)

**Citation**

VanSickle, J., & Schaumleffel, N. A. (2016). Developing recreation, leisure, and sport professional competencies through practitioner/academic service engagement partnerships. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 31(2), 37-55.  
<https://doi.org/10.18666/SCHOLE-2016-V31-I2-6867>

**Abstract**

The goal of many universities is to prepare students for professional careers, especially in the applied field of recreation,

**Conclusions**

“In this paper, the authors outline the professional competencies desired by recreation, park, and sport organizations, describe the framework on which the two service engagements projects were based, explain how the projects were designed, share the results of student learning outcomes, and identify the competencies gained in these experiences. This article is based upon six years of cooperation between SO and each university, the knowledge gained from these experiences, and results from student reflections and course surveys.” (p. 39)

“In both of the partnerships highlighted in this article, the positive impacts took on many forms. For example, the university benefited because the events brought a | large number of potential customers to the campus, experiencing what the university had to offer. Also, the events cultivated students’ awareness of the challenges and rewards of working with a population unlike their own, thus increasing the civic-mindedness and cultural competence of the students (Bringle & Steinberg, 2010; Diacin & VanSickle, 2014; Einfeld & Collins, 2008). The community partner received an event that was planned and managed every year by the universities’ students and a substantial growth in its

<p>leisure, and sport (Smith, O'Dell, &amp; Schaumleffel, 2002). While some universities continue to use traditional knowledge-transfer methods to accomplish this goal, others have developed service engagement projects that immerse students in hands-on learning experiences designed to develop the skills and competencies desired by employers (VanSickle &amp; Schaumleffel, 2015). In partnership with community organizations, these projects not only cultivate students' professional skills and knowledge, but they also deliver a product that provides a valuable service to the organization and valuable professional development experiences for the faculty members (Schaumleffel, Kruger, &amp; McElwain, 2014; Williams &amp; Lankford, 1999). This paper describes two such projects.</p> <p><b>Limitations</b></p> <p><b>Link</b>  <a href="https://www.tandfonline.com/toc/ujle20/31/2?nav=tocList">https://www.tandfonline.com/toc/ujle20/31/2?nav=tocList</a></p>	<p>pool of volunteers, which in turn leads to a larger prospect list for annual fundraising. The students got to see a project through, from start to finish. Seeing their projects come to fruition is one of the most satisfying elements for the student.” (p. 49-50)</p> <p>“By establishing a partnership with a park, recreation, leisure, or sport organization, faculty can successfully assist students in developing professional competencies for careers while delivering quality programs for the partnering organization and enhancing the educational institutions’ curriculum. The outcomes described in this paper suggest that university-community partnerships that use service engagement pedagogy designed within Shapiro and Levin’s (1999) learning community framework and integrate Backward Design, are capable of providing future sport and recreation professionals with the knowledge, skills, and attitudes to become qualified entry-level candidates for full-time employment in the field after graduation.” (p. 50)</p>
<p><b>Citation</b>  Warren, J. L. (2012). Does service-learning increase student learning?: A meta-analysis. <i>Michigan Journal of Community Service Learning, 18</i>(2), 56–61.</p> <p><b>Abstract</b>  Research studies reflect mixed results on whether or not service learning increases student learning outcomes. The current study seeks to reconcile these findings by extending a meta-analysis conducted by Novak, Markey, and Allen (2007) in which</p>	<p><b>Conclusions</b>  “... the current meta-analysis seeks to build on the Novak et al. (2007) meta-analysis so as to further clarify the relationship between service learning and student learning outcomes by considering unpublished literature and distinguishing between self-reported and concrete measures of learning such as exams and other assignment scores. Additionally, this meta-analysis only examines studies comparing service learning and non-service learning students’ learning outcomes.” (p. 57)</p> <p>“Consistent with Novak et al.'s (2007) meta-analysis, the results of the current study suggest that service learning has a positive effect on student learning outcomes. This is an encouraging result for educators and administrators considering implementing a service learning component into their courses or at their universities. Not only does service learning have positive benefits such as increased multicultural awareness and enhanced social responsibility, but it also increases student learning outcomes, the gold standard when measuring pedagogical practices. The current study sought to build on Novak et al.'s meta-analysis by including unpublished work and considering</p>

these authors examined service learning and student learning outcomes. In the current study, 11 research studies satisfying particular criteria were included. Results suggest that service-learning does in fact increase student learning ( $d = 0.332$ ). Results from moderator analyses suggest that service-learning has a positive influence on student learning outcomes irrespective of the way learning was measured.

