

Community Engaged Service-Learning:  
The Effect on University Students and Community Partners

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## **Abstract**

The notion that an ethic of service can be fostered through participation in an academic community engaged service-learning program was the underlying premise for this program evaluation study. The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold: To examine the effect of a community engaged service-learning program on both university student participants and community partner participants. Encompassing a global perspective, the design of the study incorporated both quantitative and qualitative research design elements. The quantitative findings were corroborated and more thickly described by the qualitative data. This study took place in a thoughtfully organized setting, at a mid-sized research university in the Pacific Northwest. Issues involved were values driven and community based, familiar to those who are involved in such a community service-learning experience. Based on the body of evidence presented as a result of this robust study and the collective positive results, i.e., instances of significant differences in means through a repeated measures ANOVA ( $p < .05$ ), findings indicated that female university students scored significantly higher than males pre- to post-test for moral orientation “ethic of care” and service-learning awareness/empathy ( $p < .05$ ). Furthermore, service-learning students as a group had statistically significant differences in means for seriousness/intention to serve as well as altruistic service attitude (empathy) ( $p < .05$ ). Adding a qualitative component, university students’ leadership identity development was also evaluated; underscoring the impact of such an experience. Analysis of the data strongly suggests that the global impact of the service-learning program was positive and effective in providing a solid community engaged educational experience for all concerned.

## Acknowledgments

A participant researcher and longtime volunteer myself; currently a service-learning (volunteer) coordinator at a local elementary school, I have worked alongside literally hundreds of university service-learning students, instructors, and community volunteers over the years. The teachers, staff, and administration have allowed me the latitude to introduce, actively participate in, and do research on our service-learning program. We have worked together to provide a rich and rewarding experience for all, even with its “roses and thorns.” The service-learning program at our elementary school is exemplary only because of your commitment to your students. I am forever in your debt; I love and respect you all.

To the university service-learning instructors and students, you know what I mean when I say, “Live your Dash”! A heartfelt “thank you” for your patience and constant support as I have “mucked around” (with apologies to Karen Guilfoyle) on this journey that has led me to this place of wonder and joy. To Dr. Stoll, my mentor, master teacher and friend, I wish you God’s continued blessings. You embody the essence of what it means to be a servant leader as you tirelessly work to instill a moral compass in all of your students. You have been my greatest fan and most vocal critic; thank you.

It was my passion for understanding the theory, pedagogy, and transformational nature of service-learning that I witnessed in so many students that drove me to study into this service-learning phenomenon. You know who you are, and what you mean to me. I am so grateful to have had the opportunity to have *lived* the very essence of what has been termed an “ethic of service,” as a result of our experiences together.

*We must remember that intelligence is not enough.*

*Intelligence plus character—that is the goal of true education.*

~Martin Luther King Jr., Speech at Morehouse College, (1948)

### **Dedication**

I owe an undying debt of gratitude to my husband and our two phenomenal children, who exemplify servant leadership in their daily lives. They have been my source of strength throughout this journey. I dedicate this study to them. It is in large part because of their encouragement, patience and love, that I was able to pursue this dream. Because we homeschooled our children with the philosophy of balancing “work, study, and service,” I witnessed our children blossom as they learned by doing, with a respectful curiosity of this world and beyond. Today, both accomplished in their own right, it has been their example of an unquenchable love of learning that has inspired me to continue and pursue my own dreams. As a result of this present study, I hope to share the essence of what an “ethic of service” is about.

One of my favorite words has become “*possibilities*”...they are endless!

## **Prologue: Circles within Circles**

*"We shall not cease from exploration and the end of our exploring will be to arrive where we started and know the place for the first time." --T.S. Eliot*

To know the place for the first time...Eliot's above statement is truly one that reflectively details what higher education has lost. This quote fits the reality that the very essence of the "thing" is to be thoughtfully contemplated as one develops an understanding not only of self, but "the other" as well. Margot Ely is an ethnographer and Professor of Education at New York University who partnered with several others of like mind to write an insightful and informative book for those interested in interpretive research, naturalistic inquiry, and qualitative research. It was here that the metaphor "Circles within Circles," was introduced. "Whatever our stages, however, it seems that all of us have chosen to share a way of research life—a way of *life*—that sweeps us along in continuous circles within circles of action, reflection, feeling and meaning making" (p. 7). In *Circles*, the reader feels swept along as a part of the narrative journey. The idea of a narrative journey of a learning community or a learning organization, working towards a common learning goal, such as lifelong learning and service, is the very essence of what a community engaged service-learning experience entails.

Service-learning, based on experiential learning models of Dewey (1916; 1938) and Kolb (1984) has become an educational pedagogy that is rich and fulfilling and has become an educational cornerstone of many institutions of higher education. Important to the process, reflexive and reflective writing is instrumental to academic growth of the students. One may picture this reflexive writing as the ever-popular toy, the "Slinky" that curves around and around itself, never really beginning and never really ending. As Eliot said, we

come back to the place we began. Service-learning students should critically examine and write about their experiences before, during and after they occur. Stories or narratives may be read as part of the course of study, to further enrich the experience. Together, the components of a service-learning experience, in combination with academic learning and reflection, actually brings the curriculum being studied to life (Ash & Clayton, 2009; Ash, Clayton, & Moses, 2009; Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler, 2002; Hatcher & Bringle, 1997). Transformational in nature, service-learning is as close to a complete learning experience as one could hope to encounter (Clayton & Ash, 2004; Jacoby & Mutascio, 2010; Kolb, 1984).

Underlying the pedagogy of service-learning is most assuredly the opportunity to enforce the reading-writing connection (Astin, Astin, & Lindholm, 2011; Jacoby & Mutascio, 2010). At any educational level, incorporating service and learning with reading and writing, the value education for students and community partner stakeholders becomes “real” through the written word and experiencing the many joys of working amongst a great community (Ash, Clayton, & Moses, 2009; Astin, Vogelgesang, Ikeda, & Yee, 2000; Hatcher & Bringle, 1997). Within the learning community reported in this present study, administrators, teachers, and university service-learning students worked together to incorporate direct service at the elementary school.

Of particular interest is the position of the volunteer coordinator who has also been the researcher of the programming and outreach for the study, hereafter referred to in the first-person, as “I.” I am reminded of the children’s story *The Velveteen Rabbit* where the little boy learns that for an experience to be “real” it must be felt with the heart. The little boy rubbed and rubbed the stuffed bunny, as he loved it dearly, until finally one day it

became “real”. Such a narrative reminds us that good things take time to develop, as any service-learning program takes time to develop. To nurture an “ethic of service” takes time, as well.

In the classroom, writing is an excellent mechanism for critical self-reflection, self-expression and communication; reflecting on one’s experience and sharing dialog with a caring instructor can be an excellent mechanism of developing ethical young adults. Ultimately, computer screens and worksheets do not allow for adequate personal interaction; in education, experience and the human touch are essential (Ash & Clayton, 2009; Astin, Astin, & Lindholm, 2011; Clayton & Ash, 2004; Cronin, 1998; Gill, 2000; Hauerwaus, 1981; Hoffman, 1987; Lickona, 1992).

Elaborating on what Dewey began, Kolb (1984) said, “...through experiential learning theory a holistic integrative perspective on learning that combines experience, perception, cognition, and behavior occurs” (p. 21). It is, after all, a change in behavior that we are working towards. We know that such reflective learning goes beyond the mere experience. Combining service with learning is paramount to fulfilling an agenda that incorporates the best of both worlds. We share some of the thoughts and input from various community partner participants who overwhelmingly support the ideals that a community engaged academic service-learning experience embraces. That is why a thoughtful service-learning experience involving university students and community working together is so meaningful and intuitively so very good for all concerned...it is about the “connections” that are forged (Astin & Sax, 1998; Astin, Astin, & Lindholm, 2011).

The ideal of “connections” is further encouraged by Cronin (1998), as he reminds us that there is solace and affirmation of such lofty educational ideals, and being an educated



person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Cronin spoke of a liberal education and the measure of our educational system from elementary through university as being a means to encourage our children and young adults towards aspiring to ten distinctly individual qualities. He emphasized that listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, and working in a community ...finally freely connecting with the world . Cronin went on to emphasize, from E.M. Forster's "*Only connect*" that a liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect. He believed that our education would never be complete, that education is a lifelong endeavor. Indeed, one never should think they have arrived; we are all learning and maturing on a daily basis throughout our lifespan.

To that end, and in an effort to examine the impact of a service-learning program from a global perspective, I searched for an instrument that would capture the purposes of this project, but could not find one, so the survey instrument presented here is a combination of the best I could find...adapted for the present study. Moral orientation (ethic of service vs. ethic of justice), altruistic service attitude and leadership identity development of university students and student-athletes will be examined as well as artifacts from service-learning participant partners. Ultimately, we know that education can make the difference. Indeed, Cronin (1998) emphasized that education exists for human freedom as well as for human community, specifying that the two cannot exist without each other. Service-learning experiences only serve to strengthen the toolboxes of our students.

Perhaps a measure of how we are all progressing on the path to maturity and wisdom should be how we have developed Cronin's (1998) ten desirable personal qualities in our

own individual selves. His ten qualities include traits or skills which enable individuals to be free to act with knowledge or power. “Each of these qualities also makes us ever more aware of the connections we have with other people and the rest of creation, and so they remind us of the obligations we have to use our knowledge and power responsibly” (Cronin, 1998, p. 4). At the same time, he concluded:

Liberal education nurtures human freedom in the service of human community, which is to say that in the end it celebrates love. Whether we speak of our schools or our universities or ourselves, I hope we will hold fast to this as our constant practice, in the full depth and richness of its many meanings: *Only connect*. (Cronin, p. 6)

### **Towards Valuing Experiential Education—A Personal Reflection**

It is important to note that over the course of the summer of 2010, our son became interested in my research pursuits and even broadened the scope of my research with his own Honor’s Thesis, a part of his graduation requirements from the Honor’s College at his university. The title of his thesis was: The Relationship of Moral Orientation and Community Service Attitudes in First-Year College Athletes and Non-Athletes. Beyond the coursework and struggling together, we embarked on a grand journey...our experience in research together.

Fortunately, I was able to include him on the IRB for my research study and he was my research assistant. What an incredible experience. He was invaluable to me, and I included parts of his research study and built upon his findings in my own research quest. I was able to work alongside him as he developed his descriptive study, and together we have uncovered some statistical parameters that I believe may be one day incorporated into athletic programs, education curriculum, and potentially will be generalizable to other

universities. He studied gender and athletic/non-athletic issues (see in part his conclusion, below). Because status as an athlete or non-athlete was not by itself a significant factor in freshman students' altruistic attitudes or moral voice, he suggested there is a need for increased focus on moral and civic education with all freshman students during the first year of college (Steele, 2011). I built my study on the same population, as I studied the effect of a service-learning experience on the students and their community partner.

In part because of the implications from his study, in part because it exemplifies what service-learning and community engagement should be about, and in part because his work with me really challenged the both of us to take our research questions to the next level, we offer the following implications from his Honor's Thesis (2011).

Though limited in generalizability, the results of this study allow for several recommendations. The lack of knowledge about community responsibility in all college freshmen is something that can easily be corrected if universities make a commitment to facilitate opportunity. Marks and Jones (2004) note the necessity for civic engagement and feeling of belonging in the college community as a freshman leads to cognitive and scholastic benefits beyond character benefits. Additionally, athletic departments should take an active role in making sure their student athletes participate in activities that raise moral awareness. McHugo (2005) cites several studies that show even if forced to participate in service activities, participants will see some gains in character development.

### **Trust in Your Existence: Thrive**

As students go away to college or university, they are undoubtedly faced with new and different environmental influences. A connection to the surrounding community could

go a long way towards retention at the institution. A service-learning instructor who told the story of one of her students who had planned on going home for Thanksgiving break with the idea of not returning to school. However, as the student pondered the situation, he realized that he could not leave in the middle of the year because he might disappoint the little boy he had befriended during his service-learning experience. One never knows how this experience may impact our students. His final critical reflection, in part, reminds us of the power of a community service-learning experience:

I had thought about what effects I would like to have on the kids, but not what effects this service-learning experience would have on me. Being able to step back and take a look at what has been gained by your experiences is a perspective not often examined by the mentor. By engaging with a different age group, it gives you a larger view of the community you live in, which enhances your civic learning. The patience and perseverance it takes to deal with kids that age is beneficial to one's academic learning. Reflecting on this situation I can see that working with the kids has improved my patience; the next step is to be able to relate these skills when interacting with my peers and teachers. (Personal communication, student essay, December, 2011)

The divided world that these students encounter is readily apparent on college campuses where individuals from worlds apart come together in the common quest of knowledge and find that they are in fact a community of individuals by virtue of proximity and common goals (Astin, Astin, & Lindholm, 2011). It is a unique atmosphere where both head and heart learning can and do take place side by side. Moral development takes constant nurturing (Stoll & Beller, 1998); why not use this time towards to develop character?

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## Chapter I: Introduction

*“Now, as never before, community colleges and all of higher education must prepare our students for lives of engaged citizenship. The engaged campus is essential for the health of our democracy...”* (Padron, 2008)

In 1979, social psychologist Urie Bronfenbrenner lamented, "No society can long sustain itself unless its members have learned the sensitivities, motivations and skills involved in assisting and caring for other human beings" (1979, p. 53). Given the problematic context the 'knowledge society' presents us with, questions of how we interpret and transform subject matter knowledge should be at the heart of our current dialogue. This is particularly salient when 'subject matter knowledge' has become problematic, epistemologically and ontologically diverse, and often comprised of a collection of multiple contending disciplinary voices (O'Brien, 2002). While qualitative studies have been mixed in results, “Two decades, two reviews, yet the conclusions remain the same. While the evidence in the last decade builds a stronger and more focused argument for service-learning, the need, the will, and the political and educational drive remain uncertain” (Shumer, 2005, p. 51)

I believe that the “dash” between service and learning represents the essence of the transformational experience through intentional critical reflection, where the *service* meets the *learning*. In fact, I emphasized this from my very first meeting together with the service-learning classes, metaphorically speaking. I show a DVD called “The Dash” which is based on an earlier poem with the same title (Ellis, 1996; Ellis & Anderson, 2005) and refer to it throughout our time together. Service-learning is most powerful when the curriculum has a direct application to the service experience; reciprocally, the service experience adds

experiential enrichment to the course material (Ash & Clayton, 2009; Astin, Vogelgesang, Ikeda, & Yee, 2000; Clayton & Ash, 2004; Eyler & Giles, 1999; Furco, 1996). It is then a “win-win” situation as the community partners’ needs are being fulfilled as a result of the service that service-learning pedagogy comes full circle. The term academic community engaged service-learning is used to emphasize the importance of the academy and the applied learning that occurs as relationships are built with community partner participants. As an illustration of the passion and ethic of service that we (my co-instructor and myself) tried to emulate, reflected as passion for their sport, one of the student’s journal entries follows:

I will always remember the passion that [the instructors] had for helping teach each and every one of us about character and how to live each day with no regret and how to be passionate about our sport but, not only that, but to live our “Dash” to the very fullest. (Personal communication, student journal entry fall 2011)

Authentic service-learning is indeed a recursive process, really with no beginning and no ending; it is how we live our lives. This reciprocity is integral to an authentic transformational service-learning experience. I believe the term academic community engaged service-learning also captures the essence of an authentic transformational learning experience; however, in the present study I will most often use the term community service-learning or simply service-learning, as it commonly accepted in the literature. Therefore, the ideals of service-learning have been and will continue to be the focus of my journey, and deference is given to the true pioneers in the field to define it:

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience

as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. (Eyler & Giles, 1999)

In an attempt to lend support and validation to character education programming, of which service-learning is a pedagogically sound option, President Clinton attempted to foster a moral and civic-minded youth with *The Higher Education Act*. This act was created to...“support and encourage character building initiatives in schools across America and urge colleges and universities to affirm the development of character as one of the primary goals of higher education” (United States Department of Education, 1998). Unfortunately, lacking the ability to promise large budgetary returns or easily display results to policymakers, a true moral education for students often remains an afterthought and never came to fruition (Upcraft & Schuh, 1996).

There is a growing expectation on campuses and in communities, that higher education will not only sharpen its focus on student learning and development, but also expand its commitment to resolve social problems and address human needs. Increasingly, colleges and universities are meeting this challenge by developing service-learning programs. This intentional linking of community service with specific learning and development outcomes is valuable to students, colleges, universities and communities (Jacoby & Associates, 1996, front flap).

In an effort to understand how university students develop along moral dimensions, I propose that community engaged service-learning experience, which emphasizes critical thinking and critical reflection exercises, may create opportunities for this moral development to occur. A relationship between a service-learning experience and moral reasoning orientation could have important implications as we study collegiate student

character development, leadership identity, and altruistic service attitude. In the context of this study, I examined moral development, specifically the student's moral orientation, defined as the relationship between an ethic of care and an ethic of justice. "Moral orientation refers to the use of a person's moral voice, specifically, an ethic of care or an ethic of justice, or both" (Liddell & Davis, 1996, p. 485). The issues involved are values driven and community engaged; familiar to those who are involved in such an academic service-learning experience. There is an ethic of service that informs service-learning pedagogy today, with the emphasis on community based engagement (Todd, 2010). This ethic of service is fostered through thoughtfully designed community service-learning experiences. As a result, the reciprocal nature of community engagement is engendered, specifically through application of intentional service-learning pedagogy.

### **Statement of the Problem**

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold. First, to examine the effect of a community engaged service-learning program on: **A. University Student Participants'** 1) moral orientation, 2) altruistic service attitude, and 3) leadership identity and character development and "ethic of service". Second, to examine the effect on: **B. Community Partner Participants'** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### **A. University Student Participants' Objectives**

**Objective 1 Ethic of Care:** To determine the extent to which a service-learning experience effects university students' moral reasoning orientation: Ethic of Care Scale Scores.

- a. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care, pre- to post-test, in select classes of traditional-aged university students?

H<sub>0</sub>1: No difference exists in MMO-2 Care pre- to post-test scores in select classes of traditional-aged university students.

- b. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care, pre- to post-test by Gender, in select classes of traditional-aged university students?

H<sub>0</sub>2: No difference exists in MMO-2 Care pre- to post-test scores by Gender in select classes of traditional-aged university students.

- c. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care, pre- to post-test by Group, in select classes of traditional-aged university students?

H<sub>0</sub>3: No difference exists in MMO-2 Care pre- to post-test scores by Group in select classes of traditional-aged university students.

**Objective 1 Ethic of Justice:** To determine the extent to which a service-learning experience effects university students' moral reasoning orientation: Ethic of Justice Scale Scores.

- d. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of

Moral Orientation (MMO-2) Justice, pre- to post-test, in select classes of traditional-aged university students?

H<sub>0</sub>4: No difference exists in MMO-2 Justice, pre-to post-test, in select classes of traditional-aged university students.

- e. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Justice, pre- to post-test by Gender, in select classes of traditional-aged university students?

H<sub>0</sub>5: No difference exists in MMO-2 Justice, pre- to post-test scores by Gender, in select classes of traditional-aged university students.

- f. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Justice, pre- to post-test by Group, in select classes of traditional-aged university students?

H<sub>0</sub>6: No difference exists in MMO-2 Justice, pre- to post-test by Group, in select classes of traditional-aged university students.

**Objective 2:** To determine the extent to which a service-learning experience effects university students' Community Service Attitude Scores: Normative Helping Attitude/Connectedness, Cost, Benefit, Seriousness & Intention, and Service-Learning/Empathy.

- a. To what extent does an academic community engaged service-learning experience impact altruistic service attitude scores as assessed by CSAS scale scores pre- to post-test in select classes of traditional-aged university students?



H<sub>0</sub>7: No difference exists in service attitude as assessed by CSAS scale scores pre- to post-test in select classes of traditional- aged university students.

- b. To what extent does an academic community engaged service-learning experience impact CSAS scores in pre- to post-test by Gender in select classes of traditional-aged university students?

H<sub>0</sub>8: No difference exists in service attitude as assessed by CSAS scores pre- to post-test scores by Gender in select classes of traditional-aged university students.

- c. To what extent does an academic community engaged service-learning course impact altruistic service attitude as assessed by CSAS scores pre- to post-test by Group in select classes of traditional-aged university students?

H<sub>0</sub>9: No difference exists in service attitude as assessed by CSAS scores pre- to post-test scores by Group in select classes of traditional aged university students.

**Objective 3:** To examine how a service-learning experience impacts university student's character and leadership identity development awareness as well as their voices about the ethic of service.

- How does a transformational service-learning experience impact university students' character and leadership identity, based on responses to the LID Questionnaire and thematic analysis of student written narratives?

## **B. Community Partner Participants' Objectives**

**Objective 4:** To examine the impact of service-learning students' involvement on elementary students' academic achievement, specifically their reading scores.

- To what extent does service-learning intervention impact elementary students' reading scores?

**Objective 5:** To examine the impact of service-learning student's involvement on classroom management and student achievement as assessed through survey of elementary supporting staff and teachers' perceptions.

- To what extent does a service-learning intervention program impact elementary supporting staff and teachers' assessment of classroom management and elementary student achievement?

**Objective 6:** To examine the impact of service-learning programming on overall university and school climate and culture as assessed through university media communications and personnel and elementary school principal and district administrator's evaluation.

- To what extent does a volunteer/service-learning intervention program impact overall school climate and culture?

### **Research Design**

Shumer (2005) claimed that service-learning and evaluation were inseparable processes. Therefore, the present study addressed any methodological limitations by evaluating an academic service-learning model on educational, personal, and relational outcomes using a program evaluation applied research methods design. True to applied research, by design, the researcher ("I") was a participant researcher, embedded in the

process which incorporated a global methodological approach. Below is a rubric that explains how the individual pieces of this program evaluation research study will all fit together as a whole (see Table 1, below).

**Table 1. Program Evaluation Rubric**

<b>Research Evaluation Method</b>	<b>Measure</b>	<b>Participants</b>
Scientific/Quasi-Experimental	MMO-2 CSAS	University Students
Qualitative/Iterative Hermeneutic	LID-Q Student written narrative assignments and discussions	University Students & Instructor, Reflection Leader
Participant-oriented Research	Teacher/Staff Survey Instrument, Participant Surveys, Personal Interviews	Elementary School Teachers & Staff, Elementary School Principal, University Students And Instructors. Participant researcher

### **Quasi-Experimental Independent Variables**

The independent variables are Course and Gender of students who participated in a community engaged academic service-learning program.

### **Quasi-Experimental Dependent Variables**

The dependent variable is change in moral orientation score, as assessed by the Measure of Moral Orientation-2 (MMO-2) or the change in service attitude, as assessed by the Community Service Attitude Survey (CSAS).

### **Quasi-experimental Constant Variable**

Students from both courses, experimental and control, have a similar history of a strong competitive athletic experience.

### **Program Assumptions**

1. It was assumed that the sample of university students reflected the social and economic demographics of students at other universities in the Pacific Northwest.

2. It was assumed that the research participants fully understood the directions as they were intended.
3. It was assumed that each student will participate at the community partner participant site in an academic service-learning experience for a minimum of 8 hours.
4. It was assumed that by entering into service, these university students would gain an appreciation for moral attributes (moral sensitivity, moral judgment, moral motivation and moral character).
5. It was assumed the instrument used (MMO-2) was reliable and valid. The CSAS version that we used here was an adaptation of the original that the researcher developed for this study, and has not been validated.

### **Program Delimitations**

1. The research was delimited to students and at a Pacific Northwest university.
2. This study examined both the ethic of justice and the ethic of care as related attributes of moral reasoning orientation and moral voice, informed by an ethic of service.
3. This was the first time the MMO-2 has been used as a pre-intervention-post-test instrument.
4. The CSAS that was utilized here was adapted for purposes of this study.
5. The researcher was also involved as a classroom assistant instructor and volunteer coordinator at the service-site.
6. Random assignment of the treatment group could not be achieved, due to students being registered in service-learning (or non-service-learning) courses that fit into their individual class schedules.
7. All service-learning participants had a thorough orientation at the elementary school

before service-learning began, increasing the potential for a successful service experience.

8. Naturalistic program evaluation research design enabled the researcher to establish credibility and trustworthiness as a participant in the study.

### **Program Limitations**

1. Though the participants in the intervention (experimental) group are Division I student-athletes, for purposes of this study, I will typically refer to them as students (or sometimes student-athletes) because first and foremost, they are university students. They were not introduced at the service-site as athletes; the service-learning experience was purposefully set outside of their competitive schedules and routines.
2. The service-site where the service-learning experiences were completed had a schedule that was different than the university schedule, at times imposing scheduling issues for both the community partner participants and the university students.
3. The pre- and post-testing was done voluntarily online, outside of class time, at the student's discretion.
4. Service-learning courses were only one semester in length.

### **Significance of the Study**

Ernest Boyer's vision for the new American college is to connect its rich resources "to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, to our cities" (1996, pp. 19-20). American institutions of higher education are increasingly aware of the important role they play in the moral and civic development of the population they serve (Mayhew, Seifert, & Pascarella, 2010). Connections across the campus and within communities could aptly be forged through engaged scholarship and

character education; I offer that service-learning can perhaps be a solution, as campuses progress towards new models of scholarship. The present study will help us understand the global experience of service-learning. As a program evaluation study, the gleaned and analyzed results should give us a clear picture of what and how service-learning can and does affect the total university and connected community.

Service-learning is a special form of experiential learning. “Learning from experience is done primarily through a series of actions and reflections on those actions...Always asking what needs to be done, what can be done, what is being done, and what is being learned from being done, in a simple way, frames the essence of the service learning process” (Furco, 1996, p. 196). By examining how an academic community engaged service-learning experience may impact university students’ moral voice, service attitude and leadership identity, we hope to better understand the ramifications of what has been called an ethic of service. How this program impacts a surrounding learning organization and community was examined. Ultimately, this research may assist university administrators, faculty, and instructors in creating and sustaining meaningful service-learning experiences for the university student, the community partner participants, and the surrounding community.

As long as there have been campuses located in communities, there has been attention to the impact each has on the other – for good and for bad, constructive and destructive, accidental and intentional, real and imagined. Fortunately, the last decade has opened an era of new, more purposeful efforts to create constructive, mutually-beneficial and enduring interactions through formal partnerships between communities and their academic residents (Holland, 2005).

Stoecker & Tryton (2009) reported that while there may be “...communication, cultural, and power issues in service-learning relationships...we know little about how service-learning affects communities. We especially don’t know how service-learning affects communities from the perspective of those who live and work there” (p. 7). In an effort to bridge this gap, in a thoughtfully organized setting for this present study, an attempt was made by all involved to quantify and qualify the relational nature of an academic university-community engaged service-learning experience through empirical quantitative and qualitative methods. Quantitative design incorporated moral, psychological and philosophical assessments of university students to inform us as we study the impact of a service-learning experience on the students involved. To enrich these findings, thematic analysis of rich and thick narratives from university students & their instructor, elementary teachers and administrators, and community partner participants were analyzed and included in this study (see Appendices T, U, V, W, X, Y, Z, AA, BB, CC and DD).

In full disclosure, and in order to add internal validity and trustworthiness to the study, the participant-researcher (“T”) worked at the elementary school, which is the service-site and focus of this research study as well as Reflection Leader for the experimental course. Through the years, literally hundreds of university students have participated in our service-learning program and completed their service-experience at this site. Each semester the principal and staff of this elementary school, as part of our community outreach, actively encourage and warmly welcome between 100-150 university service-learning students and community volunteers to their campus.

In summary, the present research study addressed whether university students participating in a service-learning program with a community engaged partnership improve

attributes of moral development; specifically moral reasoning orientation, altruistic service behavior, and leadership identity. The secondary purpose was to examine the programmatic effect on the community partner participants, with a global approach. This research also focused on the experiences of university students and their interactions with the surrounding community. This evaluation research study is believed to be the first of its kind. Information was gleaned about the global effort, including the perceptions of the university students & their instructor, the community partner participants (elementary teachers, staff, and administration), as well as community volunteers and the university. Implied in the ethic of service, both moral and social values are intimately involved and values are reinforced through service-learning pedagogy. The impact of an academic community engaged service-learning program on the university service-learning students as well as their community partner participants was explored.



## Chapter II: Review of Literature

*“At its core, service-learning can be summed up in a few well-chosen words, ‘...service, combined with learning, adds value to each and transforms both.’”*

~ (Honnet & Poulsen, 1989, p. 1)

### Statement of the Problem

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold.

First, to examine the effect of a community engaged service-learning program on: **A.**

**University Student Participants’** 1) moral orientation, 2) altruistic service attitude, and 3) leadership identity and character development and “ethic of service”. Second, to examine the effect on: **B. Community Partner Participants’** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### The Research Agenda

Though it seems a long time ago, as I pondered how to frame my research agenda, I had a wonderful and deep conversation with my husband. Who else has been there through all of my “mucking around” and truly knows me? To the point, I asked him the following question, “As you have listened to me over the years, what is the moral characteristic that you have heard that would quantify the growth in our service-learning students, if you had to single out one characteristic?” He pondered this thoughtfully, and then responded, “empathy.” It was so wonderful for me to have his confirmation, because it affirmed my own thoughts. So I set out to find an instrument that I could measure empathy within in a collegiate population. This proved to be difficult, and as a student who studies moral reasoning and character development, I opted for an instrument that was designed to measure

moral reasoning orientation, or “moral voice”. I was intrigued by the MMO-2, an instrument that measures the moral attributes of moral voice, the ethic of care or the ethic of justice, and was written for the university population. I communicated with the author of the instrument and received permission to use the MMO-2 for this present study.

It is from the theoretical framework of cognitive-developmental psychologist Lawrence Kohlberg (1969, 1971, 1976, 1981) that the meaning of the word “moral” gained acceptance, on which the study is built. His work set the stage for future researchers to study moral reasoning (Lamb, 1991; McNeel, 1994; Pizarro, 2000; Rest, 1986; Rest, Narvaez, Bebeau, & Thoma, 1999; Thoma, 2000; Walker, 1982). The Four Component Model (FCM) of Morality more aptly provides a comprehensive theoretical framework for understanding the motivations and effects for studying service-learning as a moral enterprise (Lies, 2007). Rest and colleagues at the University of Minnesota (Rest, Narvaez, Bebeau, & Thoma, 1999; Rest, 1994) developed the FCM as an instrument to further explain moral development as a process. As a guide, the FCM was used to focus the direction of the present study. To further a broad acceptance that embraces the value and practice of service-learning at the college or university level, quantitative data is still a must. Most often utilized to study moral reasoning are the DIT and DIT-2, but these instruments did not fit the parameters set for this study’s research questions; the MMO-2 was a better fit.

Studying moral reasoning and individual development, Kohlberg (1969; 1971; 1981; Kohlberg, Levine, & Hwer, 1983) and Hoffman (2000) in particular conclude that moral development is a lifelong process. The moral brain and moral reasoning ability develop over one’s lifetime, and prime opportunities affect change as one grows and matures. One of these key time periods is between the ages roughly eighteen to twenty-two (Gazzaniga,

2005). This is the general age group of a collegiate or university setting. Generally, people rise to the level of expectation. If we expect students to behave as adults, we must treat them as adults. What an opportunity to affect change in the next generation of citizenry; after all, college students are our next generation of citizens and parents. Therefore, a college or university campus is the perfect field to affect our theoretical framework of moral orientation and character development training.

During a discussion which hinged around the question, “Is a freshman college student an adult?” a professor’s response was, “It depends upon their experiences” (Personal communication, summer, 2010). Another professor was asked the same question, and after some thoughtful contemplation, she replied, “They are emerging adults” (Personal communication, summer, 2010). The key to adulthood may be developing empathy; more specifically the “ethic of care,” which develops through a community engaged academic service-learning experience. Central to care theory is the idea that caring-about must be seen as instrumental in establishing the conditions under which caring-for can flourish. Although the preferred form of caring is cared-for, caring-about can help in establishing, maintaining, and enhancing it. Those who care about others in the justice sense must keep in mind that the objective is to ensure that caring actually occurs. “Caring-about is empty if it does not culminate in caring relations” (Noddings, 2002, pp. 23-24). Hoffman (2000) stated, “Empathy activates moral principles and, either directly or through these principles, influences moral judgment and reasoning” (p. 247).

Howe (1998) elaborates on the college experience as being transformative in-and-of itself. Course-based service learning may be the method by which we bridge the gap, and meet the students where they are. As we educate the whole person, it is incumbent upon

empathetic educators to do the very best by every student. Academic, course-based service-learning, according to Astin, Astin & Lindholm (2011) has a spiritual component, which underlies the essence of this present research agenda:

Over the past decade, the inclusion of service learning opportunities within traditional undergraduate curricula has gained in popularity. So-called service learning is a form of holistic, experiential education in which students actively address human and community needs while also engaging in purposefully designed activities that facilitate student learning and development. (p. 40)

Understanding how all this applies to the present study and the impact of service-learning programming, I am a participant researcher. To that end, Tobin (1992), referred to the researcher as “learner” rather than “truth seeker” in the qualitative framework. As I embrace the idea of being a “learner” and participant researcher, I welcome the idea of both quantitative and qualitative design as integral components of an applied program evaluation research methodology:

The role of the researcher is to make personal sense of experience and in a socially mediated way, to build knowledge in a given field. To undertake research in a given area, then, becomes a process of personal learning, ensuring that knowledge is tested for viability in the personal and social settings in which it is to be used...Data are constructed from experience using personal theoretical frameworks that have greatest salience to the goals of conducting research and recorded as relevant to the conform to the researchers’ personal theories of what is relevant in a particular context. (p. 6)

Similar to service-learning pedagogy and practice, enmeshed in experiential education and valuing an ethic of service, there is a comfort for participant researchers such

as myself. Ely, (1991) encourage researchers toward understanding the interplay between affect and cognition—how people feel and what they learn. “We believe that qualitative study is forged in the transaction among what is done and learned and felt by the researcher. It is an intensely recursive, personal process” (p. 1). Further, that “research life is a way of life that sweeps us along in continuous circles within circles of action, reflection, feeling and meaning making” (p. 7). Ely encourages us to trust the process, reminding us that the research question will evolve as focus is redefined based on what we observe and hear.

### **Higher Education, Engaged Scholarship and Ethic of Service**

For most of the last 30 years, public policy in the United States has portrayed higher education largely as a source of innovation and as individual opportunity through the conferral of degrees and credentials...

By the 1990s, universities were constrained by a monolithic and narrow image of academic quality, a decline in the diversity of institutional missions, stiff competition for full-paying students, and a great diminishment of public belief in the idea of higher education as a force for ‘public good’. The idea that higher education has a responsibility through the deployment of its research and teaching capacity to contribute to the quality of community life, democratic capacity, and connecting knowledge to public needs and opportunities was largely lost (Holland, 2005, p. 1).

Discovery represents new knowledge, such as a new gene or a new treatment, while integration embodies the new outcomes created by the synthesis of existing disciplines, professions, and theories. Boyer (1996) had a four-part definition of scholarship including: discovery, integration, teaching, and application. The scholarship of teaching encourages documentation among educators and the creation of teaching portfolios, while scholarship of

application completes the educational cycle through the application of new knowledge within practice-based settings. In concert with service-learning pedagogy, Boyer (1996) had also included engagement as a fifth element of scholarship. Engagement examines the new outcomes created when the first four types of scholarship are removed from controlled environments and placed in an engaged, community environments. It is within all five of these realms that the practice of service-learning finds its home and it is the effort to effectively translate the knowledge gained from “engaged scholarship” into traditional forms such as standardized principles, processes, and publications that the service-learning world now grapples.

Boyer (1987) reminds us that the undergraduate college in America has a unique mission, which is to enrich and transform students. He encourages us that herein is hope, that “It [the institution] is one of the most enlightened visions any society has ever collectively endorsed” (p. 1). Today, professors, instructors, universities and students are all being held to a higher standard, especially with the price of education seemingly never ceasing to increase. Scholarship and engagement have been bedrocks in our higher education system for many years, though application and assessment are implemented differently across the country. For tenured professors traditionally tied to scholarly processes and outcomes, are the standards for evaluation and rewards such as promotion, tenure, merit commendations, or funding. In an attempt to further validate service-learning as a teaching pedagogy as well as a serious scholarly undertaking, service-learning practitioners are challenged to consider the projects they develop against the widely-accepted frameworks of Boyer’s multi-part definition of scholarship and Glassick’s six standards of assessment.

In 1994, Boyer had asked the question, “How can American higher education

successfully contribute to national renewal?” Since that time, academic service-learning has established a stronghold as one venue for such promise. The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is a research consortium that holds annual meetings where service-learning scholars come together on an international scale to further the pedagogy. As a result, researchers, students and practitioners committed to advancing research on service-learning and community engagement come together to share their passion. I am a member and Editorial Fellow, I appreciate that their program emphasis is closely aligned with what Glassick & Huber (1997) proposed as six standards for assessing scholarly endeavors: 1) clear goals, 2) adequate preparation, 3) appropriate methods, 4) significant results, 5) effective presentation, and 6) reflective technique. The bar has been raised in regards to the output of service-learning initiatives. Seifer & Connors (2007) argue that there is increasing pressure to move beyond anecdotal process articles and experiential assessments, to produce solid outcomes supplemented by quantitative data.

Towards implementing the concept of engaged scholarship, as an outgrowth of experiential education, service learning is a pedagogical tool that uses community or public service to enhance the meaning of traditional course content. Its connection with specific courses is what distinguishes academic service-learning from other forms of volunteer work. Service-learning pedagogy is uniquely situated to assist in promoting an ethic of service, rooted in values that may be shared across cultural, religious, and political boundaries. “By linking community service with academic coursework, service-learning offers students an opportunity to test otherwise abstract theory in the ‘real world’ and provides community service with an intellectual underpinning” (Astin, Astin, & Lindholm, 2011, p. 146).

Especially in the global economy of today, students need to be equipped for living, beyond the academy, in a world where moral decisions, in all their contingency and uncertainty, must be made. Fong (2002) stated, “In living, and in choosing, character counts” (p. 8).

### **Focus on Service-Learning Intervention Programs**

As an educational intervention, service learning has become a potentially powerful tool to foster rich relationships that depends on community participation and partnership. At the very core of service-learning are robust notions of youth, teacher, and community collaboration. Quality service-learning therefore asks people to redefine and strengthen a series of relationships at the center of education: student to student, teacher to teacher, student to teacher, student to their own learning, and school to community. (Toole, 2001)

The potential impact of a service-learning intervention program involving collegiate students, specifically student-athletes, as well as the community partner participants is intriguing, to say the least. In the present study, freshman and transfer student-athletes are enrolled in a mandatory Life Skills course which has a service-learning component. Freshman Life Skills courses are a prime venue to integrate new students to the university and into the community. Indeed, many opportunities exist for all students to ask for and receive guidance on any university campus. However, retention of students is hard work. Universities must meet the students where they are, not where we perceive them to be. Communication here is the key, and instructors, professors and university staff should all be adequately trained in how to reach the new students. Specifically, training about the warning signs of a disengaged student, which may lead to academic failure, is imperative. By not following through and not concentrating on retentive measures, we would be failing our students.



Perhaps it is the idea of transformative education that has spurred many towards realizing the potential of higher education and the potential power for our collective future, to be sure. A YouTube clip called “A Vision of Students Today” reminds us that we need to be aware and vigilant as we look to the future of education. According to Wesch (2007) “It is a short video summarizing some of the most important characteristics of students today - how they learn, what they need to learn, their goals, hopes, dreams, what their lives was like, and what kinds of changes they will experience in their lifetime.” It is the ethic of service that will continue to strengthen the community and the university alike.

To this end, interest lies not only with getting the university students out into the surrounding community, but in how we might effectively bridge the gap for our young nontraditional student-athletes, as well. As we delve into the realm of moral development and moral reasoning orientation and discover the impact that collegiate life has on our young “emerging” adults, it becomes imperative that we make the most of the short time that they are available to us at the university. Once they arrive on campus, they are all students first, traditional or non-traditional, and then whatever affiliation they choose to attach themselves is secondary after that. Traditional freshman students often enroll in semester or year-long introductory courses designed to orient and familiarize new students to the campus and the community. This is precisely where a service-learning course can pay dividends for society, for the university, and for the individual students. The transformational, reflective nature of service-learning programming at this juncture can be influential.

Dr. Felice Leonardo Buscaglia (2011) said, “Too often we under-estimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.” In the present study, university

students and student-athletes, as part of their service-learning experience, are placed in an environment where they feel welcomed and safe, though for most it is a step outside of their comfort zone because they are being asked to leave campus and serve in the surrounding community. This juncture is the potential for individual transformation, as a great deal of interpersonal and intrapersonal growth occurs. The term “emerging adult” is one that is appropriate for our university students. If we are to determine when one reaches adulthood by one’s experiences, we have just determined that these students are uniquely advantaged by virtue of their service-learning experiences to qualify as emerging adults.

### **Service-learning historical landscape**

Historically, service-oriented instructional programs have had difficulty maintaining institutional support (Eyler & Giles, 1999). However, to encourage civility and civic responsibility, young people must become involved in taking actions that make a difference to others. Rather than be passive observers, they need to be active participants in the process. It is ultimately through thoughtful reflective discourse that they are able to undergo a transformation through action involving service opportunities.

Though first suggested over a century ago, the incorporation of service-learning into the curriculum did not begin in earnest until the early 1970s, and it has only been in the last decade that extensive reform efforts have emerged. Interest in “service-learning” is on the rise these days. Kendall (1988) reminds us that the so-called apathy of the 1970’s and 1980’s has given way to a “renewed upsurge in student activism and public and community service” (p. i). Further, in an effort to focus on incorporating service and learning together into university courses, the concept and practice of helping students learn through service experiences and linking that learning to the academic curriculum has returned to center stage.

Legislative reform over the past 20 years has set in motion a growing national emphasis on increasing students' involvement with their local communities and linking this service to academic study through service-learning.

An outcome of the Serve America program was the National and Community Service Act of 1990, and later the Learn and Serve America program authorized the National and Community Service Trust Act of 1993. Both Acts have provided support for service-learning pedagogy and activities in elementary and secondary schools (Corporation for National Service, 1999). On April 21, 2009, President Barack Obama signed the Edward M. Kennedy Serve America Act at an elementary school in Washington DC. The Serve America Act is the most sweeping expansion of national service in a generation. The Act expands opportunities for Americans of all ages to serve (Corporation for National and Community Service, 2009).

According to Seifer & Connors, "The bar has been raised in regards to the output of service-learning initiatives. There is increasing pressure to move beyond anecdotal process articles and experiential assessments, to produce solid outcomes supplemented by quantitative data" (2007, p. 164).

### **Service-learning pedagogy**

While coordinator of service-learning at Raritan Valley Community College in New Jersey, Brock Haussamen described service learning as "...a relatively new branch of experiential education that done properly combines traditional classroom learning with voluntary community service. In a cycle of experience and reflection, students apply their skills and knowledge to help people, and in the classroom, they reflect on the people, social agencies, and communities they have encountered and on the nature of service" (1997, p.

192). Service learning pedagogy, then, addresses not only the issue of how best to learn but also the question of the best purposes of learning.

“Service-learning is traditionally viewed as a particular form of experiential education, one that emphasizes for students the accomplishment of tasks which meet human needs in combination with conscious educational growth” (Kendall, 1988, p. i). Given the problematic context of globalization and the 'knowledge society' that we are faced with today, questions of how we interpret and transform subject matter knowledge should be at the heart of our current dialogue. This is particularly salient when 'subject matter knowledge' has become problematic, epistemologically and ontologically diverse, and when subject matter is comprised of a collection of multiple contending disciplinary voices (O'Brien, 2002).

Hatcher & Bringle (1997) believe that effective reflection activities (a) link experience to learning objectives, (b) are guided, (c) occur regularly, (d) allow feedback and assessment, and (e) include the clarification of values. They posit that when reflection activities with those qualities are integrated into service-learning courses, students was better able to connect the service to coursework, and their learning was enriched. Furthermore, because students who do this type of reflection will find their experiences more rewarding, they was more likely to enroll in other service-learning classes and become involved in additional voluntary service activities that can lead to lifelong civic engagement. McCarthy (1996) recommends that “...reflection should occur before, during, and after the service experience” (p. 120).

Traditionally, service-learning pedagogy has leaned heavily on the work of John Dewey (Dewey, 1916; 1933; 1938) and David Kolb (Kolb, 1984; 1985). Dewey, an

advocate of service-learning, believed that students would learn more effectively and become better citizens if they engaged in service to the community and had this service incorporated into their academic curriculum (Dewey, 1916). He was convinced that learning is a wholehearted affair, linking emotions and intellect; an educative experience is one that fosters student development by capturing student interest—indeed their passion—because it is intrinsically worthwhile and deals with problems that awaken student curiosity and a need to know that extends over a considerable period of time (Giles & Eyler, 1994). John Dewey (1933) defined reflective thinking as:

...active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends [that] includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality. (p. 118)

Eyler and Giles (1999) examined the factors that provide optimal service-learning experiences. They found that three factors were particularly important for an optimal experience: duration (longer experiences showed more positive results); reflection (an intentional practice involving journaling, presentations, informal discussions and weekly discussions); and site and task selection (placement should be in a site where a tangible difference can be made and where feedback is offered). This experiential learning has deep roots in service-learning, as well.

David Kolb's four-stage model of experiential learning is a fundamental presentation of the approach, and provides a conceptual model for service-learning educators. In his work *Experiential Learning*, Kolb states that John Dewey, Kurt Lewin, and Jean Piaget are the founders of the approach. There are four aspects of Kolb's experiential learning cycle: (a)

concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation. The learning can begin at any point on the cycle, and the preferred point of entry is an indication of their learning style preference (Kolb, 1981). Kolb thought reflection was essential to this learning process because it could link the concrete to the abstract. In other words, learning occurs in cycle in which students engage in and then observe and reflect on their experiences, assimilate their reflections into a theory, and then infer implications for future action from their theory (Kolb, 1984).

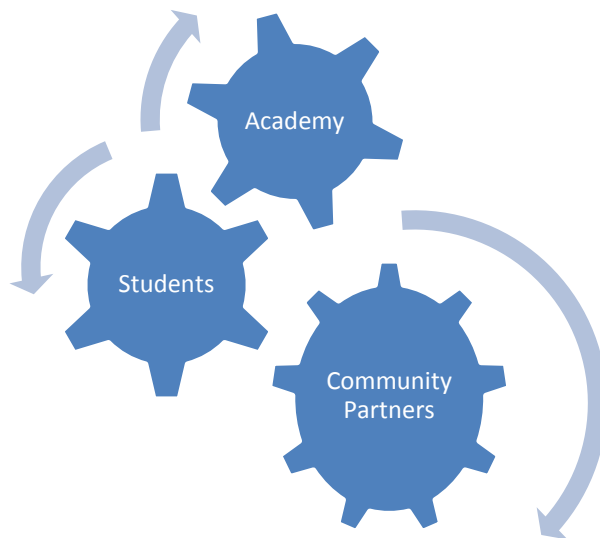
Dewey had focused on the inherent worth of experience and his theoretical background provides the basis and background strength to service-learning pedagogy. The qualitative data that was presented in the results and discussion sections of this study exemplify the value of experience and subsequent critical reflection of participants, along with critical dialog with both instructors and class, as the transformational power of a service-learning experience unfolds and personal growth occurs. “Experiential learning rests on a cyclic process of action and reflection on that action. Understanding is continuously modified with more experience, information, and thought” (Eyler, 2002, p. 526). Schon (1983) suggests that students learn skills by practicing them. He underscores the importance of the coaching process for learning the artistry of practice and describes a “coach” as one who gives instructions, criticizes students’ products, suggests future actions and helps establish priorities and asks question to direct students’ attention to issues they may not have considered previously. One might refer to this coach as a “reflection leader.” Perhaps through a service-learning department, reflection leaders could be assigned to assist instructors with implementing service-learning pedagogy, to enhance the service-learning experience.

Critical reflection, applicable academic material, and relevant service experiences are all integral parts of sustainable service-learning pedagogy. It has been said that service-learning projects help to develop critical thinking skills and foster civic skill building. Important for service-learning practitioners to keep in mind is that these emerging adults all develop at their own rate. Based on the time commitments of life experiences, inter and extracurricular activities, and rigor of academic schedule, students will be impacted differently as a result of hands-on time spent at their service-site. Furthermore, "...reflection does not generate the timely changes in perspective and practice that we hope for; the time invested in such reflection, however, may yet produce long-term, albeit delayed, results" (Ash & Clayton, 2009, p. 67). While we may not witness drastic changes at the time of service-experiences, the long term effects have borne out successful results. We know, based on neurological research (Tancredi, 2005) that at this critical time of these college students' lives moral development is occurring, and that applied learning takes time. It is especially gratifying when past service-learning students either send a note, call, or return to the school to say "thank-you."

Hatcher & Bringle (1997) concluded that faculty would also benefit from effective reflection activities that are integrated into their service-learning courses. As student learning is enhanced, faculty becomes less resistant to teaching service-learning courses. Hatcher & Bringle also encourage faculty to understand the potential for their teaching to become more dynamic and interactive. Ultimately, when faculty thoughtfully ponder on their teaching methodology, they become what Schon (1983) termed "reflective practitioners". They could then teach their discipline and effectively address the needs of society by sharing their expertise, which Boyer (1994) judiciously pointed out, in doing so,

instructors become models for other faculty on how reflective practice can improve learning, foster instructional change, and enhance professional development (Brookfield, 1995).

A fitting metaphor, service-learning pedagogy rests on a stool of three legs: service, learning, and reflection (Jacoby & Associates, 1996). True to service-learning pedagogy, where practical application meets theory, it does not happen only in the classroom. It is the lived experiences and the intentional critical reflection that is perhaps more prevalent and meaningful when students are applying what they have learned through their lived experiences. In this regard, certain pervasive themes seemed to be regularly mentioned or discussed in the literature as well as within community partner and service-learning participants. I assert (see Figure 1) that service-learning is a reciprocal relationship that is analogous to a well-oiled gear assembly, comprehensive and inter-connected:



**Figure 1. Comprehensive Service-Learning Programming Model**

### **Service-learning in higher education landscape**

Academic service-learning occurs in the classroom, as part of curricular design, and that learning translates through application to the experiential field, fostering a



transformational experience for the participants. As a result of course materials presented in service-learning classes through intentional readings, discussion and intentional critical reflection exercises, participants will encounter additional disorienting dilemmas. Because we all behave in such a way as to confirm what we believe about ourselves, it is possible that assessing altruistic service attitudes is a good measure for character development. If given the opportunity to experience an academic service-learning experience as studied here, we hope to quantify that there can be a change in not only attitude, but the change in behavior.

Because of its power to help students learn academic course material in greater depth and develop other life skills essential to their effective functioning as productive citizens in their chosen communities after college, service-learning has been applied to a variety of courses and adopted as a pedagogical tool by many institutions over the past decade and a half (Astin, Astin, & Lindholm, 2011). Service-learning combines service objectives with learning objectives in hopes that the activity will change both the recipient and the provider of the service. To that end, “Service-learning has now become an institutionalized practice in higher education” (Stoecker & Tryon, 2009, p. 1). Volunteer coordinators, service-learning practitioners and community partners can readily relate to the following statement: “Finding the right fit between student, agency, and institution is like a huge 3-D jigsaw puzzle. When it works, luck is as important as planning...” (Stoecker & Tryon, 2009, p. 2). There may also be important cultural differences between the community and the academy (p. 7). Enos and Morton (2003) suggest a continuum of “self-to-shared-interest,” where partnerships function first as a “transactional” partnership with distinct self-interested objectives and then move toward developing shared goals to a “transformational” relationship based on a sense of a shared, common good.

Capitalizing on applied learning of the transformational nature of service-learning, particularly at the university level, where students truly are “emerging adults,” we find a master educator who cultivated a nurturing teaching strategy. Jerry Gill (2000) shared the following classroom approach, “The first aim in my own classroom practice is to treat students as adults, as colleagues in our common educational experience” (p. 147). It is all about mutual respect. ...However, I am convinced that it is only through relating to them as adults that they become adults” (p. 148). These emerging adults are on the threshold between childhood and adulthood, and it is incumbent upon educators to assist them across this great divide as if they have arrived. Gill places a high value on discussion, including both listening and talking, and writing of all sorts. Obviously, this means that the teacher must talk less and the students must talk more (Gill, 2000, p. 147). “The wait” is so important in a classroom setting, to allow critical cognitive discord to occur amongst the students as they ponder the topic at hand. The idea that education should be relational in scope, allowing for cognitive activity and critical analysis will inevitably allow for flow, as applied knowledge and experience serve the needs of the community. As we might study a beautifully woven quilt, so is a classroom of inquiry: exquisitely colorful and intricately interwoven with love and genuine care. The object of knowing is the knower’s partner in the dance of knowledge (Gill, 2000, p. 158). In essence, knowledge acquisition, learning, and experience combine into a transformational experience for the knower through an active relationship with the knowing and the known.

### **Service-Learning as being Counter-normative**

As a community partner and longtime community volunteer, understanding the implications of serving and giving of one’s time, talent and treasure for a greater purpose

than self is a critical component to sustaining successful partnering and service-learning programming. The principal of the elementary school impacted by this study has a passion for volunteerism; he truly has a servant heart. I have been able to build upon programming at the school as I created new programs with my own vision, working in collaboration with teachers and staff. They are willing to work together; it is a uniquely wonderful reciprocal and supportive relationship. They have all been supremely patient with me and supportive of my vision, which fits well with the mission of the school. The elementary school has welcomed students from a variety of colleges over the years: Communications, Honors, English, and Education, to name a few. We are also closely aligned partners with the Department of Athletics.

Part of fully understanding the scope of the service-learning pedagogy stems from personal experience. When I began this current journey, I was a community volunteer at the elementary school for the Reading Buddies program while working on my master's degree. I found the volunteer service as a Reading Buddy to be an hour of peace in my otherwise crazy schedule. This service-learning pedagogy is a combination of experiential education, academics, and the notion of community service coming together. Ideally, this happens in a mutually beneficial and cooperative effort to meet a community need while fulfilling academic goals of individual courses. Somewhere on the continuum between pure civic service and pure academe, it is the quest for knowledge through experience and application that service-learning lies. Implemented carefully, the student is able to apply course material in such a manner that the community partner is enriched and reciprocally the student is edified, as knowledge is applied and shared.

Service learning is a pedagogical tool that uses community or public service to

enhance the meaning of traditional course content. Its connection with specific courses is what distinguishes academic service learning from other forms of volunteer work. Research has in fact documented that, at least among university students, course-based service has a stronger effect on promoting students' sense of civic responsibility than does service conducted independently or through the co-curriculum, outside of curricular requirements (Astin & Sax, 1998; Vogelgesang & Astin, 2000). Furthermore, placement quality has a positive impact on student personal and interpersonal outcomes (Eyler & Giles, 1999; 2002).

Clayton & Ash (2004) reflect on the differences between service-learning and more traditional pedagogies, as "shifts in perspective and practice." Collectively, they have been working on approaches that may help students and faculty alike to engage more successfully with the service-learning process. Indeed, they point out, "...doing so allows us to more fully tap the transformative power of the pedagogy: helping us all to see teaching and learning and serving as processes that we can grow to understand, assume responsibility for, and trust" (p. 69).

"Academic service-learning offers one avenue for rethinking and imagining the whats, whys, and for whoms of higher education in the context of contemporary criticisms" (Weigert, 1998, p. 9). In the process, students link personal and social development with academic and cognitive development. In the service-learning model, "Experience enhances understanding; understanding leads to more effective action. Both learning and service gain value and are transformed when combined in the specific types of activities we call service-learning" (Eyler & Giles, 1999, p. 8).

### **Service-learning and community impact**

Service-learning also builds a sense of community between university students and

instructors, the students and their community partners, as well as camaraderie between the community partner participants and the university. This sense of connectedness is readily apparent on a college campus where individuals from worlds apart come together in the common quest of knowledge and find that they are in fact a community of individuals by virtue of proximity and common goals. Institutions have seen the power of service-learning and other forms of civic engagement in helping students to appreciate the value of multiple perspectives as they confront complex social, economic, and political problems (Astin, Astin, & Lindholm, 2011). It is a unique atmosphere where both head and heart learning can and do take place side by side. Higher education institutions provide a prime training ground; since moral development is a lifelong process that takes constant nurturing, why not use this time to the end of developing character? Here, the idea of a narrative is natural as these students eagerly and willingly come to learn and apply themselves. It does not matter if in the classroom, on the athletic field, in the music building or through other artistic endeavors, they are here to learn and to grow towards being competent individuals ready to go out into society and contribute in their own unique way. According to Hauerwas (1981), learning to trust in our existence as a gift, and whether we like it or not, we are all part of the narrative of the community in which we have chosen to be.

### **Focus on Community Service-Learning Program Outcomes**

While it is true that most outcomes associated with college are confounded by other variables (for example, the type of institution attended, students' gender, where they live, their out-of-class experiences, their relationships with faculty), it is widely believed that college participation does lead to many personal changes in the students who attend (Liddell & Davis, 1996). A recent report by the Association of American Colleges and Universities

states that one of the outcomes of college should be learners who are responsible for themselves and others (AACU, 2004). Among the many documented changes typically attributed to college participation are those outcomes around the issue of character: an increase in moral reasoning, increase in altruism and humanitarianism, and an appreciation of others.

In fact, many educators and scholars have argued that American higher education has a clearly defined role in developing individuals who can both think and act morally (Pascarella, 1997). In his book *College: The Undergraduate Experience in America*, Boyer (1987) called upon institutions of higher education to clarify the moral and civic purposes that must ground our work. Responses to this mandate have resulted in curricular reforms, national conferences, increased opportunities for service-learning, a resurgence of honor code traditions, and a proliferation of “living-learning” residential models designed to create community across student values (Colby, Ehrlich, Beaumont, & Stephens, 2003).

According to Pritchard (2001) the case for community service-learning could be strengthened by research data demonstrating the effectiveness of community service-learning in achieving specific outcomes. There is a need for further research into the impact of an academic community engaged service-learning experience on traditional aged students at the university level. Past studies of moral orientation attributes have been somewhat inconclusive; therefore, through thoughtful design, questioning and learning activities that drive service-learning pedagogy, we can impact student’s moral development. Especially in a school setting, just as the student (the cared-for) draws on the strength from the teacher, so the teacher draws on the strength of the student. As Berman (1998, p. 31) has said, “...if we are truly concerned with helping young people become good individuals and citizens, we

must focus on empathy, ethics and service to provide students with the skills and experiences that give meaning to the concept of civility.”