**Limitations**

“The generalizability of these results is problematic. Although an attempt was made to include unpublished work in this meta-analysis, responses to email and listserv solicitation only resulted in two unpublished studies.... In addition, we were not able to gauge the quality of the service learning experience in each of the included studies; quality, of course, is an important factor in determining student learning outcomes...Finally, this meta-analysis only included 11 total studies.” (p. 59)

**Link**

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ988320>

potential differences between student self-reported learning measures and more concrete measures of learning such as exams and other student assignment scores. Although the results of the current study suggest that measures of student self-reported learning produce greater effects than concrete measures of learning, there were no statistically significant differences between the two measures. In essence, this may suggest that it does not matter how student learning is measured. Service learning likely has a positive effect on student learning regardless of the learning measure employed. This result also suggests that students have a fairly accurate perception of their own learning.” (p. 59)

“Continued research on service learning, especially on populations beyond college students as well as on theory development to explain why researchers and educators are seeing such promising effects, is still needed. But in the meantime, educators can rest easy knowing that service learning projects are likely to have positive and important learning benefits for their students.” (p. 60)

**Citation**

Webber, K. L., Krylow, R. B., & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. *Journal of College Student Development, 54*(6), 591–611.  
<https://doi.org/10.1353/csd.2013.0090>

**Abstract**

Theories of involvement and quality of effort posit that student engagement in

**Conclusions**

“The research questions we addressed are:

1. Does participation in academic activities contribute to student success?...
2. Does participation in cocurricular activities contribute to student success?...
3. Are there differences in student success by gender, race, on-campus living versus commuter status, and class level?...
4. Do students with a higher level of involvement (defined as a greater number of activities or spending more hours on one or more tasks) earn a higher cumulative GPA and/or perceive greater satisfaction with their overall educational experience?” (p. 595)

“We found that, in general, students who reported more frequent engagement in academic and social

academic activities is critical to success. College officials invest substantial resources in activities and facilities to encourage student involvement, yet some reports find that many students study few hours per week and commit little time to academic activities. A critical question we must ask is: Does involvement lead to authentic gains in student success? Results from the 2008 National Survey of Student Engagement at one research university found that higher levels of engagement in a variety of curricular and cocurricular activities significantly contribute to cumulative GPA and students' perception of the overall academic experience. Females and full-time students who spent more time preparing for class or otherwise engaging in academic tasks earned a higher GPA and reported higher satisfaction with their overall academic experience. Implications for program planning and resource allocation are discussed.

### Limitations

“Results reported herein reflect students at one research-intensive university, and thus caution is advised in generalizing to a wider sample...Similarly, we acknowledge that results may be biased by the sample of students who responded...We did not include a measure or indicator to determine if some students were more motivated to become involved in various academic activities.” (p. 606)

### Link

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1018076&site=eds-live>

activities earned higher grades and reported higher levels of satisfaction with their college experience. We explored the connection between frequency of involvement and quality of effort, and while our findings are somewhat modest, full-time students report spending more time on academic preparation and completing some academic tasks more frequently than part-time students (more so for seniors than first-year students).” (p. 604)

“Students who devoted more time to studying, engaged in interactions with faculty in and out of class, and participated in community service reported higher satisfaction with their overall educational experience than those who spent less time on study, engaged in fewer interactions with faculty out of class, and participated less in community service, respectively.” (p. 604)

“Our findings on the positive benefits from interactions with faculty and diverse peers, institutional emphasis on supportive interactions with faculty, staff, and students, and engagement in community service confirm previous findings by Handelsman et al. (2005), Pike, Kuh, and Massa-McKinley (2008), and Umbach and Wawrynski (2005).” (p. 604)