### **Focus on Moral Development**

There is a “need to evaluate service-learning programs and assess their impact compels researchers to consider a theoretical context in which to examine service-learning as a moral enterprise,” (Lies, 2007, p. 3). While there are a number of investigations of the potential effects of service-learning among university students (Astin, Vogelgesang, Ikeda, & Yee, 2000; Lies, 2005; McNeel, 1994) there are no previous studies effecting the academic community engaged service-learning experience as an intervention program on moral orientation, or on self-reported leadership and altruistic identity as moral motivators, within the broader context of Rest’s Four Component Model (FCM) of moral behavior. The theoretical underpinnings of the present study lie in the Four Component Model of Maturity, a process theory of moral behavior developed by James Rest (1994) and his colleagues at the University of Minnesota (see Rest, below). According to Lies (2007), by entering into a service-learning experience, the university students reveal an appreciation for the moral realm (i.e., sensitivity).

Hauerwas (1981) reminds us that, “moral growth involves a constant conversation between our stories that allows us to live appropriate to the character of our existence” (p. 133). Indeed, the stories of the university student-athletes who participated in this study could be woven into a conversation of such intricacy that a multitude of ideals exist as to the character of their existence. A key component of service-learning is the reflection that helps students’ articulate connections between their service activities and their learning. The reflective dialog, between student and instructor, is most valuable to attain critical reflection.

With careful teacher guidance, reflection becomes a practical approach to the development of complex, integrated thinking, problem solving, and deeper understanding of “I and thou”. As Buber (1957) describes it, this would entail placing oneself completely into a relationship to get past the surface relationship; “knowing” and truly being there for the other is what is important. For Buber, an I-Thou moment really cannot be described; it just “is”. In other words, for real dialog to occur it just happens and cannot be contrived, it is all encompassing. Therefore, it is through critical reflection exercises and thoughtful dialog and transformative service-learning experiences that students mature and grow, and the powerful influence of an ethical educator will serve to facilitate this growth.

As a learning tool towards enhancing character education within a service-learning experience, the opportunity to cause cognitive discord and discourse is implicit. Especially in a university service-learning course, an ideal transformational learning atmosphere has been referred to as a “dance” where the knower, the knowing, and the known come together (Gill, 2000). Jerry Gill, a model university teacher, relates to the students in his classroom as if they were adults. This is not to say that they are yet adults, but that they should be treated as such. Again, the term “emerging adults” is used to convey the essence of maturity level of the university students we are studying. According to Lumpkin, Stoll & Beller (2012) [I]t should be stated that intercollegiate athletes, who are adults, are ultimately responsible for their decisions, including how much they emphasize earning a college degree. The college years comprise a transitional time between adolescence and adulthood for athletes and non-athletes, all of whom are expected to assume responsibility for their choices and actions.” (p. 209)

Moral reasoning development of university students and student-athletes, which



comprises one's character and how best to address the development of that character, has been regularly called into question and has been reported in the literature (Bredemeier & Shields, 1986; Rudd & Stoll, 2004; Ryan, 2005; Stoll & Beller, 1998). Institutions should provide a wide variety of experiences to students, particularly those that engage students in civic engagement. The comprehensive service-learning program at a local elementary school was evaluated with a research design that included both quantitative and qualitative data, to determine the effect of such an experience on university students' and student-athletes' who are enrolled in courses utilizing service-learning pedagogy, as well as the program's impact on community partner participants. Therefore, it is important to study such a service-learning intervention program in traditional aged university students as well as "non-traditional" groups.

That service-learning provides for a transformational experience for those involved is quantitatively and qualitatively reflected throughout the literature (Eyler & Giles, 1999). The definition of learning, according to Markos & McWhinney (2003) is, "...the experience of acquiring knowledge and skills, and education is a course of learning...Transformation refers to those psychological, cognitive and social processes of learning and education that follow from a variety of reflecting and maturing experiences" (pp. 17-18). Similar to Kohlberg's stage development theory where stages are necessarily sequential, typically a transformation is considered irreversible (p. 21).

The process of moral education is mutual and engaging...and the relationship should be nurturing and reciprocal. According to Philippians 4:8, "Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" (New

International Version). Students grow and change and become more independent and responsible for their own learning over time as they mature through critically examining their experiences and perhaps begin to make sense of it all. When dealing with our “emerging adults,” through creating and experiencing cognitive discord, the love of learning can be nurtured, as the known, the knower, and the knowing all interact and support the journey. The following is a brief history of moral developmental research, to establish a theoretical perspective for the moral development emphasis of the present study.

**Piaget.** The basic supposition of most moral research is that scores achieved for reasoning about hypothetical dilemmas predict action levels (Haan, 1978). Amongst the first to study moral development of humans, Piaget conceptualized moral development of the child as sequential (Piaget, 1948). Piaget studied children playing games in order to learn more about their beliefs about what was right and wrong, and also interviewed children regarding acts such as stealing and lying. From his observations Piaget concluded that children begin in a “heteronomous” stage of moral reasoning with strict adherence to rules and duties, and obedience to authority and later, “autonomous” stage of moral reasoning characterized by the ability to consider rules critically and apply them based on a goal of mutual respect and cooperation (Piaget, 1948). Piaget viewed moral development as the result of interpersonal interactions where individuals work out resolutions which all determine as fair.

**Kohlberg.** Kohlberg’s model of moral development has dominated the field for forty years (Kohlberg, 1969). Based on the work of Dewey and Piaget, Kohlberg proposed that universally, human beings progress through stages of development in an invariant sequence as they grow and mature. The term “cognitive-developmental” was Kohlberg’s reference to

the assumptions of those listed, who referenced concept of self as being revealed in stages of moral development, as cognitive-structural transformations.

Kohlberg had developed the Moral Judgment Interview (MJI) to measure the level of moral reasoning in individuals. This instrument was validated on a male population; the test consists of nine moral dilemmas with a set of structured interview questions that the individual responds to. What is interesting about Kohlberg's theory of moral development is that its formulation and scoring system identifies what proponents generally claim as a universal morality (Haan, 1978). Utilizing the MJI, Kohlberg is more interested in the reasoning process than the specific action an individual might take, and each is rated and categorized into one of five stages of moral reasoning.

Developmentally, Kohlberg has given us a strong sense of stages and generalized expectations to build upon. From the simple to the complex, moral judgment is formed and moral development is strengthened through invariant, sequential stages. As we study morality in terms of development, Kohlberg gives us a description of the development of moral judgment and how moral judgment operates in people's lives (Reimer, Paolitto, & Hersh, 1990).

Kohlberg (1981) contended that moral reasoning progressed through various stages. Stages were not skipped. The highest stage was where moral decisions were made on universal ethical principles and the stages themselves were universal (i.e., the same across time and cultures). The following is a brief overview of Kohlberg's levels and stages of moral development. A student of Piaget, Kohlberg built on Piaget's sequential stage theory. Kohlberg developed a sequential six-stage model of moral development and focused upon the development universal stages of moral thinking (Kohlberg, 1981). Kohlberg's theory

advanced three levels: preconventional morality, conventional morality, and postconventional morality. He divided these three levels into six stages of development, and this progression is assumed to be universal and sequential:

Preconventional Level. *Stage 1*: Punishment and obedience orientation or act “right” in an effort to avoid punishment. *Stage 2*: Instrumental relativist orientation or beginning stages of fairness, take responsibility for actions.

Conventional Level. *Stage 3*: Interpersonal concordance or concerned with intention of behavior, viewed as “nice” by society. *Stage 4*: Society maintaining orientation or Oriented towards fixed rules, respecting authority and maintaining social order.

Postconventional Level. *Stage 5*: Social contract orientation or develop individual “universal rights” and balance these with societal order, the “essence” of justice. *Stage 6*: Inherent rights, not bothered by societal concerns, truly arbitrary judge of situations.

Kohlberg maintained that stages of growth emerge as individuals encounter moral issues, discuss them with others, find their views challenged, and therefore become motivated to develop new and more comprehensive positions. He also hypothesized that the ability to take on the perspectives of others was a necessary condition to moral development and his theory was confirmed by one of his students. Student motivation and attention is heightened when the moral problems they are asked to address concern real life issues, and when the consequences of their decisions have real impact on subsequent policies or actions. This approach also engages students in role enactment related to their construction of a sense of self. (Powers, Higgins, & Kohlberg, 1989).

Kohlberg spoke of moral growth occurring through cognitive dissonance as we grow and are faced with role conflicts and the importance of consistency of self, which depends on

our willingness to guide our life from the perspective of a universal moral standpoint, “...principled morality is directed to resolving conflicts in a stable self-consistent fashion” (Kohlberg as cited in Hauerwas, 1981, p. 141).

**Rest.** This present study revolved around what Rest & Narvaez call the “college effect.” Critique of the moral development of collegiate students begins with the foundational question of the level of responsibility that a college or university should have on students who choose to attend. Rest & Narvaez (1991, p. 245) stated, “...one of the ways college does contribute is in fostering the development of moral judgment.” By reviewing research that utilized the Defining Issues Test (DIT) of moral judgment, they were able to triangulate and show that the college experience does in fact have an effect on moral development. They studied what they call the “college effect” on moral development. Because the research and opinions cited here are roughly two decades old, the argument can be made that there may be some disconnect in how university students of today fare in their moral developmental levels. Having said that, the research methodology is thorough and thoughtful and the findings regarding moral judgment development in university students using such an individual difference strategy is important to advance the study for higher education research.

Accepting that moral behavior is more than moral judgment alone, one begins to understand the complicated implications of moral behavior study and moral development. The question was, “How does moral behavior come about?” According to (Rest, 1994, p. 22) “...there is more to moral judgment than the six stages...There is more widespread agreement that there are more components to morality than just moral judgment.” Rest’s Four Component Model (FCM) is presented as a theory of what determines moral behavior (Rest

& Narvaez, 1991; Bebeau, Rest, & Narvaez, 1999). Discussion of the effects of service-learning and its impact on moral orientation (moral sensitivity) first requires attention to the theoretical framework and clarification of the definition of each of the examined constructs as they are understood in this study. Rest's Four Component Model (1994, p. 23) lists the four psychological components determining moral behavior as:

1. Moral sensitivity – (Interpreting the situation as moral)
2. Moral judgment – (Judging which action is morally right/wrong)
3. Moral motivation – (Prioritizing moral values relative to other values)
4. Moral character – (Having courage, persisting, overcoming distractions, implementing skills)

The model is not meant to be a linear, problem solving model. The components can impact each other as they are interactive. In this present study, which begins by examining Component 4, moral character and implementing skills through service-learning, assumptions can be made. The study begins by assuming that by entering into service, these university students will gain an appreciation for moral attributes (Component 1: Moral Sensitivity as well as Component 2: Moral judgment and Component 3: Moral Motivation). A student of Kohlberg, Rest had determined that moral judgment is important, but it is not the only determinant of moral behavior. Rest asserted that the concept of moral sensitivity is determined by the awareness of how our actions affect other people. Being aware is a part of moral sensitivity; “it involves **empathy** [emphasis added] and role-taking skills” (Rest & Narvaez, 1991, p. 23).

To be sure, all four components are determinants of moral action with complex interactions that comprise a logical analysis of what it takes to behave morally. “Moral

failure can occur because of deficiency in any component. According to Rest (1994), “All four components are determinants of moral action...the four components comprise a logical analysis of what it takes to behave morally” (p. 24). Therefore, moral failure can be caused by a breakdown in any one of the four components. Though the college experience can provide general stimulation towards moral judgment development, moral education programs could be much more effective if they were designed to influence each of the four components. It would naturally follow that without such a comprehensive plan, moral development and perhaps at this stage more importantly a change in moral behavior might not result.

The research presented (Rest & Narvaez, 1991) did infer that more educated subjects have higher moral judgment scores than less educated subjects, as assessed by the Defining Issues Test (DIT). Also of interest was that education was found to be more powerful than Gender: college seniors scored higher than freshman. Longitudinally, they found that those who completed college degrees continued to gain in DIT scores even after graduation, those who had no college education dropped in scores, and those who had some college education gained while in college but scores tended to plateau when they left college. It was also interesting that they noted those students who were more “involved” in college life showed greater gains in DIT scores. This is precisely where the power of a community engaged service-learning experience, and the increased level of involvement in the community, may provide for increase in moral development attributes.

For the purposes of this study, we will consider all four of the components, but will concentrate on the sphere of moral sensitivity which is integral to leading and serving others and specifically to service-learning. Bebeau, Rest, & Narvaez (1999) suggest researchers

focus on identifying processes as they contribute to moral action. The current study does just that, as academic community engaged service-learning experience (Component 4) was assessed by the Measure of Moral Orientation (MMO-2) to determine any impact on moral orientation, specifically (Component 1 and Component 2). Moral motivation, motivation to serve...is a goal, as well.

**Hauerwas.** Stanley Hauerwas reminds us that we must depend on our character for direction (1981, p. 143). In stressing virtues, we must live them. What is inferred here is that if we are to grow, we must constantly be challenging our past achievements towards ultimately becoming our own moral being. Striving for that moral balance, and being able to admit when we are wrong and to pick up the pieces and go on will not only enable us to grow, but by example and by experience, we are able to help another when the times comes. Those of experience, with discernment and a sense of self, are able to do so effectively in the future. In fact, as coaches and teachers, adults need to be good moral examples around these emerging adults as they struggle to become who they were meant to be, for as Hauerwas so accurately concluded because the struggle that accompanies learning is necessary to make that story ours (Hauerwas, 1981, p. 152).

**Walker.** Lawrence Walker (1982) performed further research on junior high age students that confirmed what Kohlberg (1969; 1976) had found previously in regard to invariant stage sequencing. Walker also confirmed that by exposing children to +2 stage developmental conditions (2 stages above their current developmental level) was not as effective as exposing them to +1 stage conditions, which is more appropriate to normal developmental sequencing experiences. Walker (1984; 2005) also claimed that Kohlberg's stage theory does not deal directly with the issues of moral emotions and behavior, so it is



somewhat limited in scope.

**Lickona.** Thomas Lickona, on the other hand, had conceptualized moral development as a triad of interlocking circles of moral knowing, moral feeling, and moral action: the three components were influenced by each other. A student of Kohlberg, his work was influential as he studied the field of moral reasoning, or character education as it is often called today. Lickona encourages teaching moral development and applying these to exploring moral character. Through constructing an atmosphere of comfort and trust, creating cognitive dissonance in one's students, and role modeling the goals of teaching good character, a proper learning environment can be created. Lickona studied Kohlberg and Piaget and applied their theories of developmental stages and cognitive psychology to education and masterfully worked them into a usable and effective whole that we can model for ourselves, as we aim to educate for character.

**Gilligan.** Expanding on Kohlberg's theory, a student of Kohlberg at Harvard, Carol Gilligan (1982) proposed a particularly persuasive argument for the existence of separate patterns of moral development for men and women. Philosophers such as Frankena (1973) have agreed with Gilligan that there are two distinct principles or orientations, one of beneficence and care, the other of justice, and that both must be accounted for by moral theory. A critique of Kohlberg's work (Kohlberg, Levine, & Hower, 1983) suggested that Kohlberg's theories were biased against women in large part because only males were used in his studies (Gilligan, 1982). Further research has suggested, however, that moral reasoning does not follow distinct Gender lines as Gilligan originally reported. Evidence has shown that both males and females reason based on justice and care (Liddell, Halpin, & Halpin, 1992; Liddell & Davis, 1996).

Gilligan offered a theory that a morality of care can serve in the place of the morality of justice and rights that Kohlberg advocated. For Gilligan, the morality of care and responsibility is based on nonviolence, while the morality of justice and rights is based on equality. Gilligan presents these moralities as distinct, although potentially connected. Justice expounds that one should not treat others unfairly; care morality expands upon this theory and maintains that one should not turn away from another in need. The ethic of care emphasizes connectedness and an empathetic spirit. Justice, on the other hand, emphasizes fairness and is more rules bound. Further research has suggested, however, that moral reasoning does not follow the distinct gender lines that Gilligan originally reported. According to Nucci (2012) the majority of research evidence asserts that both males and females reason based on justice and care. This is a balanced approach to moral reasoning orientation and personal responsibility. What is of import is that Gilligan's work has contributed to an increased awareness that care (empathy) is an integral component of moral reasoning (Nucci, 2012), which is expounded upon in this present study.

**Noddings.** Nel Noddings is closely identified with the promotion of the ethics of care, that caring should be a foundation for ethical decision-making. In educational settings particularly, methods based on Gilligan's work have emphasized efforts to foster empathy and care responses in students (Noddings, 1992). When it comes to compassion and empathy—and just a basic understanding of humanity—there is no substitute for experience. Her first book, *Caring* (1984) explored what she described as a feminine approach to ethics and moral education. Noddings further affirms that both men and women are guided by an ethic of care, natural caring - a form of caring that does not require an ethical effort to motivate it, although natural caring may require considerable physical and mental effort in

responding to needs. Noddings' position is that care is basic in human life - that all people want to be cared for (Noddings, 2002). This can have a significant basis in a women's experience. Natural caring is a moral attitude, desiring goodness that emerges from the experience or memory of being cared for. On this basis, Noddings explores the notion of ethical caring, a state of being in relation, characterized by receptivity, relatedness, and reciprocity. This is a relational definition of empathy, integral to an ethic of care.

**Hoffman.** Martin Hoffman (2010), speaking on empathic morality, stated “I can see nothing better on the horizon, however, unless it is empathic morality bonded to reciprocity and certain justice principles that guide and stabilize it...I have no reason to believe that the joining of empathic morality with reciprocity and justice is universal. On the contrary, to bring about such joining will, I am sure, require cultural resolve, invention, and research...It is possible that some of these methods could be adapted for moral education programs aimed at joining empathic morality with reciprocity and justice” (p. 283). This is encouraging to the methodology of this present study: challenging these “emerging adults” to strive for a balanced moral orientation and moral maturity through an academic community engaged service-learning experience, with associated critical reflection and applied articulated learning theory.

Empathy, according to Hoffman (1994, p. 48) is “...an effective response more appropriate to someone else's situation than to one's own.” Further, briefly described here, empathetic affect and social-cognitive development yields four levels of empathetic distress: 1) Global empathy—even infants experience empathetic distress. 2) “Egocentric” empathy (up to 18 months). 3) Empathy for another's feelings (2 to 3 years). 4) Empathy for another's life condition (late childhood on). Hoffman (2000) theorized that coupling the principle of

care with inherent empathy may produce actions that fulfill an individual's sense of moral identity. Hoffman (2005) reiterated that empathy may provide the basis for a comprehensive moral theory and has long suggested a link between empathy, moral principles and judgment.

**Gibbs.** John Gibbs as a psychology doctoral student studied the works of both Hoffman and Kohlberg, who both contributed to his doctoral work. Hoffman and Kohlberg were in fact contemporaries of Gibbs. Hoffman's moral socialization approaches revolved around the moral motivation of behavior, which was thought to be primarily affective: a matter of empathy. We have also extensively studied Kohlberg's longitudinal moral judgment project, where his theory of the moral motivation of behavior was primarily cognitive: a matter of justice. Gibbs (2010) perhaps says it best, Thanks to Hoffman's theory, we gain in our exploration of moral development a greater appreciation of the fact that morality must contend with the egoistic motives of the individual...Although Kohlberg's theory may underplay egoistic motives and empathy; it does recognize the moral motivation engendered by violations of fairness or justice. And we seek to represent not just prosocial morality, but the entire moral domain. (p. 102)

### **Critical "windows" of opportunity**

Moral development is an interdisciplinary field that reaches moral common sense and interdisciplinary know-how (Puka, 1994). Moral development is the combined knowing, valuing, and doing. Of particular import to the present study and the moral orientation of traditional aged university students, the human developmental process that has been widely accepted. Moral development occurs over time and is assumed to be universal and sequential (Gielen, 1991).

Indeed, moral development is a lifelong endeavor. However, there are specific

opportune times in our maturation for growth in moral development to occur both in children and emerging adults alike. This fact is important because the caretaker as well as the educator can make a difference in the moral development of youth as well as emerging adults.

Humans are born with empathy (Sagi & Hoffman, 1976), and according to (Lamb, 1991) there is evidence for the early development of moral thought and action beginning as early as the second year of life. There are indications that prosocial and empathic behavior are beginning to emerge around that time. Concurrently, moral language is being learned around 19 months of age, as well as the rudiments of moral behavior. This development of empathic behavior and an awareness of standards during the second year suggest that a moral sense is also beginning to emerge during this time. Therefore, children even as young as two years old are in the initial stages of moral and empathetic thought and speech, though mostly egocentric, which does not "... suggest a reflective awareness of another's intention or internal state..." (Lamb, 1991, p. 176). This early age is therefore a critical time for moral development.

The next opportunity for moral development, perhaps at one of the most inopportune times in a child's life, occurs around 11-14 years of age. This is typically during the middle school or junior high school years (Rest, Robbins, & Davison, 1978). This stage of life is another critical time for moral development, with the many obstacles that inevitably occur, that potentially affect both moral and empathetic behavior.

The third opportunity for moral development comes between the years of 18 and 22, which are typically the collegiate years. Again, according to Gazzaniga (2005), the greatest growth in the moral brain is during ages 16-22. Our character drives virtue and is manifested in our moral acts. Teachers, instructors, and leaders model this by their actions, as well as

through stories and examples. This is where an academic service-learning experience, through focused cognitive and behavioral discourse, can be especially powerful. Through assigned readings related to academic subject matter, critical thinking exercises such as reflective journaling, intentional class discussion and purposeful written assignments, applied moral learning can occur. Thus, moral voice, informed by an ethic of care or ethic of justice as a result of diligent application of service-learning pedagogy, can ultimately foster an ethic of service.

Also according to Tancredi (2005), the research in evolution, genetics, and neuroscience notes that human biology had to be of a certain type for society to be shaped in particular ways (p. 6). Given that morality deals with people and how they relate to one another, we may have traditionally grown up in our western society with a Judeo-Christian ethic of care and concern for one another, and then learned that our actions affect others in our society. Though we have freedoms in our country that have afforded us great advantage, our personal freedoms end when they infringe on the freedoms of others. Therefore, it is important to remember that our actions, which ultimately are an outward expression of our moral beliefs or our immoral beliefs as it were, affect others in society. Whether for good or bad, we do not act alone. Because moral issues draw on different parts of the brain, we have new implications for the understanding of morality.

Studies on college populations show that increases in perspective taking and empathetic skills produce an increase in moral judgment (McNeel, 1994). Quantitative research shows empathetic response is related to, but not sufficient for corresponding levels of moral judgment (Eisenberg, 2000; Pizarro, 2000; Pizarro & Bloom, 2001). Additionally, moral judgment is not necessarily a predictor of behavior (Blasi, 1983; Haidt, 2003). As a

cognitive skill, moral judgment differs from moral behavior due to behaviors tendency to be influenced by external societal or role based pressures. Moral judgment is, however, necessary for moral behavior (Thoma, 2000).

Research also shows that the longer one is in college, the higher moral reasoning scores are reported (Rest & Narvaez, 1991). Ultimately, in considering moral judgment levels of adults, "...the evidence at hand suggests that adults in general do not show much advance beyond that accounted for by their level of education" (Rest, Robbins, & Davison, 1978, p. 268). In other words, given an adult population that had advanced to a certain level of education and a group of students at that same level of education, there would not be much difference between moral judgment scores. This gives credence to the value of a college education, and adds significance to the research at hand. While previous moral development research has extensively focused on a Kohlbergian (1969; 1976) ethic of justice, the present study contrasts two moral reasoning orientations, namely an ethic of care Gilligan (1982) and an ethic of justice.

### **Focus on Moral Reasoning Orientation**

At the same time that institutions are called upon to prepare students to be well-informed citizens of an active democracy, institutions are also scrutinized by external agencies, and are required to document the outcomes of their efforts with students. Many of our schools are in what has been called a crisis of caring (Noddings, 2002). Outcomes associated with civic engagement and increased humanitarianism have been assessed through instruments that examined a variety of constructs: empathy for others, motivation to volunteer, sociomoral reflection, alienation, self-understanding, and moral reasoning (Bingle, Phillips, & Hudson, 2004). One of the instruments used by researchers is the

Measure of Moral Orientation (Liddell & Davis, 1996), which is an instrument designed to measure decision-making preferences in terms of moral voice (care and justice).

Moral reasoning orientation has become an increasingly popular topic in fields of education and psychology. Moral orientation "...refers to the use of a person's moral voice, specifically, an ethic of care or an ethic of justice, or both..." (Liddell & Davis, 1996, p. 485). These two moral perspectives represent a different way of experiencing and perceiving oneself in relation to others (Jones & Watt, 2001). Deborah Liddell (1990) developed an instrument which represents a departure from the accepted measurement practices within the field. The tenets of moral orientation theory can be assessed through the Measure of Moral Orientation (MMO-2). To conceptually understand moral reasoning orientation and the MMO-2, it is necessary to provide a theoretical construction for its framework.

As stated earlier, research in the area of moral development has generated several theories. The most notable of those are undoubtedly by Kohlberg and Gilligan. Kohlberg's original work was based on the acceptance of Piaget's notion of morality as justice, where the morally mature individual progressed through a set of stages towards autonomy (Walker, 1982). Gilligan postulated that there had been a bias in psychological research, which led her to formulate a separate and distinct view of morality from that of Kohlberg's justice model (Gilligan, 1982). She found evidence of this alternative moral orientation reflecting concern, being genuinely responsible to understanding the subjective experiences and needs of others. Such a care orientation would focus on fulfilling competing responsibilities to others, characterized by authentic relationships reflecting concern for the well-being of the other (Liddell, Halpin, & Halpin, 1992). In order to further understand the effect of life experiences on attributes of moral orientation, recent moral orientation research findings



(Haviv & Leman, 2002) suggest that different moral orientations may be embedded in life experience and connect with an individual's sense of his or her moral identity in real-life situations. Measuring development of moral orientation attributes as a result of a service-learning program experience in the collegiate population, where there is so much potential for moral growth, is warranted.

The idea of an instrument that measures attributes of the ethic of care or the ethic of justice in this college aged population is intriguing. We know that we still have a window of opportunity to bring about moral growth as their moral brains are developing and maturing (Tancredi, 2005). Even more interesting, in dealing with service-learning students, is that a rich experience of "giving of self" seems to be integral in that maturation process. As these students spend time at their service site, experiential education impact and critical thinking skills are integrated as the students weave their way through their journey of service. Ultimately, results from the MMO-2 and CSAS instrument will inform us about moral orientation and empathy.

### **Ethic of care**

Astin, Astin & Lindholm (2011) studied the gap in understanding how college students develop, and labeled it the student's "spiritual life" (p. 137). Spirituality, as they define it, is multifaceted. Their research argues that "spiritual qualities are enhanced" when undergraduates are provided with opportunities such as service-learning. "A sense of caring and compassion for others coupled with a lifestyle that includes service to others" is one of the facets studied. In educating the "whole person" and attending to their emotional development, including their moral and character development, Astin, Astin & Lindholm challenge higher education to play a more purposeful role in enhancing student's spiritual

development. They reinforced the notion that “We must remember that as young adults refine their identities, formulate adult life goals and career paths, and test their emerging sense of independence and interdependence, they often grapple with issues of authenticity, meaning and purpose” (p. 138).

In a longitudinal study of male and female moral development, Holstein (1976) observed what she viewed to be a limitation to Kohlberg’s theory of justice. Though the possibility of bias may have played a part in her study, significant differences between male and female scores on Kohlberg’s scales led Holstein to ask why irrational, but morally relevant responses to moral conflict, had no place in present moral theory. Such findings caused Kohlberg’s theory (1969; 1981; 1983) to come into question. Because empathetic considerations such as love and compassion were often used by women when responding to moral conflict, adult female reasoning was often viewed as comparable to a child in Kohlberg’s cognitive scheme (Hogan, 1973; Holstein, 1976).

Most often defined as a practice or virtue rather than a theory as such, “care” involves maintaining the world of, and meeting the needs of, yourself and others. In some cases, care ethicists understand the perspectives of care and justice as mutual supplements to one another Sander-Staut (2011). It is important, according to (Noddings, 2002), that the ethic of caring, as a feminine ethic, does not imply a claim to speak for all women nor to exclude men (p. 97).

The ethic of care is not about moral credit; rather, it is about moral life and what makes that moral life possible (Noddings, 2002). In *Caring*, Noddings states, “A primary message of Caring is that we cannot justify ourselves as carers by claiming ‘we care.’ If the recipients of our care insist that ‘nobody cares,’ caring relations do not exist” (p. xiv). It is a

relational ethical ideal, that of one-caring being built up and reaching out to the other, each growing in response to the other. Ethical caring does require effort that is not required in natural caring, it is perhaps done out of duty, but still maintains a caring attitude. This is precisely where a service-learning experience can be educative toward developing one's sense of care and grounding one's ethic of service.

### **Ethic of justice**

Justice as fairness is a philosophy that conjectures that principles which seem reasonable, all things considered, are principles that rational representatives of citizens, when subject to reasonable constraints, would adopt to regulate their basic institutions (Rawls, 2001). Morality-based principles of justice are closely linked to the cognitive developmental school of moral reasoning. Psychologist Jean Piaget focused his work specifically on the moral lives of children. According to Piaget, all development emerges from action; that is to say, individuals construct and reconstruct their knowledge of the world as a result of interactions with the environment. He determined that morality can also be considered a developmental process (Piaget, 1948). Piaget concluded that schools should emphasize cooperative decision-making and problem solving, thus nurturing moral development, by requiring their students to work out common rules based on fairness.