“In general, our results indicate that higher levels of engagement in numerous activities contribute not only to a higher cumulative GPA but also to perceived satisfaction with one’s entire academic experience. Course work that emphasized cognitive skills, interactions with faculty, time devoted to study, effort put toward academic work (such as writing papers), and high-quality relationships with faculty, staff, and students all contributed to higher satisfaction in the overall academic experience for both first-year and senior students. Results led us to affirm previous findings (Hu et al., 2009; Zhao & Kuh, 2004) that students in undergraduate research, learning communities, service learning, and other creative projects likely have deep and meaningful conversations with faculty and peers, learn to work well with others, and generally get more excited about their college activities. Combined, such activities are likely to have a cumulative effect that results in higher satisfaction with the overall undergraduate experience.” (p. 605)



**Citation**

Yeh, T. L. (2010). Service learning and persistence of low-income, first-generation college students: An exploratory study. *Michigan Journal of Community Service Learning, 16*(2), 50–65.

**Abstract**

Low-income students who are the first in their family to attend college continue to drop out at alarmingly high rates. Previous studies have shown that service learning can have a positive influence on student retention. However, little research exists to explore how low-income, first-generation (LIFG) college students experience service learning, and how it might impact their persistence in higher education. This article presents findings from a qualitative study of the service-learning experiences of six LIFG students, with the aim of generating an in-depth understanding of how these experiences may have contributed to the students' persistence in college. Implications for future research are discussed.

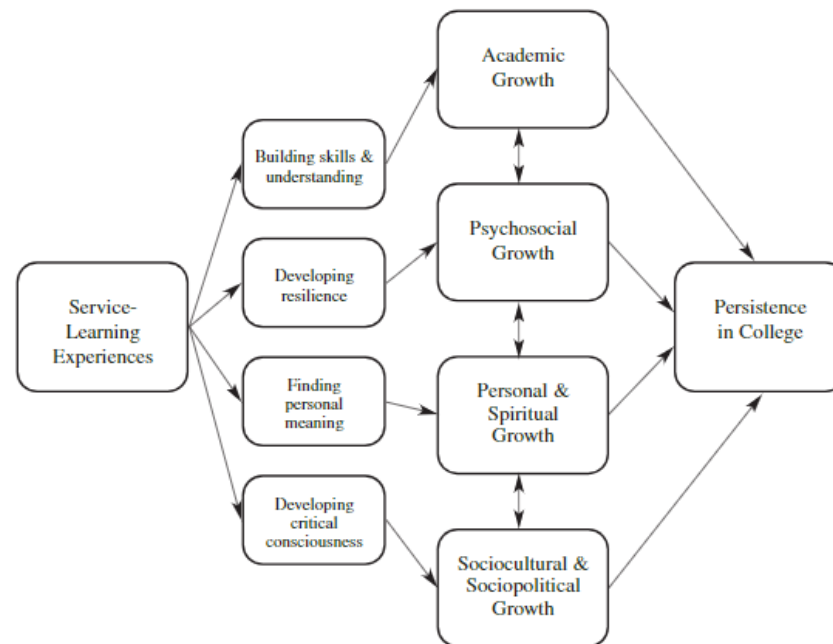
**Limitations**

“As noted earlier, the findings from this study are not generalizable to the larger LIFG population because they are based on a small number of (albeit information-rich) cases. In addition, there were several important issues that could not be addressed by the particular participant sample in this study...Secondly, sampling for positive service learning experiences intentionally focused on their possible contributions to college persistence, but did not allow for gathering data on students who may have had negative

**Conclusions**

“Tinto (2006) has recently advocated future research on the retention of low-income college students in particular, and the factors and strategies that enhance their education and graduation prospects. He also argues for more studies on the influence that innovative classroom practices, such as service learning, have on college retention. To that end, this research explored these areas by studying the service learning experiences of low-income, first-generation college students, and their relationship with the students' overall college experiences.” (p. 51)

Figure 1  
Conceptual Framework



“The four themes that emerged point to areas of growth or development for the students in the study, specifically around four dimensions, as depicted in Figure 1: 1) academic, 2) psychosocial, 3) personal and spiritual, and 4) sociocultural/sociopolitical. The framework implies that service learning participation can facilitate growth in each of the four areas shown, which are tied to broader theoretical concepts that interact with and influence each other, and can in turn positively impact the persistence of LIFG college students...