Gilligan & Attanucci (1988) analyzed care and justice as distinct moral orientations that address different moral concerns, leading to consideration of both perspectives as mature moral thinking. Despite all this, subsequent meta-analysis has shown that the research literature still does not come to a consensus to support the verification of a gender difference in moral orientation (Jaffee & Shibley-Hyde, 2000). In other words, findings are inconclusive that care orientation is used predominantly by women and justice orientation is

used predominantly by men.

If an ethic of care and an ethic of justice are stand-alone components of moral reasoning orientation, then how does one move from one sphere to the other? Of course given a myriad of potential experiences, one will draw more from one attribute than the other at different times. It is precisely from fostering a foundation of an ethic of service, which incorporates the very essence of a service-learning experience that supports and promotes character education programming in our schools. Moral reasoning orientation can be supported and enriched through a service-learning experience, and strengthened by emphasizing character education. As a visual representation, where the “Justice” and “Care” may incidentally intersect and both are impacted through the “Ethic of Service,” I offer the following:



**Figure 2. Steele’s Principled Service-Learning “Ethic of Service” Model**

### **Focus on Character Education**

Character education, rather than moral education, seems to be the greatest emphasis today. Lickona effectively gives us a road map of specific qualities that he believes should help children develop, for their own sake and for the sake of society. Though written for K-12, the book’s precepts are timeless and ageless. We are introduced to the three components or qualities of good character through a visual depiction that emphasizes the interrelationship of the three domains of character. “Moral knowing, feeling and acting do not function as

separate spheres, but interpenetrate and influence each other in all sorts of ways” (Lickona, 1992, p. 52)

### **Moral knowing**

Because moral judgment and moral feeling affect our moral behavior, it is important that we discern “what is right.” The first domain, moral knowing, is the cognitive side of behavior, knowing of the good. Moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making and self-knowledge are among the many kinds of moral knowing. “Young people need to know that their first moral responsibility is to use their intelligence to see when a situation requires moral judgment—and then to think carefully about what the right course of action is” (Lickona, 1992, p. 40). This knowing will not come without adequate education and reinforcement, however. Moral reasoning is a component of overall moral development, a systematic approach to ethical decision making which involves offering reasons to support or refute moral beliefs (Fox & DeMarco, 2001). Aristotle said, “Character is the life of right conduct” and defined moral reasoning as practical reasoning used to evaluate human action or behavior (2001, p. 5).

Though a critical piece of moral development, moral reasoning is only one aspect of the overall process leading to moral action (Bebeau, Rest, & Narvaez, 1999). In order to reason morally, one must be sensitive to moral situations and as one’s frame of reference is broadened, to wisely consider all things before acting (Bebeau, Rest, & Narvaez, 1999; Fox & DeMarco, 2001).

Gone are the days of the one-room schoolhouse, where there were multiple grades in the same classroom setting, and cross-age discussions and sharing could take place. This is precisely where the advantages become apparent when university students go out into the

community elementary schools and make a difference. The service-learning experience enables all to become more realistically socialized, breaking the monotony of day after day peer bombardment. On university campuses today, the culture is changing as the age demographics are changing. “For the first time in our society, adults outnumber youth, there are more older adults, the population is better educated than before, and there is more cultural and ethnic diversity” (Mayhew, Seifert, & Pascarella, 2010, p. 7). Are universities prepared to take on these changing demographics? One avenue of education that must be maintained and effectively implemented is moral or character education.

Ultimately, important to moral behavior development is internalizing moral values, such as respect and responsibility, and further, understanding how to apply them in various situations and acting upon them. According to Lickona (1992) “...much of the work of moral education is ‘translation’—helping young people translate the abstract values of respect and responsibility into concrete moral behavior in their personal relationships” (p. 55). He also notes the importance of moral heritage; one generation passing these values on to the next. It only takes one generation for a concept or practice to be lost...if we do not share it. Respect for others and acting justly toward their needs comes as a result of understanding them. Assisting students to think “outside of the box” and challenging them to let go of their selfish tendencies is important towards them acting with sound moral judgment. A service-learning experience is a prime opportunity to engage collegiate students on just this very premise. As the university students come into the elementary school, they experience first-hand the environment of the young learners, and often they reminisce and remember their own grade school days. Some fondly, some not so much; through stories and writings, they reflect and remember some of their experiences. Some have even indicated that they feel they are more

prepared to be parents themselves as a result of the intimate contact with these little ones. Of course, the proper environment and nurturing by teachers and staff facilitate a successful experience for all.

Moral reasoning development includes understanding what it is to be moral and also why one should be moral. Understanding moral orientation attributes puts it all into perspective. This is one of life's journeys, and many have studied this phenomenon. Ultimately, we should respect the intrinsic worth of every individual, act to achieve the greatest good for the greatest number, and act as you would have all others act under similar circumstances are principles that guide moral action in many situations (Lickona, 1992, p. 55).

Moral development, thus moral reasoning, occurs over time. Interestingly enough, and germane to this study, (Rest & Narvaez, 1991) found that the longer one stays in college, the better their moral reasoning became. Also, those who completed college continued to increase in their moral reasoning for up to eight years after graduation. This could be because those who finish college typically seek and receive jobs that require continued education. This continuing education allows for further cognitive growth within the neural networks of the brain, which if given the right conditions would also increase moral reasoning. Moral reasoning for those who had some college but did not graduate tended to level off after leaving college. Those who did not attend college tended to continue to increase in their moral reasoning up to two years after high school; however, they tended to decline in moral reasoning between years four to ten after high school.

### **Moral feeling**

Empathy, in fact, may be an innate human attribute that is either nurtured or inhibited

by a child's environment. Hoffman (2010), Lamb (1991), and others have noted signs of empathy as early as infancy. This attribute can be developed by helping children become sensitive observers of others' feelings and helping them to understand the causes of those feelings Berman (1998). "Perhaps in these early years lies the seeds of our motivation to help and to live up to the standards of others as well as ourselves, to care for others and to live justly and fairly, to essentially, do the right thing" (Lamb, 1991, p. 187).

The affective component of empathy, often referred to as "empathic concern," can be defined as the tendency to experience feelings of sympathy and compassion for others (Davis & Oathout, 1987). Berman (1998) stressed that the most productive instructional strategy for developing social responsibility is to teach young people skills in empathy. Greenleaf (1977) defines empathy this way, "Empathy is the imaginative projection of one's own consciousness into another being" (pp. 33-35). He further claims that the servant always accepts and empathizes, never rejects. Even though the acceptance of the other does mean that one must tolerate imperfection, those leaders who empathize and who fully accept those who go with them on this basis are more likely to be trusted. What this tells us is that moral behavior is a complicated psychological theory of processes acting together, and moral judgment is but one of these.

Lickona also notes that how much we care about being honest, and so forth, influences whether our moral knowledge leads to moral behavior. Thus the interrelationship of moral feeling and moral behavior is one that must be cultivated. "Becoming personally committed to moral values is a developmental process, and helping students in that process is one of our most important challenges as moral educators" (Lickona, 1992, p. 58). Of course, education works on both the intellect and the emotions of our students. The responsibility of



parents and educators and even community leaders as they cultivate a sense of community, and the self we create our story, as a result of growing up in that community, is aptly expressed:

Thus we become who we are through the embodiment of the story in the communities in which we were born. What is crucial is not that we find some way to free ourselves from such stories or community, but that the story which grasps us through our community is true. And at least one indication of the truthfulness of a community's story is how it forces me to live in it in a manner that gives me the skill to take responsibility for my character.

(Hauerwas, 1981, pp. 148-149)

### **Moral action**

Morality is an instrument of society as a whole for the guidance of individuals and smaller groups (Frankena, 1973). It has been suggested (Noddings, 2002) that morality as an "active virtue" requires two feelings and not just one. Virtues can be placed into a broader context of values (Kohlberg, 1981). First, natural caring, where we act on behalf of the other because we want to do so (i.e., a mother's caretaking of her child). Second, as a response to the first (i.e., that child takes care of her younger siblings). Moral judgments prescribe action (Fox & DeMarco, 2001). Kohlberg's deontic theory of justice reasoning deals predominantly with normative judgments, which determine if a choice or action is morally right or wrong. For Kohlberg, morality included feelings, thoughts and actions but moral reasoning gives the actions their specifically moral quality (Gielen, 1991). Kohlberg thought we may share the same basic values but have different levels of moral maturity (Kohlberg, 1981).

The concept of "service above self" is one to emphasize as we work with university young, emerging adults. In so doing, one is able to value and love doing good. According

to Lickona (1992, p. 59) “The highest form of character includes being genuinely attracted to the good.” We act on what we know and feel to be right; if we are doing the good that we have learned from the other components of good character, then we are acting morally. Here, Lickona (1992) further elaborates on three more aspects of character: competence, will, and habit. First, to have moral judgment and feeling and be able to act on them effectively is to be morally competent. Being able to listen, and communicate our ideas respectfully and be responsible for our actions are all part of this idea of moral competence. Even when it is a tough situation, we can stand on our knowledge of what is right. Lickona (1992) asserts “the will” is at the core of moral courage. It is true that the human will can take us beyond what we thought possible. It is often surprising the strength of the human will; it can carry us in circumstances we might have thought impossible to accomplish, and we should strive to make this courageous behavior habitual.

Gilligan (1982) describes morality as being inclusive of responsibility and care in relationships. According to Walker (2005) morality has to do with voluntary behaviors that potentially have some social and interpersonal implications and that are governed by internal psychological (i.e., both cognitive and affective) mechanisms. Therefore, moral functioning is inherently multifaceted, involving the dynamic interplay of thought, emotion, and behavior. For example, moral emotions such as empathy or guilt always occur with some accompanying cognitions. Any moral judgment program or character education program ultimately aims to change behavior, and according to Rest, (1986) “...therefore, the facts regarding the relation of moral judgment to behavior are that there is a persistent statistically significant relation, but that the power of the relation is at a model level” (p. 22).

Becoming a person of character is really a lifelong process, as Lickona contends, and

this interrelationship of moral knowing, feeling and acting never stops. I believe it is a recursive process; our moral character is constantly emerging and developing as we mature as an individual of character. The individual's strength of character is molded as a result of how he is able to act and react, and we are all responsible for our actions. Aquinas emphasized that, "Since the doing of good deeds is not sufficient to make a man virtuous... 'it matters not only what a man does but also how he does it'" (as cited in Hauerwas, 1981, p. 141). The ethic of service, to desire to do good for no reason other than to do (the act), is the overarching goal in altruistic attitude and it is the goal of the program we are studying.

Lickona's model also pertains to service-learning, where there is overlap is where the service experience, reflection, and learning come together. Moral knowing represents the classroom learning that takes place; moral thinking represents the intentional critical reflection exercises and discussions; moral action is the service experience itself. Lickona relates his educational theory towards youth. In contrast, the time is ripe to reach university students, as emerging adults, when they are being faced with many new and often difficult moral and ethical decisions. It is a prime time.

Therefore it is an appropriate time, developmentally speaking, in the lives of university students, to introduce character education. In so doing, instructors could effectively foster cognitive and behavioral dissonance, necessary for moral growth, in an attempt to influence character development. We know that individuals are highly affected by their environment, and creating an environment that allows the beginning of habitual practices would go a long way toward strengthening moral character in university students and student-athletes as well. The university concept of "community" or even "a learning organization" would provide an ideal venue to nurture a culture of caring and morality.

Service-learning is one pedagogical example that works.

Relevant to this study and service-learning pedagogy, universities today often stress that students are to “practice citizenship” as one of the institutional learning outcomes. Universities should therefore emphasize ethical servant leadership, collaborative community engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities. Building moral character is a lifelong process, to be sure, and an academic community engaged in service-learning experience may be one of the avenues of character building, if approached with principled reasoning and critical reflective thinking strategies enforced through engaged reflection activities.

Service-learning is transformative in nature. Mezirow's (1991, 2000) process-oriented theoretical model provides important insight on how transformation learning occurs in service-learning. Mezirow found that perspective transformation is typically initiated by a *disorienting dilemma*--a critical incident or event that acts as a trigger that can, under certain conditions (i.e., opportunities for reflection and dialogue, openness to change, etc.), which leads people to engage in a transformational learning process. Previously taken-for-granted assumptions, values, beliefs, and lifestyle habits are assessed and, in some cases, radically transformed (Kiely, 2005, p. 7).

Some students have been known to even consider changing their college major as a result of such an academic service-learning experience. These “island experiences” are often educative, enriching and fulfilling. One of the keys to authentic service-learning experience is relationships that are built over time. Again, it is the overall experience that counts, in the hands of a compassionate instructor. Along with the guided practice of intentional critical

thinking exercises and both oral and written assignments, the student's ability to care and grow can be nurtured. There is room for many moral achievements and much continued growth as a result of these academic service-learning experiences. It is not necessarily through teaching specific knowledge and skills, which American education and the research university model entails, but a liberal approach to education that trains students for a future of service, through a service-learning experience.

Teaching students to negotiate issues of ethics and citizenship must be a part and parcel of liberal education which is not necessarily a practice in modern research universities. Hauerwas (1981) explains that this process should be considered in terms of a narrative, "Moral growth, thus, requires a narrative that offers the skills to recognize the ambiguity of our moral achievements and the necessity of continued growth" (p. 135).

As Stephen Gorrie, president of Massachusetts Teachers' Association so aptly put it, "Teachers want their students to master knowledge and skills and also learn to get along with others, work together and know they can make a difference in the world. Service-learning helps them do all those things at once, and can bring teachers new energy as they see their students succeed" (as cited by Fiske, 2002, p. 28).

### **Focus on Spiritual Development**

Spiritual development or spirituality has been studied in athletic populations with service-learning being implicated as a potential means to transform hearts and minds. Spirituality is defined as seeking self, finding solutions to the difficult questions, life and moral reasoning. As a result of their research, it was one assertion of Hastings & DelleMonache (2007) that community service was the most frequently mentioned vehicle for effectively integrating mission/vision/values into athletic programs. They found that

community service is the most common means of mission actualization. Yet, only three surveyed institutions specified community service as adding to the spiritual development of their student athletes. This is a striking disconnect. Community service was viewed as inherently good and is certainly “done a lot,” but is not seen as transforming hearts and minds. The researchers wondered if there should be an emphasis to take this opportunity to help schools make the transition from community service projects to facilitated service learning experiences for their student athletes (p. 4). The present study’s focus is to do so.

Astin, Astin & Linderholm (2011) suggest that as a result of participation in a service-learning experience, “...one of the surest ways to enhance the spiritual development of undergraduate students is to encourage them in almost any form of charitable or altruistic activity” (p. 146). Principles such as compassion, a willingness to help others, finding your own voice, and knowing yourself (p. 151) are important components to spiritual as well as moral development. Another way to examine spirituality is to refer to students searching for meaning and purpose, which is already integrated into various aspects academic life. This ethic of service may be further enriched as more is learned about the spirituality impact of a service-learning program experience (Astin, Astin, & Lindholm, 2011), which is closely aligned with the tenets of the present study.

### **Focus on Altruistic Behavior**

The possible contribution of empathy to altruism has long been noted in the literature (Astin, Vogelgesang, Ikeda, & Yee, 2000; Hoffman, 2000; Rushton, 1984; Schwartz, 1977). Since it is a response to cues about the affective state of others, empathy must depend to a great extent on the actor’s cognitive development. Because environment is such a powerful predictor of behavior, altruistic motives are enhanced when one is exposed to others who

behave altruistically and communicate their thoughts and feelings. Encouraging reciprocity and pointing out similarities and differences between self and the other may contribute to altruism Hoffman (1994).

Prosocial behavior is social action intended to benefit others without anticipation of personal reward. Rushton (1984) believed this prosocial behavior, defined as altruism, could be reduced to two defining characteristics. First is an individual's capacity for empathy, described as experiencing the emotions of another through direct cues or conscious indicators. Second is an individual's personal sense of rules relating to proper social behavior built on experience. Conformity to personal rules is seen in pro-social behavior, namely adhering to norms of social responsibility, norms of equity, and norms of reciprocity (Rushton, 1984). If these norms are not met in congruence with an individual's self-concept, the resulting internal strife is thought to be influential in future experiences.

Rushton's predecessor, Schwartz (1977) had placed a high priority on the organization and content of individual's values and norms. Through the process of norm construction, Schwartz assumed internalized values and norms were referenced in everyday situations, allowing the individual to reference perceived general norms and a set of self-expectations. In Schwartz's mind, a purely self-less act would be impossible to produce, as altruistic behavior is causally impacted by varying levels of moral obligation.

Schwartz (1977) created a procedural model of altruistic behavior based on the concept that obligations felt by a person are the driving force action. The first phase in this process is the perception of need and responsibility to help others in certain situations. Completion of this phase requires an individual to be aware of others in need, perceive actions that could relieve the need, recognition of ability to provide help, and feeling

responsibility to get involved based on connectedness with community or person in need. If one is able to conclude the need of an individual is not great enough to warrant help, there is no obligation to continue on with further consideration. In Phase 2, moral obligations must be generated through both personal norms and empathy. Phase 3 requires an individual to reassess potential responses. This process includes a cost/benefit analysis and final determination of seriousness subsequent actions or inactions may have. If the obligation is still felt after Phase 3, an individual's intention to engage in helping behavior in the face of realizations from the previous three phases finally determines if phase 4, response, is completed.

Following Schwarz, Rushton (1984) studied prosocial behavior, which emphasizes social action intended to benefit others without anticipation of personal reward. Conformity to personal rules is understood in pro-social behavior, namely adhering to norms of social responsibility, norms of equity, and norms of reciprocity.

Hoffman (1994) presented a theory that altruistic motives develop from empathetic distress and the child's increasing sense of the other. Reciprocity occurs through role taking. Altruistic role models and opportunity for experiencing empathetic and sympathetic distress in the early years are all a part of maturing and developing into an altruistic, caring adult. Further, according to Puka (1994), one of the virtues of altruism is the tendency to increase overall welfare or the ratio of benefit over burden. Altruistic character encompasses a preference for the good, insight shows sensitivity, and finally self-mastery. Kohlberg's moral stage theory portrays justice as the highest level of moral cognition and moral logic, but Puka (1994) supports the idea that the moral-cognitive structure at the highest levels should embody the moral logic of altruism. Of course, it would follow that if one's altruistic



motivations engender a desire to go beyond the call of duty, then acting on that desire would be a commendable moral action of care. This is precisely where, in theory, the “dash” has significance...when the Service-meets-Learning.

### **Focus on Leadership Identity Development**

Germane to this present study of character development and leadership identity, Simola, et al, (2010) reinforced the importance of interconnection, central to an ethic of care, as being of value to transformational leadership, as opposed to an ethic of justice with notions of separation and autonomy. Service-learning does allow for transformational experiences to occur. Relational leadership opportunities abound; servant leadership is often practiced, though not intentionally. Service-learning students have told many stories of times that they found they could be a leader, even if they did not realize it before.

Leadership theories change over time, and one current theory that is especially of interest to those in higher education is relational in developmental scope. This is the called Leadership Identity Theory. At the time this present study began, the theory had not been validated; however, the theoretical concept has been widely accepted (Komives, Lucas, & McMahon, 2007). There has been a shift on leadership development theory, regarding *who* should be the recipient of leadership development efforts (Wagner, 2011). This model of leadership development was chosen to for this present study because of the value placed on the leadership development model, particularly in higher education, which is applicable to any student interested in learning about leadership.

As we begin to think about leadership in a new way, understanding and validating a students' current perspective is one aspect of this theoretical framework that is especially intriguing. The connection to service-learning, especially for the students in their developing

leadership roles, strengthens the goals inherent in this present study. The relational aspects of servant leadership and leadership identity development align with service-learning pedagogical underpinnings, which strengthens the ties between the two.

There are any varieties of leadership opportunities for young emerging adults to develop their leadership identity through college curricular and extracurricular experiences. Important to note is that leadership does not need to be positional, nor do leaders have to be born with certain “traits.” Rather, leadership development is a lifelong process, and leadership education can make a difference (Burns, 1978; Bass & Bass, 2008; Rost, 1993; Northouse, 2007). Through studying the leadership identity development theory, Komives (2007) focused on an appreciation and overall sense of complexity of what it means to be a leader, an agent of change. This thought only encourages people to exercise their talents and enhance their knowledge as they realize their potential.

Implicated at most universities, leadership development is integral to their mission. The tagline for our university is “A Legacy of Leading” and leadership development is implicated throughout our campus. Leadership identity development research, therefore, applied to the university setting may be directly applicable to building servant-leaders for the future. To that end, both service-learning pedagogy and servant leadership theory has been furthered by the present research encompassing application of Robert Greenleaf’s (1970; 1977) servant leadership ideals, and leadership identity development theory research (Komives, Lucas, & McMahon, 2007; Wagner, 2011). To accomplish this goal, specific curricular design is imperative. The development of leadership identity awareness is important in the university students, as they are at a critical stage in their lives for moral

development. Developing servant leaders through a service-learning experience may be possible.

Susan Komives and her team at the University of Maryland have created the Leadership Identity Development Model. It is composed of six stages. A summary of the six stages of the Leadership Identity Development theory (Komives, Owen, Longerbeam, Mainella, & Osteen, 2006, pp. 406-412) defines the highlights of the stages, which do not occur in linear fashion, rather they are recursive in nature and flexible:

**Stage One: Awareness.** In stage one, awareness involves a beginning recognition that leadership is happening “out there somewhere.”

**Stage Two: Exploration/Engagement.** In stage two, students begin to experience themselves interacting with peers by seeking opportunities to explore their numerous interests.

**Stage Three: Leader Identified.** Students in this stage believe that leadership is a position, and therefore, the person in that position is the leader. If one is not the positional leader, then one is a follower or group member and looks to the leader for direction. They believe the responsibility of the leader is to get the job done. All participants held these leader-centric views while in high school and entered college in stage three. This is where most college students would most likely fall, but not all. There is a key transition between Stage 3 and Stage 4.

**Stage Four: Leadership Differentiated.** In stage four, participants differentiate their view of leadership and see it as what an individual does as a positional leader, but also see leadership being exhibited by nonpositional group members.

**Stage Five: Generativity.** In stage five, students show an ability to look beyond themselves and express a passion for their commitments and care for the welfare of others. One accepts responsibility for the development of others. Further, they are concerned for the sustainability of their groups.

**Stage Six: Integration/Synthesis.** Those students in stage six have integrated their view of themselves as effective in working with others and have confidence they can do that in almost any context. Emphasis on continued life-long learning, “I know I am able to work effectively with others to accomplish change from any place in the organization.”

Service-learning allows for transformational learning and leadership opportunities.

Transformational leadership refers to “...a process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (12p. 176). This is the essence of any service-learning course. The instructor, the student, and the community partner participants work together as they serve each other for the collective good. Most scholars who study the impact of the college experience on students agree that experiences outside the classroom can enhance important and valued attributes (Astin, 1977; 1993; Chickering & Reisser, 1993; McNeel, 1994; Pascarella & Terenzini, 1991; 2005). Service-learning has impact, without doubt. How often and how significant that impact depends mainly on issues of quality. Impact is related to people; intensity, and duration of the program. Impact is also related to program design of the service experiences, preparation, processing, and evaluation of the experiences, and the integration into the curriculum.

As an example of a service-learning experience having the potential for discovering

personal leadership identity, the ensemble that created the Social Change Model believed that the best way to learn to be a change agent was through experience and reflection (Komives & Wagner, 2009):

The experience half of the equation refers to is taking action, having the courage to get in there and try—testing out new skills, approaches, tactics, and ways of doing things. Reflection on the other hand, refers to thinking about what happened, what can be learned from it, and how to go about it next time. (p. 421)

### **Focus on Relational-leadership and Servant-leadership**

The relational approach of this present study is critical in that it informs other researchers as well as athletic department and student affairs personnel as to the transformational nature of service-learning. Further, the implications from this study should create a venue for the researcher to promote service-learning and the need for service-learning to be studied more closely in various university contexts.

Robert Greenleaf is arguably the father of servant-leadership. Service-learning pedagogy and servant leadership theory was furthered in large part due to research and application of Robert Greenleaf (1970). Service-learning, applied to the university setting may be directly applicable to building servant-leaders for the future. He lists 10 main characteristics in his servant leadership theory: listening, **empathy** (emphasis added), healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and community building.

### **Focus on Community “Voice”**

The importance of community voice in designing and implementing any service-learning experience is paramount to ensuring not only a stronger reciprocal relationship, but

success and sustainability of the program. Therefore, both quantitative data analysis and qualitative thematic analysis of the service-learning experience was analyzed: university students', elementary school teachers', administration and staff voices are included. "The thematic analysis of the material ... is a deliberate and self-consciously artful creation by the researcher, and must be constructed to persuade the reader of the plausibility of an argument" (Foster & Parker, 1995, p. 204). Therefore, shared insights, program evaluation, and the potential power of a service-learning experience are all discussed. As part of the program evaluation research design, to add reliability and trustworthiness to this present study, we added artifacts of various community partner participants' analysis and input. In our effort to understand the community partner's perspective of service-learning, this study uniquely positioned the researcher and the research to make maximum impact on our understanding of the impact of service-learning on the community partner.

Reflecting on characteristics of community, Nouwen (2003) gives great insight as he asserts that the two characteristics of community are forgiveness and celebration. He also reminds us that it is important to say "Thanks for being you" to those we live and work with most closely (Nouwen, 2003). Though not specifically aimed at educators, Nouwen's words ring especially true, as our schools are merely reflections of what is happening in our world. In higher education, Connelly & Clandinin (1990) urged that teachers and researchers need to tell and share their stories; in this case they did so and relationships were deepened as a result. Meeting the needs of our students through building trust and a sense of community is established. To that end, Maslow's hierarchy of needs has been tried and debated, but has held constant since 1954. Maslow proposed the five categories being grouped in a hierarchy from lowest to highest; the lowest need is the physiological, and then comes safety needs,

social/belonging needs, esteem, and finally self-actualization (Bolman & Deal, 2008).

Human needs, either as a result of heredity or environmental influences, are similar. The fact that who we are can be most influenced by our environment is an important factor to remember; teachers have daily contact with their students, their relationships with their students and the sense of community within the school are of great import.

This sense of community and the “ethic of service,” fostered through a service-learning program experience can be expressed as “Three C’s.” According to Hidayat, Pratsch & Stoecker (2009) it takes commitment, communication and compatibility to build and sustain an effective service-learning program. The overall sense of community and trust are not only be an inherent strength of the service-learning program, with continued as a result of continued support from teachers, staff and administrators at the elementary school (commitment) it is of paramount importance to the program. A reciprocal sense of cooperation and trust takes time to develop (communication), and maintenance of those relationships (compatibility) requires continual attention. It is a team effort. Therefore, as a result of literally hundreds of hours of verbal and written dialog, the “voice” of service-learning is infused throughout this document in order to attempt to adequately express to the reader the depth and richness of the global experience. Collaborative relationships take time to build, and were strengthened as a result of active participation and critical reflection (see Appendix N through Appendix Z).

### **Community-service, volunteerism, or service-learning?**

Building a sense of community and teaching young men and women that there is value in behaving morally and practicing principled reasoning, through sound moral orientation and character building, should be an ultimate goal. While community-service

may have a negative connotation for some, the general concept is narrowed in focus as one begins to understand the concept of service-learning. To freely engage in community service is very good; to embrace volunteerism is inherently a virtuous and noble activity. The notion of service-learning is more than community-service, or volunteerism, it gives meaning and provides for academic enhancement of the activity. Service-learning embraces both community and university through collaboration that engenders a mutually beneficial relationship based around mutual respect, reciprocity and reflective contemplation. These are but some of the strengths of service-learning that differentiate it from community service or volunteerism.

Reinforcing the significance of experiential education opportunities, Dewey perhaps said it best, "...the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience—which is always the actual life-experience of some individual" (1938, p. 89). That is why, in every volunteer orientation session, in every service-learning class, a stated long-term goal for the service-learning students was, "When you graduate and find employment and become, productive members of your respective communities, you will continue to serve through volunteerism and community service, wherever in the world you call "home."

### **Trust in Your Existence—Thrive**

Academic community engaged service-learning provides an ideal venue for moral maturity to be facilitated. The idea of a narrative is a natural, as these students eagerly and willingly come to learn and apply themselves (Ash & Clayton, 2009; Ignelzi, 2000; Schon, 1983). It does not matter if in the classroom, on the athletic field, in the music building or through other artistic endeavors, they attend universities to learn and to grow towards being



competent individuals ready to go out into society and contribute in their own unique way and service-learning experiences can be especially meaningful in this process (Astin, Vogelgesang, Ikeda, & Yee, 2000; Clayton & Ash, 2004; Colby, Ehrlich, Beaumont, & Stephens, 2003; Fong, 2002; Holland, 2005). Though labeling individual students can be detrimental, as in profiling, if done with care it reaches out to the student and make a good faith effort to meet them where they are. Hauerwas (1981) wisely reminds us, "...learning to trust in our existence as a gift...and like it or not, we are all part of the narrative of the community we have chosen to be in. Moral growth involves a constant conversation between our stories that allows us to live appropriate to the character of our existence" (p. 183). Why not use this direct application to affect attitudes and hearts? Ultimately, our character drives virtue and is manifested in our moral acts. How can we raise awareness for issues of moral orientation? This can be taught by actions, by example, as well as through stories and examples (Gill, 2000; Hui, 2009; Stoll & Beller, 1998; Lickona, 1992). Intentional critical reflection is a key to causing cognitive discord, and the process can be inherently powerful and life changing (Ash & Clayton, 2009; Clayton & Ash, 2004).