The academic growth described in Theme One, building skills and understanding, can be associated with Bourdieu’s (1986) forms of cultural and social capital. For example, the renewed and enhanced interest in academics, as well as the writing, analytical, and leadership skills that students acquired represent academic competencies necessary for success | in college. Additionally, the new educational opportunities that students discovered all resulted from the networks, or social capital, that they developed through their service learning involvement.” (p. 58-59)

<p>service learning experiences, or who did not graduate...Finally, this study focused primarily on the out-comes, rather than the process, of service learning.” (p. 61)</p> <p><b>Link</b>  <a href="https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ904634">https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ904634</a></p>	<p>“Theme Two, developing resilience, encompasses several forms of psychosocial growth that can be tied to theories of resilience as well as psychological approaches to retention. Findings from this study support research suggesting that service learning can promote resilience that leads to positive educational outcomes (Kraft &amp; Wheeler, 2003).” (p. 59)</p> <p>“The literature on meaning-making and spirituality illuminates some of the findings in Theme Three, finding personal meaning. As much of the research on service learning confirms, the students in this study reported that their experiences propelled them to examine their values and purpose in life.” (p. 59)</p> <p>“Because of its focus on action and reflection, service learning pedagogy often has been viewed as a mechanism for implementing a Freirean approach to education (Cooks, Scharrer, &amp; Paredes, 2004; Hayes &amp; Cuban, 1997; Rhoads, 1997; Rosenberger, 2000). Theme Four, developing critical consciousness, draws directly from Freire’s (1993) concept of conscientization. Critical consciousness is comprised of a two-part process described by Rosenberger (2000): (a) perceiving one’s place in reality, and (b) perceiving one’s capability as an agent of change. The two outcomes   that arose in Theme Four, which involve awareness and critique of societal inequities, correspond with this process. For example, the new experiences and awareness encountered through service learning led the majority of participants to a more critical understanding of societal issues, as well as their own place in that society.” (p. 59-60)</p> <p>“The central objective of this study was to develop a better understanding of the way LIFG students view their service learning experiences, and to exam-ine these experiences through the lens of college retention and persistence theory. The above themes point to several patterns regarding what some LIFG students take away from their service learning experiences, and present implications for research on LIFG populations, retention, and service learning.” (p. 60)</p>
<p><b>Citation</b>  Yob, I. M. (2014). Keeping students in by sending them out: Retention and service-learning. <i>Higher Learning Research Communications, 4</i>(2), 38–57.</p> <p><b>Abstract</b>  This review of recent literature examines the research on the impact of service-learning on student retention. The theoretical framework of the review draws on both Tinto's model of student attrition and Knowles's theory of adult learning, which together suggest that academic and</p>	<p><b>Conclusions</b>  “This review of the literature over the past decade explores the research findings on the connection between service learning and student retention, and what some of the practical implications around service learning might be that can bring about these effects.” (p. 39)</p> <p>“The research on service learning and student persistence over this period generally followed one of two lines of inquiry, with several studies incorporating both lines. One line looked at the features of service learning that seemed to encourage retention and the other looked at the impact of service-learning on the retention of students over time. The majority of studies followed the first line of inquiry and provided evidence of improved retention rates linked to the features identified by Tinto or adult learning theory. During this past decade, studies gave evidence that service learning provided opportunities for close association with faculty members especially on service trips and in the reflection exercises afterward, with peers, and the community, finding real-world applications from the subject-matter studied in class that gave meaning to the studies, hands-on practice of skills</p>

<p>social integration, active participation and engagement in learning, and application and relevancy of the subject-matter under study are key factors in student success. The role of these factors has been confirmed in a growing body of research around learning experiences in general and, as this review shows, particularly in service learning experiences. Suggestions are made for how future research might expand and critically deepen this evidence and offers some implications for service-learning as a means of improving student retention.</p> <p><b>Limitations</b></p> <p><b>Link</b>  <a href="https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1133259">https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1133259</a></p>	<p>needed to meet career goals, and active participation and engagement with the subject matter were key elements in making service learning a measurable force in building motivation and promoting persistence...</p> <p>The second line of inquiry looked at the impact of service learning, not so much in terms of what service learning could provide in the way of features deemed necessary for student success, but in terms of its impact over time on student persistence. The earliest step in this line of inquiry was to collect data on just one occasion in students' first year at college or university (e.g., Gallini &amp; Moely, 2003; McKay &amp; Estrella, 2008), but this was found to be an inadequate gauge of retention because it did not control for prior intentions and did not follow the impact on retention beyond the immediate experience of the course. The next round of studies took measures of students' commitments to return early in the first year and again at the end of the year to control for these confounding factors (e.g., Keup, 2005/06), but again these studies failed to go beyond what a student intended to do about re-enrollment in the following year. The next step in this sequence added data on the actual re-enrollment of students in the second year (Bringle, Hatcher &amp; Muthiah, 2010) and found that the relationship between taking a service learning course and retention was positive, even if weakly so. One study took an even longer view of the retention impact of service learning courses by reviewing data collected between 2003 and 2008 following an entering cohort of students through to their fourth or fifth year (Leimer, Yue, &amp; Rogulkin, 2009). The researchers in this study found strong evidence of a long-range impact on taking a service learning course early in the program and a measurable impact even when that course was taken in the senior year." (p. 50)</p>
<p><b>Citation</b>  Yook, E. (2018). Effects of service learning on concept learning about small group communication. <i>International Journal of Teaching and Learning in Higher Education</i>, 30(2), 361–369.</p> <p><b>Abstract</b>  Interest in service learning has increased in the past two decades, partly due to recent accumulation of knowledge about its beneficial outcomes to participants and society. This manuscript describes a small group basic communication course taught in a service learning format at a small liberal arts college. Qualitative comments as well as quantitative data from an anonymous survey (n = 112) indicate that the small group basic communication service learning course was beneficial to students in terms of aspects including</p>	<p><b>Conclusions</b>  "The purpose of this study is to describe a small group communication course taught in a service-learning format at a small liberal arts college. Students (n = 112) were surveyed regarding their service learning experiences and their impressions of the effects of service learning on various aspects of learning and self-awareness." (p. 361)</p> <p>"While teaching the course in a service learning format was one that has had positive effects on the students, preparing to convert it into a service learning course took much time and effort. Forms need to be created, and organizations with volunteer opportunities need to be identified. If an instructor interested in turning his/her course into a service learning course were to be fortunate enough to have a campus organization that can do much of the advance research for the volunteer projects, it would markedly reduce the preparation workload for the instructor. Teaching a course in a service learning format is not for everyone. Instructors who like to have control over the projects and their outcomes may have difficulty at first adjusting to the free-flowing and sometimes unpredictable nature of service learning...Additionally, students will have misunderstandings about meeting times and expectations. As always, students in small groups will have to negotiate through different levels of motivation and different proclivities and needs. However, stepping back and letting the students figure out the majority of the problems, with built-in mechanisms for checking on their progress (e.g., deadlines for submission of signed contracts, journals, progress reports), help to provide general guidelines within which students can navigate the progress of their projects themselves." (p. 366)</p>