In an effort to further explain the inherent value of reflection, Ihde (1986) speaks of the phenomenological distinction between straightforward experience and reflective experience. The straightforward experience is 'real,' while in the reflective experience is not. Phenomenological experience is done reflectively. There is a logical link to phenomenology and reflectively experiencing the world; indeed, the service-learning pedagogy is inclusive of both theoretical frameworks, and takes one into a more meaningful experience.

Husserl, (as cited in Idhe, 1986, p. 43) coined the term *intentionality* to mean the correlation of what is experienced with its mode of being experienced. It is upon thoughtful

reflection that one comes to realize true altruistic service is rare. However, such a servant attitude determines how life is approached, and as a volunteer coordinator and classroom teacher, students and teachers today tend to ‘survive’ rather than ‘thrive.’ In an effort to understand why, the present study attempts to quantify and qualify the global impact of a service-learning program, and assess the ethic of service.

A Taoist saying that is relative, I have hanging on the wall in my office that says it better than I ever could:

To look is one thing,

To see what you look at is another,

To understand what you see is a third,

To learn from what you understand is still something else,

To act on what you learn is all that matters.

## Chapter III: Methodology

### Statement of the Problem

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold.

First, to examine the effect of a community engaged service-learning program on: **A.**

**University Student Participants'** 1) moral orientation, 2) altruistic service attitude, and 3)

leadership identity and character development and "ethic of service". Second, to examine the

effect on: **B. Community Partner Participants'** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### Procedures

Because of the vast differences in how service-learning is implemented throughout the world, one of the greatest challenges to researchers is to identify and measure appropriate learning outcomes that service-learning might be uniquely designed to affect (Giles & Eyler, 1998). Recognizing this, the overall plan was to develop a relational study with an applied learning program evaluative research model.

Design of the service-learning program included students from the university who were enrolled in selected service-learning courses and were placed at a local elementary school. The intervention course (service-learning) was an introductory class for recruited freshman or transfer Division-1 recruited athletes, and has a service-learning component. The control course (non-service-learning) consisted of students that were high school athletes, but were not recruited to play intercollegiate athletics. This group was chosen as the control group because the students have similar highly competitive athletic backgrounds those in the intervention course. They all played high school sports and all students were

enrolled in the same University, during the same semester. The intervention course had a service-learning component and intentionally guided critical reflection exercises with weekly journaling exercises required as well as periodic written essays, all designed to create cognitive discord. The course was required of freshman and transfer student-athletes by the NCAA. The control course did have weekly writing assignments and was designed with a moral reasoning pedagogy, but had no service component. Significant to the results was the fact that the control and intervention were both thoughtfully designed courses with instructors who value student critical thought and development through intentional critical writing exercises and rich dialog.

Both groups were pre-and post-tested with the same online instrument. The nonequivalent treatment intervention group (with a service-learning experience) was pre-tested at the beginning of the year, had the service-learning intervention and experience, and finally was post-tested. As part of the program analysis, one purpose of this research was to evaluate the service-learning program and the impact of a service-learning experience on the service-participants. I chose to quantitatively examine how a service-learning experience impacted university students' moral orientation ("ethic of care" or "ethic of justice") with the MMO-2 (Liddell, Halpin, & Halpin, 1992). The MMO-2 is a reliable and valid instrument that measure moral orientation. To study service attitude specifically, the CSAS was adapted from the original and developed to measure altruistic attitude of service-learning students for the present study. The LID-Questionnaire was developed to inform us on self-reported leadership identity development propensity of the university students. Thematic analysis of qualitative data ensured a thorough analysis of the global effectiveness of the service-learning program. Aspects of moral development, altruistic service attitude and leadership

identity development were examined in hopes that this may assist in not only assigning a most suitable service-learning experience, but also give service-learning professionals insight on developing educational interventions and understanding the impact of a transformative, community engaged service-learning program experience.

### **Methodological Framework**

This study used a program evaluation research framework (Trochim, 2006). Because service learning is transdisciplinary (crosses multiple disciplines) in nature, with multiple goals and multiple community partner participants, so isolating the effect of service learning component through an experimental or quasi-experimental design alone is difficult at best. Therefore, this research design utilized a quasi-experimental (pretest, intervention, post-test) model within a program evaluation research framework with a thematic analysis of participant voices through narrative, survey, and observational data to ensure maximum understanding of the concepts and relationships being studied.

**Table 1: Program Evaluation Rubric**

<b>Research Evaluation Method</b>	<b>Measure</b>	<b>Participants</b>
Scientific/Quasi-Experimental	MMO-2 CSAS	University Students
Qualitative/Iterative Hermeneutic	LID-Q Student written narrative assignments and discussions	University Students & Instructor, Reflection Leader
Participant-oriented Research	Teacher/Staff Survey Instrument, Participant Surveys, Personal Interviews	Elementary School Teachers & Staff, Elementary School Principal, University Students And Instructors. Participant researcher

In order to fully appreciate the transformative learning potential of service-learning, a variety of evaluation strategies were used that borrow from both traditional research methods

and evaluation practices. In its broadest sense, “[e]valuation is the systematic assessment of the worth or merit of some object” (p. 1). Object in its broadest sense refers to programs, policies, technologies, persons, needs, activities and so forth. Evaluation designs uses many of the same methodologies used in traditional social and educational research contexts, however evaluation research takes place within the total social, political, and organizational structure (see Table 1).

In addition to quantitative measures (MMO-2 and CSAS) instruments, there will be a collective, robust quantitative design component to this study, primarily through student and community participant rich narratives. Flick (2006) reminds us that “...the documentation has to be exact enough to reveal structures in those materials and it has to permit approaches from different perspectives (p. 293). This reinforces my claim that thematic analysis of qualitative artifacts will add a depth and richness to the study. “The thematic analysis” of the material ... is a deliberate and self-consciously artful creation by the researcher, and must be constructed to persuade the reader of the plausibility of an argument” (Foster & Parker, 1995, p. 204). Patton (1990) discussed the purpose for doing such practical research, “The purpose of applied research and evaluation is to solve human and societal problems” (pp. 11-12). As such, a strong evaluation design requires individual and group skills, management ability, political dexterity, and sensitivity to multiple participants and their individual and collective goals and needs.

To assess the merit of service-learning with collegiate students and the various participants who benefit from a service-learning program experience, a multi-faceted approach was used. From an evaluative research framework, the greatest amount of evidence was gleaned, to explain the potential impact and worth as to the reciprocal nature of service-

learning programming on the respective partners.

### **Design and Analysis**

The design of this evaluation research study included data collected from two consecutive school years. Empirical data was collected in the fall semester each year. I used nonequivalent convenience sampling of both experimental (service-learning) and control (non-service-learning) groups of students who were enrolled in selected 100 or 200 level introductory courses. This nonequivalent control group design was susceptible to the threat to internal validity because the groups were not randomly chosen, but rather enrolled in the university courses as their schedule allows. Two questions were focused on in considering this design. The first was whether the intervention group and the control groups were theoretically and statistically similar to one another. The experimental and control groups were similar in demographics at the beginning of the experiment; therefore, it could be assumed that the latter group was an effective control group. The question of background variables explaining the difference was also addressed. In order to increase internal validity I included students of similar backgrounds, enrolled in the same semester courses at the same university. Because there were older students enrolled in the courses, I did not exclude upperclassmen from participating in the service-experience, but I did not include them in the research results if they were outside the 18-22 year old window.

The quantitative effects of the service-learning program experience used in this quasi-experimental design used a nonequivalent convenience sampling with a repeated measures multivariate ANOVA. Course and Gender were the independent variables Program experience was assessed by score difference between pre-and post-test scores for both the MMO-2 and the CSAS. Alpha set at  $p < .05$ , between and within, was run in SPSS version

18.0 to analyze the difference between the main factors (i.e. by Group and Gender) on the dependent variables (the MMO-2 and CSAS) from pretest to post-test. Effect size and power were also run.

Therefore, moral orientation and community service attitude were assessed by the MMO-2 and the CSAS, respectively. Leadership identity, character development and global impact of the program were analyzed using hermeneutic thematic analysis of various artifacts to ensure the “voice” of both university students and community participant members, central to the reciprocal relationship between the service-learning students and community partners (Hui, 2009). Thematic analysis of qualitative artifacts will add a depth and richness to the study. “The thematic analysis” of the material ... is a deliberate and self-consciously artful creation by the researcher, and must be constructed to persuade the reader of the plausibility of an argument” (Foster & Parker, 1995, p. 204).

### **Participants**

There was a non-equivalent sampling of traditional aged university students enrolled in selected university courses that took both the pre- and post-tests online and matched on the pre-post testing sequence. In the end, there were 114 total students, aged 18-22. There were 51 females (45%) and 63 males (55%) that were matched, and these will be our study participants. For the purpose of this study, the evaluation group participants were traditional aged university students, age 18-22, enrolled in a 200 level course designated as having a service-learning component. They were assigned to a community engaged service-learning partner site, a local elementary school, or another alternative site as their schedules would allow. Control group participants, n = 48, 15 females (31%) and 33 males (69%), were not enrolled in a course that had a service-learning experience, but were similar in demographic



design to the intervention group. All of the participants had participated in high school sports, so had been exposed to a highly competitive environment. The control group consisted of those who had been involved in competitive high school sports but they were not recruited to play at the Division 1 level. The intervention group, n = 66, 36 females (55%), 30 males (45%) consisted of a class of freshman and transfer Division 1 athletes. Significantly, this group mirrored the ratio of female to male students at the university. The study took place at a major research university in the Pacific Northwest, and all study participants received partial credit for their service.

### **The Service-Learning Intervention Program**

#### **Why service-learning?**

Service learning experiences provide meaningful opportunities for building a sense of community between students, instructors and community partners to move together with deliberate thought and action toward a common purpose that has mutual benefits. There are academic, social and emotional benefits (Kaye, 2004). When students actively participate in their community, they have a propensity to appreciate the value of civic responsibility and understand the value in giving of oneself to another. Instructors make education more relevant for their students and may find that they are energized and more engaged in the process. Community partners receive help that is needed and may find themselves learning from these service-learning students as they interact with them.

#### **The players**

The climate, culture, and expectations of our elementary staff and teachers, both university and elementary students, and the surrounding community were all positively impacted. The “caring community” at the elementary school is such that we are not willing

to go with the status quo; rather, thinking outside of the box has been advantageous to all involved. As Senge (1990) said, “When placed in the same system, people, however different, tend to produce similar results” (p. 42). We have opted to change the traditional elementary school model to establish a culture of caring. By opening our school to assistance from the university and surrounding community and being willing to adapt and change with the developing programming, such as our Reading/Recess Buddies program, we have been able to increase our volunteer workforce and school-community outreach to be inclusive and comprehensive in scope.

Continued support from service-learning faculty and students has enabled us to maintain and sustain excellence in our programming. According to Astin, Astin and Lindholm (2011) “Service learning appears to work because it enables students to identify and direct their personal goals through an exploration of moral and ethical positions about themselves and their communities, and to relate larger social issues to their own lives” (p. 146). The time and effort of many have made it possible; without such a caring family, it would not work. In fact, as part of the welcoming orientation that every single volunteer goes through, they are told “Welcome to our [name of elementary school] family!” Ultimately, any such academically based community engaged service-learning program works most efficiently and effectively for all involved if there is continual communication and cooperation between all parties.

According to a letter of support from the principal,

The service-learning program helps students by providing extra eyes, ears and hands for our teachers and staff in the classroom, lunchroom and on the playground. These opportunities are not to simply monitor our elementary students, but to foster relationships and teach

students basic academic and social skills, as well as support the teachers and students, thus maximizing overall student success. At any time of day and any day of the week volunteers can be seen in all areas of the building working with children. Many times, four generations will be working side-by-side in a classroom. Our test scores have risen each year. A school is a complicated and dynamic place but I can assure anyone that the service-learning program contributes substantially to this success. (see Appendix U).

Though not assessed in formal manner as individuals, the elementary students play an important role in our programming planning and implementation; they are the main focus of the service-learning program. The elementary school is a Title I school, with low-income families and many children from broken homes. Because of this, it is especially important that the elementary students have differentiated instruction and positive role models in their lives. In an effort to have our students reading at or above grade level, as a result of our Reading Buddies programming our students are able to receive extra time for reading practice. Service-learning students and community volunteers provide extra time and attention to our elementary students and offer the teachers and staff much needed assistance throughout the school day.

Fortunately, the principal at the elementary school has been supportive of volunteerism and understands the value that can be added to his school as a result of their service. The principal and administration, as well as our surrounding community are all supportive of Reading/Recess Buddies program. Another added value to the program is that there is a rich tradition of service and leadership at the local university, as well. The relationships are strong and have been most rewarding over the years. In fact, during planning for this research project, in a letter to the University Institutional Review Board

(Appendix K), the principal asserted the following:

I have had the honor to work with [the researcher] for the past ten years or so on many projects and also as an employee. [She] has been my volunteer coordinator at [name of school] for the past six school years. During that time she has built bridges between our fine school and many community organizations to enhance service-learning and volunteerism. [She] and I have worked side by side to recruit and train hundreds of volunteers to the benefit of both the volunteer and students they work with. (Appendix B)

### **The setting**

This evaluation research study comprised both quantitative data with analysis of statistical measures and qualitative data with thematic analysis of various artifacts germane to an academic university-community engaged service-learning program. Because evaluation research comprises both quantitative and qualitative data measures, the following is a summary of the robust protocol for our service-learning program procedures.

As the volunteer coordinator, prior to the beginning of the school year, I met with the university instructors to discuss their needs and determine a service-learning orientation schedule as we began our planning for the coming semester. Dates and times for me to go to their classes to greet and meet the students, potential orientation session times, and other pertinent information was shared. It is imperative for sustainability that communication is begun ahead of time to ensure programmatic success. Communication is a key ingredient in any successful service-learning program. After I have an understanding of what the university instructors need, I can begin to share what the elementary schools' needs are. Successful programming for any service-learning program is a reciprocal arrangement. Also, at the beginning of the each school year, I visit each elementary classroom teacher and

distribute the Elementary Teacher Request Form (Appendix C) to the teachers and staff, to determine any needs that might be addressed with volunteers and service-learning students, and a tentative schedule is developed. Then, based on this input from the teachers and staff at the elementary school, a volunteer placement schedule of available service times was created to accommodate specific classroom and curricular needs.

### **The orientation session**

Concurrently, I visited each university classroom during the first week of classes and gave the students a brief overview of the service-learning program (Appendix E). As part of a brief initial classroom orientation session, all service-learning students and current research participants are informed of the research study and given the online survey instrument link. It was explained to the students that they were going to be asked to read and sign an informed consent form (see Appendix J) prior to the service-learning experience. It was further explained to the students during the brief orientation in each classroom that they were invited to be a part of this research design that we hoped to study the service-learning experience at deeper level.

At that time, I was able to answer any questions that the students may have about the survey or what to expect as to the service-experience, and I hand out a questionnaire that has three questions which help me to prepare for the formal orientation session that was scheduled at the elementary school (Appendix D). This enabled me to have an insight into the thoughts and questions the students may have, and adjust the agenda accordingly. Once again, before I left the university classrooms, the students were reminded to please take the online pre-and post-test within two weeks of the semester beginning and ending, respectively, given the website address for the survey, which was to be completed on their

own time, with no coercion. Again, seventeen year olds did not participate in the online survey, but did complete the service-learning experience as part of their course design. This internet survey mode was chosen because of the university students with high computer internet access rates and skill levels (Dillman, Smyth, & Chirstian, 2009). Credit was given for those who chose to participate, at the discretion of the instructor.

At the end of this first classroom orientation session, I hand out the Volunteer/ Service-Learning Form to the students (Appendix H). The form could also easily be emailed to those who misplace it or were not in attendance, and the form can be found on our school website as well. This form had a place where students can list their particular curricular or co-curricular interests and the times of day and days of the week that they are available to attend the elementary school. That way, the university students have the opportunity to set times that are convenient and open for them to serve. This gives them a sense of autonomy and power. I have found that it allows them to feel more responsible for their own scheduling and placement, and thus the experience is less of a burden on them than it might be otherwise. Also, having access to their individual schedules and likes or dislikes for placement assists me in making appropriate assignments for the service-learning experiences.

After the participants completed the volunteer form and return it to me, they are placed at the service-site based on their personal preferences and their schedule availability, individual talents and enrichment desires, based on the elementary school schedule. It is important that the service-learning students have a “voice” in their service placement. Key to success in any service-learning or volunteer program is maintenance of a cooperative effort, to have reciprocity and uphold an environment of mutual respect.

## **The training program**

The in-class orientation session was then followed with an extensive training program and orientation at the elementary school. This evening session was well advertised via email to college instructors and students, and took place one evening at the elementary school (Appendix F). Time and date for the formal orientation session is always predetermined through communication with the elementary school teachers and staff, and also with the university instructors input. The orientation program is informative and comprehensive, including participation by the principal and a counselor, as well as interested teachers, supporting staff and administration (see Appendix F). I invite the university students and their instructors to the formal orientation session that is usually held within the second or third week, at the elementary school. The service-learning students must attend an orientation session before they begin their service-learning experience at our school. This orientation session is important because the elementary school teachers and staff believe it is imperative to give the service-learning student's the very best possible opportunity for success. The service-learning students provide feedback for programming at the end of the session as they complete and turn in a brief evaluation survey as an exit pass for their evening (Appendix G). Results from this survey have been helpful over the years to mold and facilitate future sessions to meet their needs as well as those of the elementary school teachers and staff. Feedback from students has been used to improve the scope and sequence of the orientation session.

Orientation sessions are generally kept to an hour or so, and are in the evening, because the university student's time is valuable and we respect that. The principal is always there, and other teachers and staff often attend as well. I strongly encourage the university

instructors to be in attendance; it sets the tone for the semester's experience. I firmly believe that the overall service experience has been more successful when the university instructors show their support by actually attending the training session, but even more so if the university instructors take time to go to the elementary school as a volunteer themselves (though this is not mandatory). The experience becomes authentic for them and their students, and their sharing is more authentic as a result. I firmly believe that is why the students trust me and why I so readily relate to them as they are preparing for their service experience; I have been in their shoes. Again, the training session is evaluated by the service-learning students in an effort to give them voice and provide for continual improvement of programming. If a university student is unable to attend because of other university requirements, I set a time for an alternative training session in order to attempt to ensure a successful experience. Over the years, it has been my experience that these orientation sessions provide the university students with a sense of confidence and purpose to their service-experience.

### **The service-schedule**

A comprehensive schedule was then painstakingly developed that was mutually accommodating of the community partner's needs and the service-learning student's individual schedule availability. I try to place the university students in situations where they will be successful and the experience will be mutually edifying. I get to know the teachers and their needs, and also the university students and their needs. It is like putting together a gigantic, multifaceted jigsaw puzzle. I always remind the service-learning students to let me know sooner rather than later if the match was not working, and every effort to mitigate the circumstances was attempted before the placement was changed. However, because



scheduling glitches invariably occur, there are other classrooms or activities, as well as other service sites available if we need them. If the elementary school was not be desirable for them, for whatever reason, we made adjustments, but the scope of those programs are outside the parameters of this research study.

The service-learning students are given a voice in their final service placement. True to service-learning pedagogy, and as part of each service-learning course, the intervention group received both an academic curriculum and practical service-learning experience. As the volunteer coordinator at the elementary school service-site and active participant in both the elementary and university classroom, communication was ensured between the students, the instructors, and the elementary school. Emails and text messaging were typically the preferred methods of communication outside of class time. Service-learning hours were required to ensure the experience was effective and meaningful. A minimum of 8 hours of on-site service-time was expected. Two hours are awarded to each student for attending orientation, journal writing, and taking the online quiz, for a total of 10 hours for the service-learning experience. As the researcher/volunteer coordinator, I supervised, observed, and organized the service-learning experiences at the elementary school. I also gathered information for the present study from all participants, based on journals, interviews, surveys and artifacts gathered throughout the journey.

### **The service-learning-connection**

Back in the classroom, students had a variety of opportunities to critically analyze the service-experience, based on intentionally designed applied service-learning pedagogy, utilizing critical thinking skills through critical reflection exercises, discussions and journal writing. The particular intervention group studied had a Life Skills curriculum, so there was

ample opportunity for application of concepts being studied at the service site. This is where service-meets-learning, as rich critical reflection narratives were collected from students, to be analyzed as part of the research design. True to qualitative analysis methods, major themes and categories from student's narratives, journals and other artifacts has been interspersed throughout this document to add reliability and validity, and demonstrate the power of critical reflection and the recursive nature of qualitative research design.

As I have indicated, for the service-learning course I was also the Reflection Leader, and I assigned critical reflection writing assignments and readings (Appendix I) and we had many discussions in class that pertained to their service-learning experiences. Every classroom is a bit different in this aspect, and each individual instructor has the responsibility to assign readings and written exercises as fits their course design. For this course, there were four essays assigned and individual journals that could be typed or completed online. The following is an example of the assignment for *Reflection through Journal Writing*:

Reflection is indispensable to the entire service-learning process, and is what weaves it all together both intellectually and emotionally for everyone involved. Reflection can connect your experience with classroom content and studies. Through reflection, you can examine the differences you made, discuss thoughts and feelings, consider project improvements and receive feedback. Discussion and journal writing will both be part of our class time together. Reflection will occur during all stages of your service-learning experience. Reflection means taking the time to think, talk and write about:

- What is happening during the project or program at West Park (**What?**)
- What it means and how it connects to what you are learning in class (**So What?**)

- How the knowledge and skills gained through service-learning can be applied to “real” local or global issues, and you, personally (**Now What?**)

### **The service-research**

All university student participants from the control and intervention groups took the online instrument, pre and post-test. This included the MMO-2, CSAS and LID-Questionnaire. The pretest was taken within the first two weeks of the semester, the post-test during the last two weeks of the semester. To ensure familiarity with the researcher, the service-experience and the methodology, as well as to increase validity and reliability of the study, there was continual communication between the researcher and university classes. Artifacts of college students, community partner stakeholder (administrator, teacher, student and community volunteer) interactions and behaviors were evaluated.

### **Program Evaluation Strategies**

A variety of evaluation strategies were used that borrow from both traditional research methods and evaluation practices. Because of the complexity of service learning stakeholders and environments, three broad strategies were used and then framed in an evaluation rubric: 1) scientific-experimental, 2) qualitative, and 3) participant-oriented (see Table 1).

#### **Scientific-experimental**

This method is one of the historically dominant and best understood models for evaluation. These models, whose values come from the sciences, emphasize impartiality, accuracy, and objectivity. Quasi-experimental nonequivalent control group design with an online survey instrument measuring moral reasoning orientation, leadership identity, and service attitude was utilized, in order to further understand the possible impact of a service-

learning experience on the university students. To ensure reliability and validity of the impact of the global service-learning experience, triangulation with both quantitative and qualitative measures of university student and community partner participant's input was incorporated.

In this study, because random assignment was not part of the design, a nonequivalent quasi-experimental design was employed to measure the effect of service-learning on university students' pre- to post-test MMO-2 and CSAS scores. If the participant was part of the intervention group, they received both academic and experiential service-learning curriculum, were assigned a service-learning experience, and then at the end of the service-learning experience they were post tested with the same instrument. A control group was also pre-and post-tested with the same instrument.

### **Qualitative**

A general qualitative methodological approach, thematic analysis, was used. Because thematic analysis allows flexibility in approach (Braun & Clarke, 2006), as both the volunteer coordinator and the participant researcher at the site, I observed and supervised interactions between university students and community partner participants, as well as interactions in university classrooms. Following a general phenomenological and hermeneutic approach to data interpretation, a thematic analysis of the service-learning students' critical reflection essays and journals was thoughtfully crafted. The thematic analysis' of the material "... is a deliberate and self-consciously artful creation by the researcher, and must be constructed to persuade the reader of the plausibility of an argument" (Foster & Parker, 1995, p. 204).

Therefore, in an effort to add meaning to the service-learning experience, thematic

analysis of selected written narratives (journals and classroom essays) of the intervention group was incorporated in an effort to analyze individual leadership identity development. Analysis of selected perceived personal and leadership development through student's responses to the LID-Q as well as incorporation of leadership quotes from the service-learning narratives was thoughtfully organized and presented.

My role as volunteer coordinator at the elementary school also provided opportunity to witness their words put into action, adding credibility and establishing trustworthiness to the study (Ely, et al, 1991, p. 83). I was able to collaborate and discuss the experiences with not only the teachers and staff at the elementary school, but the university instructors as well. This allowed the transformative experience to be enriched and strengthened for all concerned. To protect individual participants and to ensure confidentiality of all involved, as part of this research protocol, there was no mention of either the university or the elementary school involved, nor any names of students or faculty or staff reported.

As the semester progressed, the assignments did as well. The first assignment was called "Sports and Me" and was designed to be introductory and enabled the students to introduce themselves to me as they chose; the question was, did they perceive themselves as a student-athlete, or as an athlete-student. They introduced themselves to the idea of phenomenology; this allowed them to step outside of themselves and just express themselves as they are. It allowed us to have a mutual understanding, from the beginning, of where they saw themselves and why.

The next three essay assignments were directly derived from the DEAL method approach (Ash, Clayton, & Moses, 2009). I also structured their journal writings around this assignment because the journal writings would also be used for the final service-learning

critical reflection paper. This approach emphasizes observation, a phenomenological quality of the evaluation context, and the importance of subjective human interpretation (Trochim, 2006). The assignments were meaningful and allowed for flexibility and creativity, but gave the students general guidelines to consider as they went about their service-learning experience.

The structured reflection exercises seemed to add value and meaning for these student-athletes, which allowed for flexibility and creativity in their thoughts as they conveyed the essence of their service-experiences through their narrative exercises. By focusing on three categories: Academic Enhancement, Civic Learning and Personal Growth, they were able to freely develop individual patterns which became themes as they learned to critically examine their experiences in depth. We utilized the DEAL method (Describe, Examine, Articulated Learning) which I found to be extremely beneficial in assisting the student-athletes to organize their thoughts, because we discussed what components they might be thinking about before they composed their thoughts formally on paper (Ash, Clayton, & Moses, 2009). The DEAL method provides a wonderful pedagogical tool to assist service-learning critical reflection exercises for students as they endeavor to express what they heard, saw, felt, tasted, smelled, and so forth, along their service-journey (see Appendix I). Clayton & Ash (2004, p. 67) reminds us that sometimes reflection does not generate the changes in perspective and practice that we hope for as quickly as we would like to see. Passionate about service-learning and community engagement pedagogy, I would add that it is incumbent upon on instructors to remember that the time invested in intentional critical reflection instruction and feedback may, in the end, produce long-term, though delayed, results.

There were three categories that we concentrated on for the service-learning student narrative essays. The following were the general categories I asked them to respond to, and as a result, emergent themes were tabulated and analyzed. This pedagogical design incorporated the “DEAL” method (Ash, Clayton, & Moses, 2009). It was absolutely amazing to me the difference that suggested ideas meant to these students, as they embarked on this journey (see Appendix I). The categories were:

**PERSONAL GROWTH:** Learn about yourself, how you felt, why you acted as you did, what contributed to your successes and difficulties, etc...Think about changes you may need to make and what will be involved in this process...Consider what this experience may teach you about who you are relative to who you want to become as a student/student-athlete/individual.

**CIVIC LEARNING:** Consider that others may decide on a different perspective as part of their own path; as part of who they are. You will think about whether this is right for you, and if your approach is appropriate to the situation, and about the factors that contributed to your actions. Consider the challenges and trade-offs involved.

**ACADEMIC ENHANCEMENT:** Consider where and how your class and specific academic material is important relative to your service-learning environment or to an issue that your service activity addresses. How can what you experienced and learned apply in the community, and to your coursework? Where might there be gaps in your knowledge, what else might you need to learn or study...as related to your personal or even professional goals?

The emergent themes that came as a result of this applied learning method of encouraging intentional critical reflection were extremely meaningful for our service-learning students (see Appendix CC). They were encouraged to think beyond simply what

the experience “was,” they were encouraged to think deeply and philosophically about what the experience meant to them and their new family. Ash & Clayton (2009, p. 25) prompt us to remember “Each applied learning pedagogy provides students with opportunities to connect theory and practice, to learn in unfamiliar contexts, to interact with others unlike themselves, and to practice using knowledge and skills” (see Appendix BB for Raw Data Qualitative Narratives).

### **Participant-oriented**

Finally, a participant-oriented methodological approach was used as data was interpreted; a community engaged service-learning experience is participant-oriented by definition. In order to promote transparency on behalf of the participant-researcher, comprehensive community partner participant data was analyzed and triangulated. In order to strengthen credibility for this study, the researcher was involved as volunteer coordinator at the community partner site, and also visited university service-learning classrooms on a regular basis throughout the study. I have had experience as a Reading Buddy volunteer at the elementary school, and I am now the volunteer coordinator who works closely with staff there as well as with the service-learning classes participating in the study; therefore, I have a broad base of knowledge and experience from which to draw.

Teacher and supervisory staff surveys were analyzed and results summarized in order to determine the strengths and weaknesses of the service-learning/volunteer programming at the elementary school. Thick, rich descriptions through written narratives, surveys and observations of interactions of community patrons, college service-learning students and elementary teachers, staff and students, are all part of the volunteer coordinator’s day-to-day supervisory duties and were included in the analysis. This method emphasized the central



importance of the evaluation from various service-learning participants' perspectives.

### **Data Collection Procedure**

With the approval from the Human Assurances Committee (see Appendix K) on August 13, 2010, #00000843, my research journey began. As part of the program evaluation research, a quasi-experimental nonequivalent control group design, a pre-test and post-test online survey was administered to both the intervention group and to the control group during the first two weeks as well as the last two weeks of the course, respectively via Survey Monkey. All participants were given the link to the survey and they were able to access it at their convenience. Participation was voluntary. Credit was given at the discretion of the individual instructors. Community partner participants were surveyed and observed and responses to open ended questions were tabulated analyzed, in order to give a global perspective of the impact of our program.

The online-survey consisted of the Measure of Moral Orientation (MMO-2), Community Service Attitude Survey (CSAS), and our Leadership Identity Development Questionnaire (LID-Q). The first page of the online survey was an informed consent form, which was answered "yes" for the participant to be able to continue. Those students who were under 18 years of age had the opportunity to click "no" and were excused from taking part in the survey, but they were still expected to commit to the service-learning experience, if part of their course curriculum. There is also a Personal Information Form that collected demographic data. All data was downloaded, collected, and analyzed from the online survey. After responses were matched, names were removed so as to insure confidentiality of results.

### **Treatment of the Data**

I controlled for internal validity and reliability (A1, A2, A3, Table 2) through the

experimental design; comparing the change from the pretest to the post-test over time while controlling for the background variables most likely explains any differences that might occur. All students were enrolled in a semester-long course, but taking the survey was voluntary. Data from the pre-test and post-test surveys was downloaded from Survey Monkey into Excel and entered into SPSS for final calculations. Group data from each course's pre-and post-tests was downloaded and matched, and then all identification was removed so that confidentiality of participants was insured. According to (Pascarella & Terenzini, 1991), the strength of an intervention is reported in terms of a statistic, effect size, which was assessed. About 0.4- in the moderate range of effect sizes is typical in power of the effectiveness of college programs.

### **Program Participant Evaluation Strategies**

University student participants (intervention and control groups) were pre-tested and post-tested with an online survey consisting of the following instruments: The Measure of Moral Orientation-II (MMO-2), an adapted Community Service Attitude Survey (CSAS), and a Leadership Identity Development (LID-Questionnaire). The community partner participants were evaluated as well: teacher/staff surveys, open ended questionnaires, and narratives from teachers and staff at the elementary school as well as university and community participants were thematically analyzed for meaning and relevance to the programmatic nuances. As I have stated, the researcher is an active participant at the community partner participant-site and has a rich history of working with the university service-learning courses.

Initially, empathy was the construct of interest. While empathy is integral to moral development, I became interested in moral development and the study of moral reasoning

orientation, specifically how moral orientation (the ethic of care or ethic of justice) might be effected as a result of an a service-learning experience. After an exhaustive literature review, the MMO-2 was chosen because it was designed to study collegiate populations with separate scales for care and justice. Furthermore, in conversation via Email with the creator of the MMO and MMO-2, it was determined that empathy may be an appropriate proxy for this study.

Thanks for the update on your study. I'll be interested in seeing your results. I'm not aware that it's [the MMO-2] been used in a pre-post design. I think you're definitely onto something with using the ethic of care as a proxy for empathy. Hopefully the MMO2 will pick up the nuances. (Personal communication, 1/22/2012)

As a means to further study the effect of service-learning program on empathy, the CSAS was utilized and both empathy and altruistic service-attitude was analyzed using the CSAS, which was adapted for the present study.

Finally, the LID-Q was created to better understand the leadership identity developmental level of the intervention group. This knowledge is meaningful because leadership is a large component of any university mission statement. I also evaluated the open ended responses, and used this data as I worked with the students throughout the semester, as a group and as individuals.

In order to assist the reader in following this robust study, The Program Participant Evaluation Rubric (see Table 2) below, as a graphic representation of how I evaluated the service-learning program impact on program participants. I will expound on this table throughout the study, and present The Program Participant Evaluation Rubric Expanded, as an overall table for concluding the programmatic evaluation (see Table 20).

**Table 2. Program Participant Evaluation Rubric**

<b>Evaluation Objectives</b>	<b>Evaluation Questions</b>	<b>Evaluation Instruments</b>	<b>Specific Measures</b>
A1. To determine the extent to which a service-learning program effects university students' moral reasoning orientation.	To what extent do university students' MMO-2 scores improve from pre- to post-test? (By Course & By Gender)	MMO-2 (Liddel, 1990, revised 2006).	Care- and Justice-scale scores at the interval level. (Range is from 26-104 for each scale).
A2. To determine the extent to which a service-learning program effects university students' community service altruistic attitude.	To what extent do university students' new CSAS scores improve from pre- to post-test? (By Course & By Gender)	CSAS (Adapted from Harris, A., McCarthy, A. & Tucker, M., 2000)	Total scale scored at the interval level. (Range is from 2 to 25 for each scale).
A3. To examine how a service-learning program impacts university student's character and leadership identity development awareness as well as their voices about the ethic of service.	To what extent does a transformational service-learning program impact university students' character and leadership identity, and their ethic of service?	Classroom and individual discussions, essays and journals, and LID-Questionnaire	Thematic analysis of LID-Q student narratives and observations of instructor and volunteer coordinator
B4. To examine the impact of a service-learning program on elementary students' academic achievement, specifically their reading scores.	To what extent does volunteer/service-learning program impact elementary students' reading scores?	Teacher and community volunteer comments and testing scores	Student scores on IRI Reading Tests, Teacher Survey and volunteer comments
B5. To examine the impact of service-learning program on classroom management and student achievement as assessed through survey of elementary supporting staff and teachers' perceptions.	To what extent does a service-learning program impact elementary supporting staff and teachers' assessment of classroom management and elementary student achievement?	Teacher/Staff Surveys and written communication from teachers and supporting staff.	Thematic analysis and survey summary and supporting documentation.
B6. To examine impact of service-learning program on overall school climate and culture as assessed through elementary school principal and district administrator's evaluation.	To what extent does a service-learning intervention program impact principal and administration evaluation of overall school climate and culture?	Written communication from principal and district curriculum director.	Thematic analysis of written narratives

## **A. University Student Participants'**

### **Objective A1: Measure of moral orientation (MMO-2) instrument**

For purposes of this study, the MMO-2 was utilized to study moral reasoning orientation, the ethic of care or the ethic of justice of traditional aged university students with an academic community engaged service-learning experience as the intervention program. It is noteworthy that past studies (Rest, 1986; Rest & Narvaez, 1991) utilized the Defining Issues Test (DIT) found moral education promoted DIT gains. While the Defining Issues Test (Rest, 1974) does account for how one prioritizes one's values and has been the instrument of choice for measuring moral judgment, it does not specifically apply to college aged students, due to a question of content and variety within the student body. Further, the DIT was not designed for the general collegiate population, but the MMO specifically was (Liddell, Halpin, & Halpin, 1992).

Therefore, for this present study, I specifically evaluated the attributes of moral orientation, leadership identity, and service attitude and found both quantitative and qualitative measures that would allow us to study service-learning from a global perspective. Therefore, this current study did not use the DIT. This was a purposeful decision made by the researcher, because of the expressed intent to measure moral orientation, the "ethic of care" and "ethic of justice" rather than moral judgment.

The theories behind the MMO-2 instrument are based primarily on the work of Lawrence Kohlberg and Carol Gilligan. Kohlberg's work discusses morality in the framework of social justice and equality. Gilligan's is a reaction to this, advocating that moral reasoning can also be grounded in an "ethic of care," where relationships with others matter as much as principles. The Measure of Moral Orientation in its original form (1990),

also its second form which included minor revisions (1991) and the current MMO-2 (2006) are both reliable and valid instruments that have been developed as an alternative to measure the collegiate population and moral voice. Application of results can provide a vehicle for learning about ethical and moral development – an important outcome of a higher educational experience. Moral orientation of the students was assessed using the Measure of Moral Orientation-II (MMO-2) (Liddell, Halpin, & Halpin, 1992; Liddell D., 2006). This is an update of the MMO, which was an instrument designed to measure strength of care and justice as moral voices in university students (Liddell & Davis, 1996).

Appropriate for this study of college students, we chose the MMO-2 (Short Form). The MMO-2 was used in the current study; it is advantageous not only because of its ability to assess inclination toward ethics of both justice and care, but also because it has shown convergent and discriminant validity. Nonetheless, MMO-2 continues to be refined psychometrically Liddell & Davis (1996). Researchers are challenged to respond to calls for greater quantitative research on moral orientations characterized by care; therefore, continued development of psychometrically sound measures is crucial. In 2006, this shortened version of the MMO was developed with 7 dilemmas including both Justice and Care subscales. There are 52 response items in the MMO-2 (26 for Justice and 26 for Care). The Cronbach's alpha for the justice scale was  $\alpha=.886$  and the care scale  $\alpha=.896$  (Liddell, 2006). The outcomes associated with college participation have been widely documented by researchers in higher education.

Using the MMO-2 allows the current study to more readily, reliably and validly rate and compare participants' adherence to both modes of moral orientation. As was stated, this is the first time that the MMO-2 was used as a pre-post measure. The survey instrument was

issued online via a survey web site; the online instrument is comparable to the paper and pencil version (see Appendix Y).

**Objective A2: Community service attitude survey (CSAS) instrument**

The CSAS assessed student attitudes toward community service participation. Shiarella, McCarthy, & Tucker (2000) developed the Community Service Attitudes Scale (CSAS) as a tool to measure student attitudes toward community service participation. Community service, often in the form of academic service-learning, affords university students the opportunity and privilege of direct service. Opportunities to develop skills such as team building, leadership, conflict resolution, communication, organization and time management are all developed as a result of these experiences. The original CSAS instrument was developed, tested, and validated, according to Shiarella et al. (2000). Schwartz's (1977) model of helping behavior is a useful framework for understanding how people decide to become involved in community service.

“The CSAS can help inform and increase researchers' and educators' understanding of students' attitudes toward community service projects performed for college credit or as a course requirement” (Shiarella, McCarthy, & Tucker, 1999, pp. 11-12). For purposes of this study, the model was recast and an instrument developed into more general terms to apply to a community service or service-learning experience, which will contribute to internal validity. Therefore, the CSAS was adapted for this study to focus on service-learning, and provides us with a natural place to start in evaluating altruistic service attitude.

The original CSAS was a 25-item survey scored on a 5 point likert scale, from strongly agree to strongly disagree. Each item is preceded by a one sentence prompt. In determining internal consistency, item-scale correlations were all greater than 0.50 and

coefficient alphas ranged from 0.78 to 0.90, while alpha reliabilities ranged from 0.84 to 0.93 for all but two factors, both of which are above 0.72 (Shiarella, Mccarthy, & Tucker, 2000). We simplified the instrument to a twenty-item survey scored on a 5 point likert scale, similar to the original. We grouped questions in five categories (connectedness/normative helping attitude, costs, benefits/personal and career, seriousness of intentions to engage, and service-learning awareness/empathy).

### **Objective A3: Leadership identity development questionnaire (LID-Q)**

Burns (1978) observed that despite the large volume of scholarship on the topic of leadership, it is not well understood. For purposes of this study, we will use a relational definition of leadership. Despite the broad scope of leadership literature Komives, Owen, Longerbeam, Mainella, & Osteen (2005) found there is little scholarship about how leadership develops or how a leadership identity develops over time. Leadership studies and relational leadership research have given us much to build upon, and this aspect of the developmental identity of a leader has been studied in depth (Komives, Owen, Longerbeam, Mainella, & Osteen, 2006). We know that for a change in behavior to occur, there needs to be a change in attitude, and we will study how and if an academic service-learning experience can affect leadership identity awareness.

Collegiate students and student-athletes seem a perfect fit; if we can determine an effect within service-learning pedagogy, then we can utilize this research and apply it to leadership development and potentially reach out to other collegiate populations. For the present study, though not a reliable or valid instrument for research at this time, I chose to develop a form that can inform further study. A LID Questionnaire (LID-Q) was a part of the pre-and post-test; analysis of answers to questions will lend to overall qualitative



understanding and reflection on the service-learning experience. This summary will also be potentially helpful in understanding leadership identity development possibilities and assist in future leadership development research.

Current research to validate the LID theory, which identifies stages as the primary perspectives during the college years, was reported in the findings of Wagner (2011). The results should prove quite useful to college leadership educators who can use the LID model to design leadership development programs. The purpose of Wagner's study was to confirm or disconfirm the leadership identity development (LID) model (Komives S. R., Owen, Longerbeam, Mainella, & Osteen, 2006). The LID model identified six stages in the development of a leadership identity. Although used widely to inform the design of leadership development programs, it has not been validated by further research. Wagner (2011) used Q methodology to classify subjects with similar views of leadership into groups. The resulting groups were congruent with the stages of the LID model that are most frequently experienced during the college years. These descriptions were compared to the stages of the LID model. There was no evidence distinguishing stages four through six of the LID model. However, the study did lend support for the existence of the stages of development most often experienced during the college years (stages three and four) as described in the LID model. It is important to understand students' current perspective, leadership style, and skills in order to adequately design programs with the right balance of support and guidance. The challenge is to think about leadership in a new way – with all the new skills implicit in that conceptualization (Komives, Lucas, & McMahon, 2007). The key is to get to know each student and apply theoretical leadership identity developmental principles and best practices to each student, based on their individual strengths and

weaknesses.

Qualitative data (including LID-Q) and open ended questions from class narratives and discussions were analyzed thematically (see Appendix CC). Also of special note is the observation of the university instructor (see Appendix T).

## **B. Community Partner Participants'**

### **Objective B4: School academic climate**

One measure of academic climate at an elementary school is the reading scores of the students. The score routinely reported in this state is a reading indicator which is administered twice a year and gives teachers an idea of progress made over the year. Though not evaluating cause and effect, the intent is to demonstrate the possible impact that our Reading Buddies program may have on overall school academic climate through reporting the test scores. Therefore, the intent is to present data to indicate the possible impact the volunteer/service-learning program may provide to support the school's goal of increasing the elementary students' reading scores. Teacher and community volunteer comments and testing scores were evaluated and analyzed for meaning and relevance. Student scores on IRI Reading Tests, Teacher-Staff Survey, and volunteer narratives were presented and analyzed to build trustworthiness and transparency of the service-learning program and the impact of the program on the elementary school academic climate and culture (see Table 19, Appendices O, and Q, and CC).

### **Objective B5: Teacher/staff surveys**

To be honest, gaining entry to survey the teachers was facilitated because of our longstanding relationship. There were those who were a bit nervous to put their thoughts down, but when they were, I reassured them that their responses would be kept completely

anonymous, they responded willingly (see IRB, Appendix N). Teacher and staff surveys of both quantitative questions and open ended questions were collected and analyzed.

Trustworthiness and credibility was ensured by triangulating the remarks from community partner participants; elementary school and administrative input was included, as well as university students and their instructor. Open dialog and cross checking with teachers and staff was conducted to ensure their intended meaning was conveyed, ensuring trustworthiness and transparency. Hermeneutic thematic analysis followed for relativity and strength of voice of the various participants.

### **Objective B6: Principal and district administration narratives**

The opportunity and privilege to examine the impact of the service-learning program on the overall school climate and culture, as assessed through elementary school principal and district administrator's evaluation, is a uniquely meaningful proposition. Community partner impact is an area of service-learning research that is underserved by the literature. The unique nature of this program is that the researcher has a "foot in both worlds" and a unique perspective into the power of the program on the university, the service-site (elementary school) community partner and the greater surrounding community. I examined to what extent a service-learning intervention program impacted the principal and administrators' evaluation of overall school climate and culture. This was accomplished through written communication from principal and district curriculum director (see Appendices U and V).

### **Anticipated Results: How do we measure the success of service-learning?**

We hoped to show increase in the ethic of care or the ethic of justice and thus the "ethic of service" as a result of a transformational service-learning experience on attributes of

moral orientation, as indicated in the survey instrument. Through the university students' experiences at the elementary school, they encountered social and moral disorienting dilemmas. As a result of course materials presented in service-learning classes through intentional readings, discussion and reflection exercises, the university students' (the participants) may also encounter additional cognitive disorienting dilemmas. Because we all behave in such a way as to confirm what we believe about ourselves, it is possible that testing altruistic service attitudes is a good measure on which to build. If given the opportunity to experience an academic service-learning program as studied here, can quantify that there can be a change in not only attitude, but a change in behavior. Academic service-learning occurs in the classroom, as part of the curricular design, and that learning translates to the experiential field as a transformational experience for the participants. In an effort to give the student-athletes, and indeed the general student population, the very best educational experience, we hope to find that an academic service-learning experience can impact moral reasoning orientation, leadership identity, and altruistic attitude.

Though I was warned by both my major professor and committee members that the chosen instruments may not show an increase in selected measures as a result of a service-learning experience, the committee allowed me to proceed because of my years of experience with the service-learning program and my desire to further the cause of service-learning through a global applied research program evaluation design. Having been trained in moral reasoning pedagogy, I understand the parameters and need for intense, guided discussion and reflection opportunities between instructor and students. Given the fact that I am the volunteer coordinator at the local elementary school where service-learning students are welcomed and actually have become an integral part of the culture of the school, the potential

for greatest impact should be realized.

In full cooperation with the service-learning instructor and the elementary school administration, teachers and staff, the service-learning experience at the elementary school community partner site became a well-coordinated effort. The programming was a community effort, supported by the administration, teachers and staff at the site, as well as by the university instructors, as part of the service-learning curricular design. The principal at the elementary school has long encouraged volunteerism at the school (the service-site). University service-learning students add depth, breadth, and a sense of community that is further enriched by the community volunteers who are also welcomed at the service-site. Therefore, we anticipate that the results will be favorable towards the service-learning programs' impact, from the perspective of the community partner participants as well as the service-learning students and surrounding community.

#### **University service-learning student participants**

While I had hoped to find an increase in the Care (MMO-2) and Empathy (CSAS) scores for the service-learning population. I was not as optimistic about any effect on the Justice (MMO-2) scores. This is based on the following statement, "Based on the psychometric information to date, the Care component of the MMO seems to be better assessed...than the Justice component" (Bringle, Phillips, & Hudson, 2004, p. 75). Important to remember for this study, given our intervention sample population of university Division I athletes and control sample of former high school athletes, we know that there is not a statistical difference between moral reasoning of high school and freshman college student-athletes, however the longer one is involved in competitive athletics, the lower one's moral reasoning scores become (Beller, 1990; Stoll & Beller, 1998). This intervention group

experienced a service-program which emphasized the heart, expressed through the ethic of service, with intentional interaction of the university students with elementary students, teacher, and staff. The control group was immersed in a moral reasoning pedagogy with rich critical thinking and reflective writing exercises, but with no service-learning component.

It was hoped that a service-learning intervention program might have an effect of slowing down or reversing any potential moral reasoning decline in the athletes by effectively impacting their moral orientation (ethic of care and ethic of justice), of which is justice an integral component of their competitive experience. I anticipated that such an intervention would increase moral orientation scores, as well as altruistic service attitude and leadership identity development awareness. It is my assertion that these measures collectively encompass the essence of what has been termed an “ethic of service”. Indeed, service-learning experiences are instrumental in developing spiritual growth that may enhance moral development because they expose students to new and diverse people, cultures, and ideas (Astin, Astin, & Lindholm, 2011, p. 10). By virtue of exposure to teammates and classmates from all over the world, athletes are uniquely positioned for such exposure. Of import to the present study, as further evidence for intentional design, and in order for a service-learning program to be successful, (Ryan, 2005) indicated that a separate position would be needed if an athletic department was to initiate, conduct, and monitor service-learning projects. I would agree that without a volunteer coordinator at the elementary school, this would have been imperative. Fortunately, at the elementary school, we had such a position, which allowed for integration of our programming. As a result, the university students and other community volunteers have become part of our school culture.

### **Community partner participants**

Through both quantitative and qualitative measures and thematic analysis of qualitative data, I anticipated being able to report a positive impact on the “ethic of service,” either increase in “ethic of care” or “ethic of justice” as reported by community partner participants, all of these values the elementary school embraces. It is important to note that those community partners interact with the service-learning program as well, on an intimate basis. The global impact of this comprehensive service-learning program was evaluated through analysis of the artifacts as presented. Rich narratives from personal correspondence, as well as input from personal conversations (as noted) come together in this document. I believe this experience was morally, socially, and spiritually community building and I hope to develop a program that can be shared with other universities as well as other elementary schools, but more importantly I hope to ensure sustainability and growth of the current programming as a result of the present study.

## Chapter IV: Results and Analysis

*“If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”*

~ Aboriginal Activist’s Group (Northwest Poster Collective, 2004)

### Statement of the Problem

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold. First, to examine the effect of a community engaged service-learning program on: **A. University Student Participants’** 1) moral orientation, 2) altruistic service attitude, and 3) leadership identity and character development and “ethic of service”. Second, to examine the effect on: **B. Community Partner Participants’** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### A. University Student Participants’ Results

#### Objective A1. MMO-2 Ethic of Care

To determine the extent to which a service-learning experience effects university students’ moral reasoning orientation: Ethic of Care Scale Scores. (\*NOTE: All mean scores significantly different from zero  $p < .05$  will be reported in **bold**.)

a. To what extent does an academic community engaged service-learning program impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care in pre- to post-test in select classes of traditional-aged university students?

H<sub>0</sub>1: No difference exists in MMO-2 Care pre- to post-test scores in select classes of traditional-aged university students.



*We fail to reject the null hypothesis. No significant difference was found in Measure of Moral Orientation Care \* Time (pre- to post-test) scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 1.625, p = .20, \text{Partial } \eta^2 = .014.$  (see Table 3)*

**Table 3. Measure of Moral Orientation Care by Time**

Dependent Variable	Mean	Standard Deviation
Care Pretest	78.38 <sub>a</sub>	8.63
Care Post-test	79.43 <sub>a</sub>	8.44

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

b. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care in pre- to post-test by Gender in select classes of traditional-aged university students?

H<sub>0</sub>2: No difference exists in MMO-2 Care in pre- to post-test scores by Gender in select classes of traditional-aged university students.

*We fail to reject the null hypothesis. No significant difference was found in Measure of Moral Orientation Care by Gender pre- to post-test in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .799, p = .37, \text{Partial } \eta^2 = .007.$  (see Table 4)*

**Table 4. Measure of Moral Orientation Care by Gender**

Dependent Variable	Mean	Standard Deviation
Care Pretest Males	76.36 <sub>a</sub>	8.67
Care Post-test Males	77.93 <sub>a</sub>	7.90

Care Pretest Females	81.67 <sub>a</sub>	5.74
Care Post-test Females	80.47 <sub>a</sub>	9.27

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

c. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Care in pre- to post-test by Group in select classes of traditional-aged university students?

H<sub>03</sub>: No difference exists in MMO-2 Care in pre- to post-test scores by Group in select classes of traditional-aged university students.

*We fail to reject the null hypothesis. No significant difference was found in Measure of Moral Orientation Care by Group pre- to post-test in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .378, p = .54, \text{Partial } \eta^2 = .003$ . (see Table 5)*

**Table 5. Measure of Moral Orientation Care by Group**

Dependent Variable	M	Standard Deviation
Care Pretest Control	78.02 <sub>a</sub>	8.20
Care Post-test Control	78.73 <sub>a</sub>	8.34
Care Pretest Service-learning	78.65 <sub>a</sub>	8.99
Care Post-test Service-learning	79.95 <sub>a</sub>	8.54

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

***\*(SIGNIFICANT RESULTS IN BOLD)***

***MMO-2 Between-Subject Effects Results:***

**1. *We reject the null hypothesis and find a significant difference for Moral***

*Orientation Care for Gender pre to post-test scores, Wilk's Lambda F (1,111) = 7.7661, p=.007, Partial  $\eta^2 = .065$ . (see Table 6)*

**Table 6. Between-Subject MMO-2 Overall Care Gender by Time**

Dependent Variable	Mean	Standard Error
Care Males	77.12 <sub>a</sub>	±0.943
Care Females	81.13 <sub>b</sub>	±1.090

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**Objective A1. MMO-2 Ethic of Justice**

To determine the extent to which a service-learning program effects university students' moral reasoning orientation: Ethic of Justice Scale Scores.

d. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Justice in pre- to post-test in select classes of traditional-aged university students?

H<sub>0</sub>4: No difference exists in MMO-2 Justice in pre-to post-test scores in select classes of traditional-aged university students.

*We fail to reject the null hypothesis. No significant difference was found in Measure of Moral Orientation Justice by Time (pre- to post-test) scores in select classes of traditional-aged university students Wilk's Lambda F (1,111) = .228, p = .63, Partial  $\eta^2 = .002$ . (see Table 7)*

**Table 7. Measure of Moral Orientation Justice by Time**

Dependent Variable	M	Standard Deviation
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Justice Pretest	83.69 <sub>a</sub>	7.65
Justice Post-test	83.25 <sub>a</sub>	8.41

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

e. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation (MMO-2) Justice in pre- to post-test by Gender in select classes of traditional-aged university students?

H<sub>05</sub>: No difference exists in MMO-2 Justice in pre- to post-test scores by Gender in select classes of traditional-aged university students.

*We fail to reject the null hypothesis. No significant difference was found in Moral Orientation Justice by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .075, p = .78, \text{Partial } \eta^2 = .001.$  (see Table 8)*

**Table 8. Measure of Moral Orientation Justice by Gender**

Dependent Variable	Mean	Standard Deviation
Justice Pretest Males	83.19 <sub>a</sub>	8.87
Justice Post-test Males	82.68 <sub>a</sub>	9.64
Justice Pretest Females	84.31 <sub>a</sub>	5.80
Justice Post-test Females	83.94 <sub>a</sub>	6.59

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

f. To what extent does an academic community engaged service-learning experience impact moral orientation scores as assessed by the Measure of Moral Orientation

(MMO-2) Justice in pre- to post-test by Group in select classes of traditional-aged university students?

H<sub>0</sub>6: No difference exists in MMO-2 Justice in pre- to post-test scores by the interaction of Group in select classes of traditional-aged university students.

*We fail to reject the null hypothesis and find no significant difference was found in Moral Orientation Justice by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .599, p = .44, \text{Partial } \eta^2 = .005.$  (see Table 9)*

**Table 9. Measure of Moral Orientation Justice by Group**

Dependent Variable	M	Standard Deviation
Justice Pretest Control Course	84.33 <sub>a</sub>	5.45
Justice Post-test Control Course	84.48 <sub>a</sub>	7.49
Justice Pretest Service-Learning Course	83.23 <sub>a</sub>	8.93
Justice Post-test Service-Learning Course	82.35 <sub>a</sub>	8.97

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**Objective A2. Community Service Attitude Survey (CSAS)**

To determine the extent to which a service-learning experience effects university students' Community Service Attitude Scores: Normative Helping Attitude/Connectedness, Cost, Benefit, Seriousness & Intention, and Service-Learning/Empathy.

- a. To what extent does an academic community engaged service-learning program impact altruistic service attitude scores as assessed by CSAS scale scores pre- to post-test in select classes of traditional-aged university students?

H<sub>0</sub>7: No difference exists in service attitude as assessed by CSAS scale scores pre- to post-test in select classes of traditional- aged university students.

**1. Normative Helping Attitude/Connectedness Scale:** *No significant difference was found in Normative Helping Attitude/Connectedness pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .910, p = .34$  Partial  $\eta^2 = .0.008$ . (see Table 10)*

**2. Cost Scale:** *No significant difference was found in Cost pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .086, p = .77$  Partial  $\eta^2 = .0.001$ . (see Table 10)*

**3. Benefit Scale:** *No significant difference was found in Benefit pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .199, p = .66$  Partial  $\eta^2 = .0.002$ . (see Table 10)*

**4. Seriousness and Intention Scale\*:** *We reject the null hypothesis and found a significant difference for Seriousness and Intention on pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 19.055, p = .000$  Partial  $\eta^2 = .0.147$ . Overall, there was a significant increase in the Seriousness/Intention scale average scores (see Table 10) for all students (regardless of Gender or Group) from the pre-test (18.63) to the post-test (19.67). (see Table 10)*

**5. Service-Learning Awareness/Empathy Scale\*:** *We reject the null hypothesis and find a significant difference for Service-Learning Awareness/Empathy pre- to post-test average scores (see Table 10) in select*

*classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 10.487, p = .002$  Partial  $\eta^2 = .0.086$ . Once again, overall there was a significant increase in the Service-Learning Awareness/Empathy scale average scores (see Table 10) for all students (regardless of Gender or Group) from the pre-test (20.32) to post-test (21.22). (see Table 10)*

**Within Groups Analysis:**

**Table 10. Measure of CSAS Composite Scores by Time**

Variable Scales	M	sd
1. Normative Helping Attitude/Connectedness Pretest	11.56 <sub>a</sub>	1.81
Normative Helping Attitude/Connectedness Post-test	11.72 <sub>a</sub>	2.00
2. Cost Pretest	6.42 <sub>a</sub>	1.52
Cost Post-test	6.47 <sub>a</sub>	1.80
3. Benefit Pretest	19.67 <sub>a</sub>	3.24
Benefit Post-test	19.78 <sub>a</sub>	3.30
<b>4. Seriousness &amp; Intention to Serve Pretest</b>	<b>18.63<sub>a</sub></b>	<b>2.70</b>
<b>Seriousness &amp; Intention to Serve Post-test</b>	<b>19.67<sub>b</sub></b>	<b>2.82</b>
<b>5. Service-Learning Awareness/Empathy Pretest</b>	<b>20.32<sub>a</sub></b>	<b>2.69</b>
<b>Service-Learning Awareness/Empathy Post-test</b>	<b>21.22<sub>b</sub></b>	<b>2.99</b>

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

b. To what extent does an academic community engaged service-learning experience impact CSAS scores in pre- to post-test by Gender in select classes of traditional-aged university students?