<p>personal development, clarification of career goals, a sense of connectedness with the community, and a sense of fulfillment in assisting others.</p> <p><b>Limitations</b></p> <p><b>Link</b>  <a href="https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1185084">https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1185084</a></p>	<p>“Service learning can be a rewarding for students and faculty alike. Students can learn application of classroom concepts in real-life situations. Especially when teaching a course such as small group communication, application of the format of small groups in a volunteer service learning environment was a good match. Students reported many positive outcomes from taking the small group communication course as a service learning format. Best of all is the thought that students are finding meaning in their quest for education by seeing the connection with their present and future civic duties and community involvement. Service learning is a pedagogical approach that can help overcome one of the most cited criticisms of education since the era of Dewey: that there is a disconnect between the educational process and the community wherein it takes place. Service learning helps the students feel the sense of fulfillment from connecting with the community during the education process. One student captured this notion well when he said, “This was probably the best idea to do for a class ever. I honestly can say that this was my favorite class in all my 4 years here because of the service learning. I’m actually going back to the hope house to volunteer more.”” (p. 367)</p>
<p><b>Citation</b>          York, T. T. &amp; Fernandez, F. (2018). The positive effects of service learning on transfer students’ sense of belonging: A multi-institutional analysis. <i>Journal of College Student Development</i> 59(5), 579-597.  <a href="https://doi.org/10.1353/csd.2018.0054">https://doi.org/10.1353/csd.2018.0054</a></p> <p><b>Abstract</b>          More than 1 in 3 undergraduate students transfers from one college or university to another, but many do not go on to graduate. Literature suggests that service-learning pedagogy supports both social and academic integration; therefore, we examined whether transfer students’ participation in service learning courses is related to sense of belonging—an important predictor of graduation. We conducted ordinary least squares estimation with institution fixed effects and found that students who participated in service learning courses posttransfer had a higher sense of belonging. We also found that the relationship between</p>	<p><b>Conclusions</b>          “We address the question: Do college students who participate in service learning courses after transferring from one college to another tend to have an increased sense of belonging at their new institution?” (p. 579)</p> <p>“One major contribution of our study is that it is among the first to suggest that there may be a curvilinear relationship between service learning and student outcomes...Descriptive analyses demonstrated that sense of belonging was lower among students who took 2–4 service learning courses when compared to students who either took 1 or 5+ service learning courses...Robustness tests indicated the relationship between service learning and sense of belonging was still significant after controlling for student experiences with other course types.” (p. 593)</p> <p>“One possible explanation for our results is that as students participate in multiple service learning courses they may be faced with difficult systemic issues creating the opportunity for this shift in cognition. Similar to King and Baxter Magolda’s (2005) multidimensional model of intercultural maturity, this process is likely to be challenging to students, which may result in the temporary dip in students’ sense of belonging when they took 2–4 service learning courses. Increased exposure to service learning may ultimately give way to increased gains as students move through the dissonance into increased self-authorship and agency.” (p. 593)</p> <p>“Transfer students often experience transfer shock after leaving one college and enrolling at another (Kirk-Kuwaye &amp; Kirk-Kuwaye, 2007). This study indicates that transfer students who take service learning courses are more likely to develop greater sense of belonging at their new institutions. Moreover, service learning courses continued to have direct effects even after we controlled for other types of courses that have been shown to increase psychological well-being and intellectual engagement (e.g., Bowman, 2010, 2013). Our analysis also reveals that service learning courses may</p>

service learning and sense of belonging may be curvilinear.

**Limitations**

“Our secondary analyses used cross-sectional data, and thus we should not infer that service learning courses caused students to have increased sense of belonging...Another limitation of using secondary, self-reported student data is that we do not know much about the specific pedagogical practices used in the service learning courses...our results may not be generalizable to 2-year lateral transfer students. We were unable to merge DLE data with institution-level data from the IPEDS due to the removal of institutional identification by HERI, thus we could not directly test whether certain institutional characteristics were related to students’ sense of belonging...Finally, we did not have data to examine whether the relationship between service learning and sense of belonging may vary by academic major.” (p. 592)

**Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000444580700005&site=eds-live>

have a curvilinear relationship with college students’ affective outcomes.” (p. 593)

**Citation**

Yue, H., & Hart, S. M. (2017). Service-learning and graduation: Evidence from event history analysis. *Michigan Journal of Community Service Learning*, 23(2), 24–41.  
<http://dx.doi.org/10.3998/mjcsloa.3239521.0023.202>

**Abstract**

**Conclusions**

“This study applies Event History Analysis (EHA) on longitudinal data to understand service-learning’s long-term relationship with graduation.” (p. 24)