H<sub>0</sub>8: No difference exists in service attitude as assessed by CSAS

scores pre- to post-test scores by Gender in select classes of traditional aged university students.

**1. Normative Helping Attitude/Connectedness Scale:** *No significant difference was found in Normative Helping Attitude/Connectedness by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .151, p = .698$  Partial  $\eta^2 = .0001$ . (see Table 11)*

**2. Cost Scale:** *No significant difference was found in Cost by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 1.198, p = .276$  Partial  $\eta^2 = .0011$ . (see Table 11)*

**3. Benefit Scale:** *No significant difference was found in Benefit by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 1.156, p = .285$  Partial  $\eta^2 = .0010$ . (see Table 11)*

**4. Seriousness and Intention Scale:** *No significant difference was found by Seriousness and Intention by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .979, p = .325$  Partial  $\eta^2 = .0009$ . (see Table 11)*

**5. Service-Learning Awareness/Empathy Scale:** *No significant difference was found by Service-Learning Awareness/Empathy by Gender pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = 2.676, p = .105$  Partial  $\eta^2 = .0024$ . (see Table 11)*

**Table 11. Measure CSAS Composite Scores by Gender**

Dependent Variable	Mean	Standard Deviation
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1. Normative Helping Attitude/Connectedness Pretest Males	10.94 <sub>a</sub>	1.75
Normative Helping Attitude/Connectedness Post-test Males	10.94 <sub>a</sub>	2.22
Normative Helping Attitude/Connectedness Pretest Females	12.13 <sub>a</sub>	1.73
Normative Helping Attitude/Connectedness Post-test Females	12.53 <sub>a</sub>	1.60
2. Cost Pretest Males	6.82 <sub>a</sub>	1.21
Cost Post-test Males	6.24 <sub>a</sub>	1.20
Cost Pretest Females	5.87 <sub>a</sub>	1.85
Cost Post-test Females	6.60 <sub>a</sub>	2.13
3. Benefit Pretest Males	18.61 <sub>a</sub>	2.98
Benefit Post-test Males	18.21 <sub>a</sub>	3.17
Benefit Pretest Females	18.87 <sub>a</sub>	3.58
Benefit Post-test Females	19.40 <sub>a</sub>	3.60
4. Seriousness & Intention to Serve Pretest Males	17.42 <sub>a</sub>	2.59
Seriousness & Intention to Serve Post-test Males	17.94 <sub>a</sub>	2.84
Seriousness & Intention to Serve Pretest Females	18.60 <sub>a</sub>	2.26
Seriousness & Intention to Serve Post-test Females	19.93 <sub>a</sub>	2.84
5. Service-Learning Awareness/Empathy Pretest Males	19.67 <sub>a</sub>	2.40
Service-Learning Awareness/Empathy Post-test Males	20.00 <sub>a</sub>	2.77
Service-Learning Awareness/Empathy Pretest Females	19.67 <sub>a</sub>	1.99
Service-Learning Awareness/Empathy Post-test Females	21.20 <sub>a</sub>	2.76

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

- c. To what extent does an academic community engaged service-learning course impact altruistic service attitude as assessed by CSAS scores pre- to post-test by

Group in select classes of traditional-aged university students?

H<sub>0</sub>9: No difference exists in service attitude as assessed by CSAS scores pre- to post-test scores by Group in select classes of traditional aged university students.

- 1. Normative Helping Attitude/Connectedness Scale:** *No significant difference was found in Normative Helping Attitude/Connectedness by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .005, p = .942, \text{Partial } \eta^2 = .000.$  (see Table 12)*
- 2. Cost Scale:** *No significant difference was found in Cost by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .740, p = .392, \text{Partial } \eta^2 = .0011.$  (see Table 12)*
- 3. Benefit Scale:** *No significant difference was found in Benefit by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .154, p = .696, \text{Partial } \eta^2 = .0001.$  (see Table 12)*
- 4. Seriousness and Intention Scale:** *No significant difference was found in Seriousness and Intention by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda  $F(1,111) = .553, p = .459, \text{Partial } \eta^2 = .005.$  (see Table 12)*
- 5. Service-Learning Awareness/Empathy Scale:** *No significant difference was found in Service-Learning Awareness/Empathy by Group pre- to post-test scores in select classes of traditional-aged university students Wilk's Lambda*

$F(1,111) = .036, p = .850, \text{Partial } \eta^2 = .0.000.$  (see Table 12)

**Table 12. Measure CSAS Composite Scores by Group**

Dependent Variable	Mean	Standard Deviation
1. Normative Helping Attitude/Connectedness Pretest Control Course	11.31 <sub>a</sub>	1.81
Normative Helping Attitude/Connectedness Post-test Control Course	11.43 <sub>a</sub>	2.16
Normative Helping Attitude/Connectedness Pretest Service-Learning Course	11.74 <sub>a</sub>	1.81
Normative Helping Attitude/Connectedness Post-test Service-Learning Course	11.92 <sub>a</sub>	1.85
2. Cost Pretest Control Course	6.52 <sub>a</sub>	1.49
Cost Post-test Control Course	6.35 <sub>a</sub>	1.53
Cost Pretest Service-Learning Course	6.35 <sub>a</sub>	1.54
Cost Post-test Service-Learning Course	6.56 <sub>a</sub>	1.97
3. Benefit Pretest Control Course	18.69 <sub>a</sub>	3.14
Benefit Post-test Control Course	18.58 <sub>a</sub>	3.32
Benefit Pretest Service-Learning Course	20.37 <sub>a</sub>	3.14
Benefit Post-test Service-Learning Course	20.65 <sub>a</sub>	3.03
4. Seriousness/Intention Pretest Control Course	17.79 <sub>a</sub>	2.53
Seriousness/Intention Post-test Control Course	18.56 <sub>a</sub>	2.87
Seriousness/Intention Pretest Service-Learning Course	19.23 <sub>a</sub>	2.69
Seriousness/Intention Post-test Service-learning	20.46 <sub>a</sub>	2.52
5. Service-learning/Empathy Pretest Control Course	19.67 <sub>a</sub>	2.25
Service-learning/Empathy Post-test Control Course	20.38 <sub>a</sub>	2.80
Service-learning/Empathy Pretest Service-learning Course	20.79 <sub>a</sub>	2.90
Service-learning/Empathy Post-test Service-learning Course	21.83 <sub>a</sub>	3.00

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**Between Subjects Results for CSAS by Gender:**

**1. Between Subjects Normative Helping Attitude/Connectedness Scale\*:**

*We reject the null hypothesis and find a significant difference for NHA/Connectedness, by Gender, Wilk's Lambda  $F(1,111) = 6.975$ ,  $p = .009$ , Partial  $\eta^2 = .059$ . (see Table 13)*

**Table 13. Between Subjects NHA/Connectedness Score by Gender**

Variable	M	SE
1. Normative Helping Attitude/Connectedness Males	11.244 <sub>a</sub>	±.207
Normative Helping Attitude/Connectedness Females	12.083 <sub>b</sub>	±.239

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**2. Between Subjects Cost Scale\*:** *We reject the null hypothesis and find a*

*significant difference for Cost, Gender, Wilk's Lambda  $F(1,111) = 4.568$ ,  $p = .035$ , Partial  $\eta^2 = .040$ . (see Table 14)*

**Table 14. Between Subjects Cost Score by Gender**

Dependent Variable: COST	Mean	Standard Error
2. Males	6.694 <sub>a</sub>	±.176
Females	6.116 <sub>b</sub>	±.204

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**5. Between Subjects Service-Learning/Empathy Scale\*:** *We reject the*

*null hypothesis and find a significant difference for Service-Learning/Empathy, Gender, Wilk's Lambda  $F(1,111) = 5.057$ ,  $p = .026$ , Partial  $\eta^2 = .044$ . (see Table 15)*

**Table 15. Between Subjects Service-Learning/Empathy Gender**

Dependent Variable: SERVICE-LEARNING ATTITUDE/EMPATHY	Mean	Standard Error
5. Males	20.239 <sub>a</sub>	±.288
Females	21.233 <sub>b</sub>	±.332

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**Between Subjects Results for CSAS by Group:**

**3. Between Subjects Benefit Scale\*:** *We reject the null hypothesis and find a significant difference for Benefit by Group, pre- to post-test Wilk's Lambda  $F(1,111) = 10.064, p = .002, \text{Partial } \eta^2 = .083.$  (see Table 16)*

**Table 16. Between Subjects Benefit Mean by Group**

Dependent Variable: SERVICE BENEFIT	Mean	Standard Error
3. Control Course	18.779 <sub>a</sub>	±.409
Service-Learning Course	20.480 <sub>b</sub>	±.339

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**4. Between Subjects Seriousness/Intention Scale\*:** *We reject the null hypothesis and find a significant difference for Seriousness/Intention Scale by Group pre- to post-test, Wilk's Lambda  $F(1,111) = 10.734, p = .001, \text{Partial } \eta^2 = .088$*

**Table 17. Between Subjects Seriousness/Intention Mean by Group**

Dependent Variable: SERIOUSNESS/INTENTION TO SERVE	Mean	Standard Error
4. Control Course	18.334 <sub>a</sub>	±.344
Service-Learning Course	19.810 <sub>b</sub>	±.285

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**6. Between Subjects Service-Learning/Empathy Scale\*:** *We reject the null hypothesis and find a significant difference exists by Group pre- to post-test for Service-Learning /Empathy, Wilk's Lambda  $F(1,111) = 5.657$ ,  $p = .019$ , Partial  $\eta^2 = .048$ . (see Table 18)*

**Table 18. Between Subjects Service-Learning/Empathy by Group**

Dependent Variable: SERVICE-LEARNING ATTITUDE/EMPATHY	Mean	Standard Error
6. Control Course	20.207 <sub>a</sub>	±.340
Service-Learning Course	21.265 <sub>b</sub>	±.282

Note 1: Means with different subscripts differ significantly at  $p < .05$ .

**Objective A3. Leadership Identity Development Questionnaire (LID-Q)**

To examine how a service-learning experience impacts university student's leadership identity development awareness as well as their voices about the ethic of service.

- How does a transformational service-learning program impact university students' views about their character and leadership identity development awareness and ethic of service? (see Table AA)

***Analysis of LID Theoretical Stages One & Two: Integration/Synthesis & Exploration/ Engagement***

There were no written response comments that fit the criteria for Stages One or Two. This was to be expected, according to Komives, (et al., 2005, 2006) because college students have usually reached Stage Three when they arrive on campus. Given the group of student-athletes, it is not surprising at all, because many have had leadership experiences through their athletic careers. For these college students the key transition in this model was at the end of Stage Three (Leader Identified) when students began to value their interdependence

with others. In the first two stages, students viewed themselves as largely dependent on others – particularly adults and older peers.

***Analysis of LID Theoretical Stage Three: Leader Identified***

This is the level that most of the student-athletes found themselves in at this point in their development. There were 64% of participants who gave an appropriate written response for Stage Three. As predicted, the majority of responses were in the Stage Three range, some were approaching transition to Stage Four. Indeed, a majority of college students thinking about leadership fall along the Stage Three-Four continuum (Komives, Lucas, & McMahon, 2007). Though initially most were skeptical of this service-learning program, in the end, they realized the power of this experience. One female student-athlete reflected, "Service-learning has also taught me how to be a better leader. Leading is about making an impact on the people who are around you, and when I am with the little kids, even though it is not every day, I can still be a leader for them. Leadership is something that can be worked on every day, just like patience."

Another student-athlete reflected that they had been on the sidelines for too long, and they were beginning to transition to stage four as a result of this service learning program experience. These students were learning that leaders do not have to be positional, but that they could lead from many different aspects in their lives, "It [my service-learning experience] has taught me a great deal of leadership and how to become a human being who is a polar opposite of me. ...I was more of a student guider than a helper."

For these college students the key transition in this model was at the end of Stage Three (Leader Identified) when students began to value their interdependence with others. Stage Three to Stage Four are relevant stages as the transition represents a paradigm shift in thinking about leadership, from a transactional to a transformational concept (Burns, 1978;

Wurr & Hamilton, 2009). One moves from thinking that leaders must be in a position to lead, to realizing that one can be a leader without an official position or title (Komives et al., 2005, p. 405).

#### ***Analysis of LID Theoretical Stage Four: Leadership Differentiated***

While the LID stages are linear, they are also recursive in that Stage Four must precede Stage Five but does not exclude occasional slips back to Stage Two as students try out new ideas and roles (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006,

In Stage Four, “Leadership Differentiated,” there is a “new belief that leadership can come from anywhere in the group” Komives et al., 2005, p. 405. There were 18 % of participants who gave an appropriate written response at this level. Students knew what it took to be a leader, and expressed a desire to help others along, encourage them and mentor them, as well. One student reflected, “I’m not really a leader or a follower I feel like sometimes I can be a leader then sometimes its better if I’m a follower.

#### ***Analysis of LID Theoretical Stage 5 & 6: Generativity & Integration/Synthesis***

There were also 18 % of participants who gave a written response at Stage 5 & 6. Generativity, (Stage 5) or encouraging other leaders and Integration, (Stage 6) realizing one’s own leadership abilities, is reflective of a mature leadership identity formation. Though these levels are generally reached as an adult, given the experiences of some of these athletes, it is not surprising that they would self-report such findings. Reflecting on the Generativity level of leadership, one student-athlete wrote, “I feel as if I lead something there is always someone looking up at me and they will soon follow me into a position of leadership so I should do my best because I am training those to come.” Leading toward the Integration of leadership level, another student-athlete commented, “My parents always taught me to help out and keep our world clean and safe. Because of that, I am always open



to learning more and have grown into a more developed human being for it.” Overall, leadership development was a rich part of this service-learning program in so many different facets. Again, Komives, Lucas, & McMahon (2007) remind us that service-learning is uniquely positioned to foster leadership skills because it encourages students to become co-producers of knowledge, not simply consumers.

Thematic analysis of the narratives revealed the moral values of patience and compassion were listed across the three categories (personal growth, academic growth, and civic growth) as was the social value of time-management. Service-learning student’s experiential self-report summary information was analyzed and reported via thematic analysis to inform us as to their individual moral voice, service attitude, and character and leadership identity development. Also of special note is the observation of the university instructor who was an asset because of his enthusiasm for the program (see Appendix T). To a lesser degree, the moral values of empathetic encourager and moral sensitivity, responsibility to self and others, and respect themes were noted). Social values of leadership and role modeling, peer awareness of “the other” and mentoring were leadership themes noted, and discipline, communication, study skills, academic enhancement, civic awareness, and recognizing the importance of community connections were themes the students’ collectively mentioned in their narratives. The possibility for service-learning to successfully and fully nurture within the student the capacity for self-directed learning is a very powerful one. What a wonderfully candid expression of the power that such an experience has on our university students. I offer selected excerpts from the student narratives, and the entire written dialog of assignments and journal entries may be accessed in this document (see Appendix BB).

## B. Community Partner Participants' Results

### Objective B4. Elementary academic climate

To examine the impact of service-learning program on elementary students' academic achievement, specifically their reading scores.

**Table 19. IRI Reading Scores**

Kindergarten <i>IRI Score of 3</i>					
2009-10 fall 76.79	spring 86.54	growth 9.75	2010-11 fall 72.41	spring 81.48	growth 9.07
First Grade <i>IRI Score of 3</i>					
2009-10 fall 67.80	spring 82.35	growth 14.55	2010-11 fall 64.91	spring 74.51	growth 9.60
Second Grade <i>IRI Score of 3</i>					
2009-10 fall 73.24	spring 77.42	growth 4.14	2010-11 fall 68.57	spring 82.54	growth 13.97
Third Grade <i>IRI Score of 3</i>					
2009-10 fall 68.57	spring 83.61	growth 15.04	2010-11 fall 80.00	spring 82.54	growth 2.54

•To what extent does a service-learning intervention program impact elementary students' reading scores? (see Table 19)

These IRI scores are representative of a state-wide reading test that takes place two times each year, in the fall and again in the spring. Though there is growth shown for each grade for both spring and fall assessments, this program evaluation does not claim to directly demonstrate cause and effect. Rather, the above rubric is presented to show that with the intervention program, there was no harm done (Ethic of Care). I am suggesting that there are other ways than a paper and pencil test to portray impact on elementary student reading scores. The rich narratives from a global perspective, presented throughout the present study,

portray reveal the impact and joy of reading and learning that a mentor or buddy may have on the children. The goal is that every child will be reading at or above grade level. The Reading Buddies program allows for the student to read to their Reading Buddy and practice their oral reading skills each week. Oral reading is becoming a lost skill, and only helps with overall comprehension skills for the young readers; they work on it during their time together.

As explanation to the reading test we employed for our data, I offer the following summary from the Idaho State Board of Education website:

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Endless research-based studies show reading skills are directly related to a child's success in school. It is our goal as the State Department of Education to work with schools, teachers, and administrators to promote students' reading success! Idaho Statute 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills. (Martin, 2012)

The score of “3” in *italics* just above each data set (Table 19) represents grade level performance. That means the student is reading at grade level. For example, if you examine Kindergarten for 2009-10, 76.79% of the kindergarten students were reading at grade level in

the fall. Using the same group of students, 86.54% were reading at grade level in the spring. This means that the student achievement gap narrowed, which is what we want. It also means that in the spring of the kindergarten year, 13.46% of students were still reading below grade level (100% total students – 86.54% reading at grade level (score of 3) =13.46% (not reading at grade level). (See Appendix L for 5 years of data for IRI scores). Further support of our Reading Buddies program was offered through community volunteer E-mails in support of our Reading Buddies Program. I offer a summary of selected comments, below. (See Appendix M for a comprehensive list of complete Emails of support).

These IRI scores are meaningful, indeed, but it is important to remember that testing does nothing without a subsequent plan for intervention. That is why data collection to detect problems and manage intervention is so important. Measuring reading growth, as presented here with the school-wide IRI scores gives teachers and administrators an indication of how students are progressing. Because planning for growth does require time, and growth data can be used to inform policy and decision making, such data collection can be extremely helpful. Though not solely based on our volunteer programming, as was stated previously, the extra time involved by community and university has been an integral part of consistent student growth.

#### **Objective B5. Elementary staff and teacher perceptions**

To examine the impact of service-learning program on classroom management and student achievement as assessed through survey of elementary supporting staff and teachers' perceptions.

- To what extent does a volunteer/service-learning intervention program impact elementary supporting staff and teachers' assessment of classroom

management and elementary student achievement? (see Appendix P)

### **Results of Elementary Teacher & Staff Survey**

Teachers and staff were surveyed after they signed their Informed Consent form (See Appendix N) with the following questions, and response rates indicate an overwhelming support system for our service-learning program. Overall, the service-learning program scored 3.6 on a likert scale of 4 (1 = strongly disagree, 4 = strongly agree). Therefore, our program had a 92% rate of support of the elementary teachers and staff! The survey data gathered is a snapshot of the overall program and how effective it was to help us all meet our individual and collective goals for the elementary students. Overall, given that support was positive for continuing the service-learning program, even possibly expanding to other schools, I believe program sustainability is a definite possibility; full raw data is presented in Appendix Q. The following data is a summary of responses from staff and teachers, listed by survey question with percentage of success or approval given numerically, based on the likert scales discussed above:

Q1: “The university students have helped my students do better academically in school.”

- Eighty-eight percent (88%) of teachers and support staff agreed that the university service-learning students helped the elementary students do better in academically in school.

Q2. “The university students have helped my students want to stay in school.”

- Eighty-four percent (84%) of teachers and support staff agreed that the university students helped the elementary students socially, by encouraging them to want to come to school or stay in school.

Q3. “In their orientation training, we emphasize that the [university] students are to be empathetic encouragers. Has this been your experience?”

- Ninety-two percent (92%) of teachers and support staff responded that the university service-learning students were effectively acting as empathetic encouragers at the elementary school.

Q4: “In their orientation training, we also emphasize that the U of I students are to be committed in their service responsibilities. Have they been?”

- Ninety-five (95%) of teachers and support staff said they were able to utilize the service-learning students in their classroom or area of responsibility.

Q5. “The university students have met my expectations.”

- Eighty-seven (87%) of teachers and support staff said the service-learning students had met their expectations.

Q6. Service-learning students are placed where they can help you and [our school].

- Ninety-five percent (95%) of teachers and support staff said they were able to utilize the service-learning students where they were placed.

Q7. What activities has she/he helped you with the most? Representative comments included the following: Reading groups, extra reading support, math games, extra support in math; Supporting an elementary student's need for a positive male role model in his life; Participating in and refereeing games, encouraging good sportsmanship and inclusiveness; Motivating lower students and helping them finish work.

Q8. What has changed in your area as a result of the assistance you received from the university student(s)? Representative samples include the following: “Student's

attitude towards school/supported my efforts to encourage the elementary student; I can do more with my students. My students see volunteers as part of our community; I look forward to watching the interaction between (university) students and the young kids; Kids relate to adults of different races; The children play better (less conflict) when the college students are with them.”

Q9. What has been the most difficult challenging part of participating in this program? This was an interesting question; the teachers were candid. Representative statements include the following, “Some university students may feel uncomfortable around kids at first; Students who don't communicate when they can't be here; Getting consistent presence (athletes other than football have proved difficult); When I plan for them and the college students do not come to our school on their assigned days; Getting the college students to come, because everyone (all my kids) want to read to them; Nothing; [the volunteer coordinator] has made it very simple and easy!”

Q10. I support the volunteer program continuing next year.

- Fortunately, one hundred percent (100%) said “YES” to support for the service-learning program continuing next year.

Q11. I want to be a part of this program next year.

- Again, one hundred percent (100%) said “YES” to wanting to be a part of this program next year.

Q12. Thank you for all you are doing to build a sense of community and foster an "ethic of service"! Representative statements from teachers and staff include the following: It's a great program. I love to have the college students. The first graders

love them because they all love to show off what they can do! I would love to see it extended [to my new school]! Thank you! It is a blessing to have help! It's great to hear the college students' enthusiastic comments! The college students make a difference! Reading with students and playing on the playground as the big brother/sister. I do hope we make as much of an impact on them as they do on us!

Results from surveys and comments from teachers and staff indicate an overall appreciation for the flexibility and value that these service-learning students contribute to classroom management and student achievement. The data seems to provide evidence of the positive global impact that the service-learning program has on the elementary school academic climate and culture. (Full text of teacher reactions from survey can be found in Appendix Q). For further evidence of the overall impact of the service-learning program, please see Appendix W Community Volunteer Emails, Appendix Q Elementary Teacher Survey, and Appendix R Selected Teacher Comments, which provide more comprehensive data that add understanding and comprehension for the reader of the impact of our Reading Buddy/Recess Buddy service-learning program on our student's academic achievement, school climate and culture.)

#### **Objective B6. Elementary principal and district administrator evaluation**

To examine impact of service-learning program on overall school climate and culture as assessed through the elementary school principal and district administrator's evaluation.

- To what extent does a volunteer/service-learning intervention program impact overall school climate, culture and expectations?

Selected comments from the letters of support from the state, the university, as well as principal and curriculum director offer evidence of the power that the service-learning



program has on overall school culture:

In 2008, the principal and I attended the award ceremony when the school was recognized with Honorable Mention for the Idaho Brightest Star Award. Again in 2010 we were nominated for the award by our university service-learning center. The awards are yearly presented at a ceremony where the Governor and First Lady recognize the state's individuals and organizations who work tirelessly as volunteers to improve the quality of life for the state and its citizens. [Our school] was also nominated in the category of School Volunteer of the Year (see Appendix S). In 2011, West Park Elementary School received a letter from the Northwest Association of Accredited Schools announcing that the school was awarded Exemplary status. To be recognized, the school must have met or exceeded the highest educational standards of the association plus have a unique program of merit. West Park School chose volunteerism as the exemplary program to be reviewed (see Appendix U).

Recognized by the University Service-Learning Center as an integral part of their overall scholarship of engagement and engaged community service-learning programming. I worked with the Service-Learning center to compile data of the impact of overall program, which is beyond the scope of the present study (see Appendix X). From the university, there were 374 students, giving 3740 total hours of volunteer time to our elementary school for the 2010-2011 school year. The overall impact to the surrounding community continues to be staggering. Finally, I offer excerpts from two letters (see Appendix U & V) of support of the volunteer/service-learning program at the elementary school:

**Service-Learning – Receiving Through Giving**

The service-learning program [at our elementary school] helps students by providing extra eyes, ears and hands for our teachers and staff in the classroom, lunchroom and on the

playground. These opportunities are not to simply monitor our elementary students, but to foster relationships and teach students basic academic and social skills, as well as support the teachers and students, thus maximizing overall student success. At any time of day and any day of the week volunteers can be seen in all areas of the building working with children. Many times, four generations will be working side-by-side in a classroom. Our test scores have risen each year. A school is a complicated and dynamic place but I can assure anyone that the service-learning program contributes substantially to this success.

[Name of elementary school's] service learning program is a model that is visited regularly by other schools and community organizations. It is complex and runs deep through every aspect and within every person in the school. The current successful and award winning program would not be possible without [a volunteer coordinator] or another trained program director.

[Name withheld], Principal

(Please see Appendix U for full text)

**Curriculum Director Letter of Support for Service-Learning Program**

Dear [Athletic Director],

As Curriculum Director, I am often asked to meet with volunteer instructional tutors who have expressed an interest in helping youngsters enhance their reading skills. The typical scenario I encounter is meeting with a group consisting of [university] education students, parents of school children, and retired individuals who want to continue giving to others. We are always extremely grateful to these dedicated people—they often make a truly amazing difference in the lives of our students. ...So, last month...I went over to [the elementary school], eager to meet these wonderful volunteers, and to review my guidelines

and recommendations with them. I was unprepared for the number of people who had volunteered, and also for the SIZE of some of the people! ...I learned quickly that I was indeed in the right place, and that all the athletes in the room were there to help enrich the lives of children. ...I am so proud of your athletes who made a decision to make a difference in the lives of children. (Please see Appendix V for full text).

### **Data Analysis**

The transformational relationship and community partner impact for this present study can be evaluated through intentional design. The program evaluation research design incorporated an online student survey; results which were downloaded, data was cleaned and matched pairs were analyzed using SPSS. Descriptive Statistics were calculated and Repeated Measures ANOVA's were computed on the hypotheses for Objective 1, MMO-2 Ethic of Care and Ethic of Justice (see Tables 3 through 6), as well as Objective 2, CSAS Community Service Attitude (see Tables 7 through 18). Also see final Program Evaluation Rubric (see Table 20, p. 167-171) for synopsis of overall program impact. Finally, see Appendices EE and FF for Descriptive Statistics. This program evaluation study utilized a quasi-experimental design with two convenience samples, a repeated measures ANOVA, groups comparisons between and within was run in SPSS version 18.0 to analyze the difference between the main factors (i.e. Group and Gender) from pre-test and post-test. Effect size and power were also run. Alpha was set at  $p < .05$ . According to Passcarella & Terenzini (1991), the strength of an intervention is reported in terms of a statistic, effect size, which was assessed. About 0.40 in the moderate range of effect sizes is typical in power of the effectiveness of college programs.

**Objective A1.** *MMO-2 Care Analysis:* The only test that revealed a significant

difference for either care or justice was for the Between Subjects results. The MMO-2 by Gender by Time on the Care scale, average scores were significantly different from zero with females scoring higher than males (Males-77.12, Females-81.13,  $p = .007$ ). It did not make any difference which Group (service-learning or no-service-learning course) the participants were in, pre- to post-test average scores by Gender were significantly different from zero (see Table 13) for Care. Females were more inclined to answer toward beneficence or care and connectedness, which would be reinforced by their propensity to score higher on the MMO-2 Care scale.

It should, however, be noted that all the intervention group students' scores for care were in the top quartile for Care, 78 percent for males and 83 percent for females, and improvement on that would be difficult in the short time frame of only one semester. We know the experience of being involved in competitive athletics does decrease one's moral orientation over time (Beller, 1990; Stoll & Beller, 1998). Therefore, it may be that such an experience which allows the students or student-athletes to act on their Care moral orientation on a regular basis may counteract some of the negative effects from the competitive environment that they find themselves in when they attend college and compete at the intercollegiate level. This very interesting possibility for impacting the moral orientation of college student-athletes merits further study.

This trend was also reflected in prior research on the MMO-2, where female respondents scored significantly higher on the Care scale (Liddell, Halpin, & Halpin, 1992; Liddell & Davis, 1996). This also supports the claims that females may have more of a care orientation than males (Gilligan, 1982; Gilligan & Attanucci, 1988; Noddings, 2002). Future recommended studies should be concerned with understanding why this occurs.