“The overall findings of this study provided evidence that participation in SL courses increased students’ likelihood of earning a baccalaureate degree. Moreover, participation in multiple SL courses was associated with an even higher likelihood of degree attainment. Similar to previous research, individual student characteristics, such as cumulative GPA and units earned, gender, and social-economic status, were factors associated with student graduation within six years (Astin & oseguera, 2005; Crisp & Nora, 2010; DeAngelo et al., 2011; Pike et al., 2014). However, similar to

This research employed Event History Analysis to understand how service-learning participation is related to students' graduation within six years. The longitudinal dataset includes 31,074 new undergraduate students who enrolled in a large western U.S. public university from Fall 2002 to Fall 2009. The study revealed that service learning participation had a significant positive relationship with graduation for both first-time freshmen and new undergraduate transfers. Furthermore, participation in upper division service learning courses had larger correlations with graduation than participating in lower division service-learning courses, and service learning participation had larger correlations with graduation for new undergraduate transfers than for first-time freshmen.

### **Limitations**

“This study was conducted at a large state university in the western U.S., in which the general characteristics and the specific SL program may be very different from other institutions...Though we tried to identify the time-varying relationship of SL participation with graduation, we were not able to determine a clear pattern... Thus, our analysis may suffer from self-selection bias and needs to be addressed in future research by accounting for students' reasons for course selection.” (p. 38)

### **Link**

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1150581&site=eds-live>

Lockeman and Pelco (2013), controlling for these factors found that SL participation had a significantly positive association with graduation within six years for first-time freshman. In addition, the current study found a significantly positive association with graduation for new transfer students. The present study also found some unique relationships between SL participation and student graduation. First, participation in multiple SL courses had a stronger association than participation in one SL course. Second, participation in UD SL courses had a significantly stronger association with graduation than participation in LD SL courses. Third, SL participation had a significantly stronger association with graduation for new transfer students than first-time freshman.” (p. 36)

## Trade Publications

### Citation

Straus, T. (2011). Creating engaged citizens. *Stanford Social Innovation Review*, 9(1).

### Abstract

The article focuses on the attribution to the Break Away organization for the success of the Alternative Breaks program at Florida International University which was started by Center for leadership and Service director Angel Garcia. It mentions that the Alternative Breaks program started due to the request for alternative spring breaks by students which was then focused on service learning trips. It states that the alternative spring break was successful due to the guidance given by Break Away, a nonprofit organization to assist campuses providing education, training, and an alcohol-and drug-free program. It says that the students have been more inclined with the entrepreneurial activity provided by the said program.

### Limitations

### Link

<http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=55818304&site=eds-live>

### Conclusions

““They come back heartbroken,” says Debbie Skaggs, director of volunteer services at Operation Breakthrough, a Kansas City, Mo., day care and preschool that serves more than 500 poor children and that hosts about 300 Break Away student volunteers from multiple colleges every March. “Some of our kids live in shelters, in cars, in houses without water or electricity. The students see that and it has a profound effect. They say, ‘How can we fix this?’” Operation Breakthrough has been hosting Break Away students for more than 13 years, says Skaggs, not just because the volunteers provide the children much-needed adult attention but also because she knows the experience “gives the students food for thought.” Indeed, Break Away’s mission is not so much to give college students a chance to give back as it is to learn about societal problems firsthand.” (p. 63)

“Break Away advises that students—not college staff—create their own alternative breaks. Students on alternative break executive boards designate their issue, be it prison reform or reforestation, and then go about contacting governmental and nonprofit agencies that can serve as host organizations. The executive board also decides which educational materials to read and what training participants need to be effective. The participants, 10 to a group led by two student leaders, must attend five pre-trip and two post-trip meetings. In essence, the student leaders of alternative break programs learn to run their own nonprofits. They do their own development, marketing, public relations, assessments, and fundraising to support the trips, which on average cost \$270 per person for domestic breaks and \$1,200 for international ones.

For some students, this level of civic and entrepreneurial activity is addictive. Although Break Away does not keep track of its alumni, there seem to be a large number of change makers in their ranks, especially among those who attained alternative break leadership positions.” (p. 64)