The CSAS provided another insight into the impact of service-learning. Perhaps, when the time is appropriate, these emerging adults will reflect on what they wrote and learned, and the experiences they had as a result of this service-learning experience, their behavior will change. In fact, based on my experience, some changes have already occurred. As an example, there have been changes in degree programs for some students, thus a change in intended career goals. Service-learning pedagogy which encompasses learning by experience, rather than learning in a classroom setting alone, seems to be quite enlightening for these students.

**Objective A1. *MMO-2 Justice Analysis:*** There was no significant difference in the MMO-2 Justice scale scores by Time, Gender, or Course. Analysis of the MMO-2 Justice scale has been disappointing, which is based on reported research and continued psychometric information that has shown the Care component of the MMO-2 seems to be better assessed than the Justice component “e.g., internal consistency, temporal consistency, factor structure” according to Bringle, Phillips, & Hudson (2004, p. 75).

**Objective A2. *CSAS Analysis:*** **Within Subjects testing** results from pre-test to post-test were significant for two components: **Seriousness and Intention Scale** and **Service-Learning Awareness/Empathy Scale:** We reject the null hypothesis and found a significant difference for Seriousness and Intention average scale scores over time, pre-test (18.63) to post-test (19.67) out of 20 for all students (regardless of Gender or Group). This means that regardless of gender or group, the students had a significant increase in Seriousness and Intention scale scores over time. They realized the seriousness of a service-learning experience. Also, Service-Learning Awareness/Empathy average scale scores increased significantly over time for pre-test (20.32) to post-test (21.22) scores out of 25 in

select classes of traditional-aged university students. Overall, there was a significant increase in the Seriousness/Intention scale average scores (see Table 10) It is important to note that the control group, while they did not have a service-learning component which may impact moral orientation and service attitude, they had a moral reasoning instructional component to their particular course, which does impact moral reasoning in college students. Specifically, the SBH maieutic method has been shown to improve moral reasoning in college age students (Barnes, 2009; Stoll, 1994).

Between subjects testing results by Gender of the average scores over time (pre- to post-test) were significant for the CSAS attributes as follows: **Normative Helping Attitude/Connectedness**, (Males-11.244, Females-12.083) out of a possible 15 score; **Cost**, (Males-6.694, Females-6.116) out of a possible 10 score; **Service-Learning Attitude/Empathy**, (Males-20.239, Females-21.233) out of a possible 25 score.

Normative helping attitude and connectedness sense results indicated that females grasped the concept of value as to expression of compassion and connectedness (12.083) to males (11.244) out of a possible 15. This tends to suggest that females were more inclined to value the experience in terms of a compassionate connectedness. Again, this is supported by current research (Astin & Sax, 1998; Astin, Astin, & Lindholm, 2011). Males, on the other hand, scored significantly higher in perception of cost (6.694) than females (6.116) out of a possible 10, which indicates that males felt a higher personal cost was associated with the time, energy, and effort that service-learning entails. This, I believe, was a direct result of the timing of this experience. The males in the intervention group were athletes competing in the fall semester of their first season of their collegiate athletic experience. Without going into specific athlete's experiences, the time factor cost was definitely involved because of

practice and travel, for those “in season” athletes. Females seemed to be better equipped to handle their perceived cost constraints. Finally, It did not make any difference which group (service-learning or no-service-learning course) the participants were in, pre- to post-test average scores by gender were significantly higher (see Table 15) for Service-Learning Attitude/Empathy scale scores. In this case, the females scored higher (21.233) than the males (20.239) out of 25. Perhaps females put a much higher worth on altruistic attitude and empathy pertaining to participating in a service activity than the males. This tends to lend a positive impact on the females altruistic attitude and empathy over time. This is reinforcement for their higher Care scores on the MMO-2, as well. Perhaps an “ethic of service” can be reinforced with a community service-learning program that embraces a sense of community and care. Future research into the impact of a service-learning experience when athletes are not in season may reveal different results entirely.

Between subjects testing results by Group of the average scores over time (pre- to post-test) was significant for the CSAS attributes as follows: **Benefit**, (18.779 No Service-Learning, 20.480 Service-Learning); **Seriousness/Intention**, (18.334 No Service-Learning, 19.810 Service-Learning); **Service-Learning Attitude/Empathy**, (20.207 No Service-Learning, 21.265 Service-Learning).

It did not make any difference by Gender, average scores by Group (service-learning or no service-learning) were significantly different from zero for the recognition of **Benefits** (see Table 16) that might be possible as a result of their service-learning experience. In this case, the Service-learning Group scored higher (20.480) than the non-service-learning Group (18.779) out of a possible 25. Perhaps the service-learning program did have a positive effect on the Service-learning students’ attitude towards their service-learning experience and

the positive impact of the service-learning experience as compared to the Control course, where the students did not have a service-learning program experience. The small significant changes may have been impacted due to the small participant numbers, and the fact that the scores were already near the top of the scale.

It did not make any difference, average scores by Group (service-learning or no-service learning) were significantly different from zero (see Table 17) for the **Seriousness and Intention to Serve**. In this case, the Service-learning Group scored higher (19.810) than the non-service-learning Group (18.34) out of a possible 20. It appears that the service-learning program did have a positive effect on the Service-learning students' desire to serve others now and in the future, as compared to the Control course, where the students did not have a service-learning program experience. Again, the small significant differences in groups scores could be due to the small number of participants.

It did not make any difference by Gender, pre- to post-test average scores by Group (service-learning or no service-learning) were significantly different from zero (see Table 18) for the **Service-learning Attitude and Empathy** toward their service-learning experience. In this case, the Service-learning Group scored higher (21.265) than the non-service-learning Group (20.207) out of a possible 25. The service-learning program did have a positive effect on the Service-learning students' empathetic attitude towards their service-learning program experience and reinforced their empathetic attitude as a result of their service-learning program experience, as compared to the Control course, where the students did not have a service-learning program experience.

Therefore, it appears as though a service-learning program experience has a positive influence on service-attitude attributes for both males and females. This is especially



meaningful for future research, because of the positive impact of a service-learning experience on service attitude and empathy for both genders. However; regardless of the Group, (Service-learning or not service-learning) females scored higher than males on the following service attributes: Normative Helping Attitude (NHA) and connectedness, awareness of Cost, and Service-Learning Awareness/Empathy. As I stated earlier, When I asked my husband what he saw as “a positive” of the athlete’s service-learning experience, he had responded “empathy.” This was his thoughtful response to my original question that I had asked over two years ago, as I was formulating my research question...when my research journey began. My husband and I have both worked around Division I athletics for a number of years in different capacities, and we had had the great pleasure of witnessing literally hundreds of collegiate athletes grow and mature as a result of their service-learning experience at the elementary school.

**Objective A3.** *LID-Q Analysis and Student Narrative Qualitative Analysis:* With the LID-Q, I was able to capture the leadership identity awareness of the service-learning students through analyzing their responses to questions that reflected the various stages of the theory. Leadership identity was qualitatively discerned, using thematic analysis of narrative information from the Leadership Identity Development Questionnaire (LID-Q) as well as service-learning students’ “voices” through selected assigned narratives, as well as input from their university instructor (see Appendix T and Appendix AA). Findings from the present study regarding leadership development are also supported by current research. LID-Q results were especially meaningful in light of the recent findings Wagner (2011) who was a graduate student working with Susan Komives to validate the Leadership Identity Development Theory. Her dissertation revolved around validation and she presented further

insight into how leadership instructors might develop more appropriate training and education for the collegiate population. Though there are stages representative of leadership growth, they may be more recursive in nature than was initially recognized. This information is especially relevant when dealing with these emerging adults:

The evidence that the final three LID stages may not be as distinct from each other as the original model suggests is good information for leadership educators who may have focused too much attention on issues like the stage five focus on generativity and the stage six emphasis on leadership identity as a stable aspect of the self. This knowledge is valuable in program planning for these emerging adults.

Finally, thematic analysis of service-learning students' written narrative raw data (see Appendix BB) enabled me to determine that there were indeed emergent themes that resulted as a result of my thematic analysis of the narratives from the service-learning students. Patience and time management were mentioned under each of the three categories (personal growth, academic growth and civic growth). Patience, a virtue, was internalized as a result of their experiences across the board; Time management, an important social skill, was also mentioned as an output of the student's experiences. The moral value—moral orientation it has been called throughout—the “ethic of care” (i.e., patience) was enhanced through such a service-learning program experience. The social value of time management (a life skill) was also reported by the students in each category. The concept of time management is important, especially to our busy university students and student-athletes. They self-reported the importance of teaching and learning time management skills so that they would be able participate in their service-experiences. This was also reported through their intentional, critical thinking exercises. These findings reinforce the idea that a rich service-learning

program and experience can indeed foster both the ethic of care and the ethic of justice values, fostering an ethic of service.

**Objective B4. *Elementary School Academic Climate analysis:*** This aspect of the program was also quantitatively analyzed through application of a statewide reading survey and further evaluated with supportive written narratives of teachers, community members and service-learning students (see Table 19). As an example of the power of the programming, referring to the IRI scores and the “Growth” reference for each semester, using the 2006-07 Kindergarten data, the curriculum director explained:

Using the scenario mentioned in the above answer, the *growth* shows the narrowing of the achievement gap. The percentage of kids who *became* proficient over the course of the year. 83.56% were proficient in the spring - 55.26% were already proficient the previous fall = 28.30% of students were *below* reading level in the fall, but they progressed over the year and were reading *at grade level* in the spring.

The maximum amount of growth possible for this particular scenario would be 44.74%. (100% of students tested – 55.26% reading at grade level in the fall = 44.74% not proficient in the fall who could have grown to proficiency by the spring). Obviously, it is difficult to get 100% of kids reading at grade level (but that is the goal), and **to see 28.30% growth is phenomenal** [emphasis added]. (Personal email communication with District Curriculum Director, May 3, 2012)

**Objective B5. *Elementary School Culture Analysis:*** The academic learning community was quantitatively and qualitatively analyzed through elementary school teachers’ and staff survey (see Appendix Q). For overall understanding of the power of the program I offer a variety of artifacts (see Appendices Q, R, S, T, U, V, W, X, Z, AA, BB and

CC, and DD). While overall we had ninety-two percent (92%) approval rating with one hundred percent (100%) participation by teachers and staff, there were some comments that will be used to improve the service-learning program. Below are selected comments.

The voices of teachers and staff were shared through open-ended survey questions and written narratives, along with selected artifacts (see Appendices R, S, W, and X). Representative statements from the elementary teachers that are negative follows; perhaps some quick action can be change the assignment intent. The teacher said, “I want them to be on time, consistently dressed appropriately and enthusiastic; some university students may feel uncomfortable around kids at first; Students who don't communicate when they can't be here—planning can be difficult!” Another, from a recess aide, “I expect them to dress for the weather, keep their pants up! Leave their cell phones in their pocket and not stand around chitchatting with their buddies.” These are prime examples of what it takes as a volunteer coordinator, to be able to work with both the service-learning students and the staff or community partners. It takes patience and time management; interesting that these were also mentioned by our service-learning students.

In contrast, there were far more positive comments from the teachers than there were negative: A generally good summary, representative of Reading and Recess Buddies programs, “Good role models, work hard on reading skills and math skills, playing with and talking to kids to kids!” Another teacher summarized it well for the mentoring roll, “My kids who have a negative home life get a sympathetic ear and a hug.” Another teacher kept it in perspective: “They help encourage the kid every day which allows for progress: Positive attitude; flexibility; willingness to try new things; encouraging.” The teachers truly have learned how to work within the program, and the results are awesome. Summary statements

from thematic analysis: “I can do more with my students... My students see volunteers as part of our community... I look forward to watching the interaction between (university) students and the young kids...Just makes me love my job and workplace!”

According to Fielding, Kerr & Rosier (2007) “Before third grade, students learn to read. After third grade, students read to learn. The dynamics for literacy acquisition change abruptly at fourth grade” (p. 182). Another teacher honestly reflected, “The experiences that our students have had and the relationships with the service-learning students and community volunteers have made such a difference in the culture of our elementary school.” Though there have been issues from time to time, as one of our teachers stated, the toughest challenge was “...When I plan for them and the college students do not come to our school on their assigned days” (teacher survey comment, spring 2012).

However, that does not happen often, and when it does, the students get an email from me, cc to the instructor, if they did not get a hold of the school prior to their scheduled time. It usually has to happen only once. As part of our program, we stress responsibility, commitment, and empathetic encouragement on the part of the service-learning students; it seems to give them a sense of purpose and provides them with stability in their lives, so that they do not often miss a day.

**Objective B6.** *School culture and climate:* This objective was met through the expert lens of the university instructor, principal, and curriculum director, as well as selected community volunteers, and even a research-participant-oriented story, which was formally submitted as a summary document from our University Service-Learning Center, to add reliability and triangulate the findings as presented (see Appendix T, U, V, W, and X). I have included the acknowledgement of overall program rewards from the state (Appendix S),

though these go beyond the scope of this study, to reinforce my assertion of the global impact of the overall volunteer/service-learning program. Our principal attributes the student's success in large part to the Reading Buddies programming and our strong service-learning and community volunteer base. The following is an excerpt from what the principal reported:

The dedicated volunteers at [our Elementary school] have recently been recognized for their outstanding volunteer work in the State of Idaho. An initial Americorps VISTA Volunteer Coordinator was hired as a part time employee to continue mining opportunities and matching need with skill. I was honored to accept the Governor's 'Brightest Star Award' on behalf of our entire school community for exemplary recognition in 2008 and again in 2010. This award represents all the volunteer efforts that [our Elementary school] and our community partner participants have provided while helping students to be successful.

The service-learning program helps students by providing extra eyes, ears and hands for our teachers and staff in the classroom, lunchroom and on the playground. These opportunities are not to simply monitor our elementary students, but to foster relationships and teach students basic academic and social skills, as well as support the teachers and students, thus maximizing overall student success. At any time of day and any day of the week volunteers can be seen in all areas of the building working with children. Many times, four generations will be working side-by-side in a classroom. Our test scores have risen each year. A school is a complicated and dynamic place but I can assure anyone that the service-learning program contributes substantially to this success." (see Appendix U)

According to Fielding, Kerr, & Rosier (2007), “Reading aloud is the most important activity for eventually learning to read. Talking (vocabulary) and rhyming (phonemic awareness) have a big impact, too” (p. 212). Our service-learning students go through an extensive orientation program that covers the basics for reading instruction and they are followed up by the elementary teachers, who delve into more specialized instructional practices for their students. It is a process that takes time to develop, but the benefits are great. The sense of community was demonstrated through our teacher responses, as well as service-learning student responses.

While the cog in the wheel may well be the volunteer coordinator, who is able to have a foot in both worlds, it takes a commitment of all involved. From the very first contact with the university, we stress community; “responsibility” and “encourager” are the words that are stressed in our orientation session. I believe that the comprehensive orientation session makes a difference in our programming; we prepare the service-learning students for success from the very beginning. Communication is definitely the key. The person in the volunteer coordinator position needs to be flexible to be able to meet the needs of the college students and instructors, as well as the needs of the elementary students and teachers. This must be the focus: both entities are served and edified. Especially at this time when schools are cutting back resources and teachers are asking, “How can we possibly meet each individual student’s needs?” It is incumbent upon our schools to ask for help, not only because of increased responsibilities placed on our teachers and need for accountability, but also because it is the right thing to do. Time is valuable, and today it is often tough for parents to be involved because of job responsibilities during the day. While it is sometimes difficult to get parents involved today, we have managed to do so with some success. This is in large

part because the principal has fostered a caring school climate and teachers have fostered a culture of inclusiveness that supports a variety of individuals coming in and becoming part of our family.



**Table 20. Program Participant Evaluation Rubric Expanded**

<b>Evaluation Objectives</b>	<b>Evaluation Questions</b>	<b>Evaluation Instrument</b>	<b>Specific Measures</b>	<b>Results</b>	<b>Implications</b>	<b>Recommendations</b>
A1. To determine the extent to which a service-learning program effects university students' moral reasoning orientation.	To what extent do university students' MMO-2 scores improve from pre- to post-test? (By Course & By Gender)	MMO-2 (Liddel, 1990, revised 2006).	Care- and Justice- scale scores at the interval level. (Range is from 26-104 for each scale).	Care between subjects for Gender * time was significant (p=.007). Females higher on <i>Care</i> regardless of Group. Justice was not significant by Gender or Group. Within subjects not significant for either Care or Justice.	While this instrument may not be sophisticated to measure the essence of the service-learning experience, this supports prior research. Need to measure service-learning with larger samples, over longer time. Richness of data comes from discussions, narratives and thematic analysis of global experience.	Further study on moral orientation and opportunities for moral and social reflection after moral education component is included in curriculum by intentional design. This is my recommendation for follow-up and future study. Also pursue further research on impact of s-l experience on spirituality of student.
A2. To determine the extent to which a service-learning program effects	To what extent do university students' new CSAS scores	CSAS (Adapted from Harris, A., McCarthy, A. & Tucker, M.,	Total scale scored at the interval level. (Range is	Significance: (p < .05) Between-Subjects By Gender * time:	This adaptation of the original seems to indicate s-l has	I would recommend further developing the new instrument.

university students' community service altruistic attitude.	improve from pre-to post-test? (By Course & By Gender)	2000)	from 2 to 25 for each scale). Scales were: Normative Helping Attitude/ Connectedness (Range 3-15) Cost (Range 2-10), Benefit (Range 5-25), Seriousness/ Intention (Range 5-25), Service-Attitude/ Empathy (Range 5-25).	NHA/Conn (p=.099), Cost (.035), and Empathy (.026). By Group *time: Benefit, (.002), Serious/Intention, .001) Empathy (.019). Service-learning impacts service-attitude.	an impact on service-attitude. Longitudinal studies need to be done. Empathy was impacted by Gender and Group by time. This reinforces/validates my professional observations.	Questions pertaining directly to s-l. Further analysis and development of one that can more accurately and reliably measure the intricate components of service-learning, moral orientation and altruistic service attitude.
A3. To examine how a service-learning program impacts university student's character and leadership identity development awareness as well as their voices about the ethic of service.	To what extent does a transformational service-learning program impact university students' character and leadership identity, and their ethic of service?	Classroom and individual discussions, essays and journals, and LID-Questionnaire	Thematic analysis of LID-Q student narratives and observations of instructor and volunteer coordinator	Analysis of the LID-Q showed 64% scored in stage 3, 18% in stage 4, 18% stage 5-6. University instructor also supported global impact and importance of leadership	LID questionnaire Thematic Analysis of qual. artifacts was in accordance with theory development of LID validation study. Helps us understand	Continue refining; communicate with Komives and Walker group. Further refine instrument to measure leadership identity development so can be taught and evaluated. Connections to LID

				<p>development via service-learning experience.</p>	<p>where ss are. Important for developing leaders in athletics, as well as general student population. Service-learning program experience may impact leadership identity development. Thematic analysis of s-l student narratives indicated student's moral values of patience and compassion and social value of time management were impacted across the board.</p>	<p>theory of relational leader &amp; servant leadership. Work on reward – recognition program for university s-l students. More research on cognitive and social disequilibrium and impact on moral orientation...and spirituality and s-l impact on university students.</p>
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B4. To examine the impact of a service-learning program on elementary students' academic achievement, specifically their reading scores.	To what extent does volunteer/service-learning program impact elementary students' reading scores?	Teacher and community volunteer comments and testing scores	Student scores on IRI Reading Tests, Teacher Survey and volunteer comments	IRI scores went up each year from fall to spring (range was from 2.54 to 15.04).	Reading Buddies and Recess Buddies program collectively apparently impacts academic climate, culture and expectations (reading scores).	Continue service-learning program at the elementary school; provide for future expansion to other elementary schools. Work on reward – recognition program for teachers who work with program. Work with University to expand s-l programming.
B5. To examine the impact of service-learning program on classroom management and student achievement as assessed through survey of elementary supporting staff and teachers' perceptions.	To what extent does a service-learning program impact elementary supporting staff and teachers' assessment of classroom management and elementary student achievement?	Teacher/Staff Surveys and observation/discussion and written communication from teachers and supporting staff.	Thematic analysis of comments and survey summary with supporting documentation .	Teacher survey was very informative, the program rated 92% positive overall. Elementary student achievement and effort was positively impacted by both staff and teachers when service-learning students	Utilize in future program trainings and orientation, marketing correspondence. Strongly recommend the continuation of this program and also that the program is added to other elementary schools in town	Continue dialog, communication with school district and university. Work on reward – recognition program for university students and elementary teachers for exemplary service.

				were at the elementary school.	and also expand to other university classes.	
B6. To examine impact of service-learning program on overall school climate and culture as assessed through education professionals: elementary school principal and district administrator's evaluation, as well as university service-learning center input.	To what extent does a service-learning intervention program impact principal and administration and university service-learning center's evaluation of overall school climate and culture?	Written communication, observation and personal interaction from principal and district curriculum director, culminating report from service-learning center.	Thematic analysis of written narratives of principal and administration and yearly university service-learning center report (see Appendix U, V, and X). Program was nominated for various statewide awards. In 2010, the program was nominated for Governor's Brightest Star award (Appendix S) and 2010-11 was awarded	The climate and culture and expectations of elementary staff and teachers have been impacted. Principal and administration, as well as university service-learning center are supportive of Reading/Recess Buddies program. Various artifacts were presented that collectively assert the overall impact of the service-learning program is more positive than negative to all involved. Recognition noted.	Building a sense of community and positive learning culture is what it is always about. We call ours a "caring community" where the ethic of caring that we promote will hopefully germinate and grow as students leave our university and program. The ethic of service is fostered through an expectation of developing student's moral orientation (ethic of justice and an ethic of	All recommended continuation of the program based on the positive global impact on elementary climate, culture and expectations. Continue to work with Service-Learning Department on campus; build bridges and sense of community—foster "Ethic of Service." Collaborate with other universities. *More research on impact on s-l within the university as a learning organization is also recommended.

			the Idaho Distinguished School recognition (Appendix U).		care) resulting in an internalized ethic of service through a community engaged service-learning program experience.	
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## Chapter V: Summary and Conclusions

### Statement of the Problem

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold. First, to examine the effect of a community engaged service-learning program on: **A. University Student Participants'** 1) moral orientation, 2) altruistic service attitude, and 3) leadership identity and character development and "ethic of service". Second, to examine the effect on: **B. Community Partner Participants'** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### Programming Impact Summary

Throughout this report, I have attempted to keep quantitative data and qualitative information separated. In this section, however, the two are integrated in order to gain a deeper understanding of the results and findings of this study. This robust program evaluation research study was focused on a community engaged academic service-learning experience involving a university Life Skills for Athletes class and a local elementary school, driven by an "ethic of service". I attempted to measure the impact of such a global experience on not only the service-learning students and the university, but equally important, the overall reciprocal impact of the program (the service-learning students) with the community, partners as I lived the experience. Through the years, because our service-learning students have come to us from all over campus, we understand the service-learning experience from a transdisciplinary lens. University students, student-athletes, and instructors have learned to work collaboratively with community partner participants; the reciprocal relationship has come to be known as a "win-win" situation.

In order to facilitate the programming, I had worked hard to gain entry, to ensure that I had communicated with the university instructors as well as the elementary teachers and administration as to the particulars of the program and what a community engaged service-learning program might entail. In fact, we met together and discussed our individual needs and desires many times, and worked closely throughout the program to ensure communication was open and honest; both formative and summative evaluations were tabulated so that if we needed to adjust, we could. When issues emerged, as they always do, our prior collaboration proved quite valuable. This practice proved mutually beneficial, as the service-learning program was a “win-win” proposition because it had been thoughtfully crafted to ensure all parties had a “voice” in the process.

Over time, a relationship of trust and sense of community between the elementary school teachers and staff as community partners alongside the university service-learning students and instructors was developed. My history as a Reading Buddy myself and having had a number of years as being volunteer coordinator at the service site allowed me to gain entry and earn the trust and respect of the teachers and administration. This was also true of the college students; I was able to gain access to both groups (students and student-athletes) as a result of my personal and professional status. I learned that consistency and demonstrated “ethic of service” through my commitment to the program, which enabled me to successfully implement the service-learning program in our community. Without question, it took a team to make it work, from administration, teachers and staff at the elementary program to university instructors and service-learning students who were ultimately the workforce, willing to go outside of their comfort zone and enter into an unknown world of little learners. We all had a role to play along this journey.



Although not as strong as I hoped, there was a statistically significant difference found in certain applications of theory to practice for this research project. The short duration of time (at most 8 weeks) was perhaps not enough to effect change in moral orientation and development. We know it takes master teacher perhaps even years to effectively engender a change in moral reasoning and behavior. My major professor had warned me that the results might be disappointing, but as we discussed at length as we were going through the process and again as we were mulling over these results—it is probably a good thing that a service-learning experience alone was not enough to elicit a change in moral reasoning orientation in these university service-learning students. Our research at the Center for ETHICS\* over the years has shown that moral reasoning education takes time and repetition, engaged discussion, thoughtful critical reflection, and guidance by an experienced educator. That is for my next adventure...to bring a character education program into a service-learning curriculum at the university.

### **University student impact**

Of particular interest to long term effects of a service-learning programming on university students, Sax (2004) found that those who volunteered for three or more hours per week in college were more than twice as likely as non-college volunteers to frequently engage in volunteer work after college (pp. 9-10). Universities should focus attention on quality service-learning programming, in the hopes that students will continue to serve after they leave the university. As Ash & Clayton (2009) refer to the counter normative nature of service-learning, we need to be passionate about our involvement. The pedagogy is still evolving. However, service-learning has become a passion, a way of life for me; as Schon (1983) refers to reflection-in-action as being embodied in a practitioner who is practicing the

art of his craft. “When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. ...Indeed, for some reflective practitioners it is the core of practice” (pp. 68-69)

Having worked side-by-side with literally hundreds of these emerging adults over the years, in what I have come to know as potentially transformational life changing service-learning experiences. This research journey has brought me full circle, back to the beginning. I am quite certain the cycle will continue as I practice the art of my craft. As Schon (1983) so aptly referred to as a new assertion of a unique case, in hopes it will inform and enrich our service-learning pedagogy knowledge base as a result. Two brief but meaningful narratives shed light on the power of the experience. The first, “Working with the elementary children helped me learn how to be patient with them. This is big because, I never really understood how to work with kids and meet their needs.” Secondly, Every day I spend with the kids I learn something new. The kids are very creative and make my day so much more exciting. The kids love to hang out with us. I love to help the kids have wonderful days and I try tom keep smiles on their faces.

These written narratives of students’ service experiences provide us with a snapshot into their world as they maneuver themselves into a new learning system and what many saw as a totally foreign experience in a new learning community. A foreign female student-athlete wrote:

As well as contributing to my level of civic learning, service-learning has also had a number of academic benefits for me. The most obvious of these academic skills is the ability to write papers. The papers that we have been required to write and the reflections we have noted on

our service-learning experiences have allowed me to further develop in my writing skills. These skills will then be able to be transferred across to many of my other college classes. Throughout this experience I have also further developed skills such as time management, communication, organization, and commitment, all of which will be useful for the remainder of my college years and beyond. Time management was required to arrange for an appropriate time to attend (the elementary school) in between a busy class and practice schedule, communication was required when speaking with the staff I was directed by as well as the students, organization was required for a number of the tasks I had to perform while in the classroom, and commitment was required to ensure I attended on a regular basis.

The service-learning experience also contributed to my personal growth. I am usually a reasonably shy person in new situations and environments and I think I was even more so when I first attended (the elementary school) as I had just arrived in the country and everything was unfamiliar. However, I think that throughout the semester I gained confidence each time I went to [the elementary school]

As evidence of the power of a service-learning program experience, and the “ethic of service,” I chose one young male athlete and one female athlete as “guest” narrators, to express what has come to be known as an ethic of service. These two so brilliantly expressed the very essence of a servant heart, fostered and enriched as a result of their service-learning experience. All university students, at some time in their higher education career, should have the opportunity to be exposed to such an academic community engaged service-learning experience. Haviv & Leman (2002) found “...strong evidence to suggest that the underlying motivations for moral judgments differ according to the type of dilemma under consideration...when considering antisocial dilemmas from an ‘abstract’, impersonal

perspective people imagine the consequences of an action as less important than when they consider a similar event from a first personal perspective (pp. 22-23).

When we make assertions based on a paper-and-pencil (in this case, online) survey, we get a snapshot of the individual, rather than a thoughtful reflection of their experiences. Qualitative measures of critical reflection and thematic analysis of personal narratives gives a more thorough understanding of the impact of a service-learning intervention program. A program evaluation design was developed that encompassed a variety of assessments, artifacts and measures. Ultimately, the quantitative findings were corroborated and more thickly described by the qualitative data. Whatever their score on a paper and pencil test, it cannot come close to helping us understand the essence of what it means to an individual to serve another, and in turn...to be served. These young adults represent our future (see Appendix DD).

Analysis of raw data enabled me to determine that there were indeed emergent themes that resulted from thematic analysis of the narratives from the service-learning students. Patience and time management were themes that emerged across all categories in their narratives as being important attributes. Patience, a virtue, was internalized as a result of their experiences across the board; time management, an important social skill, was also mentioned as an output of the student's experiences. Therefore, based on student narratives of their service-experiences, an academically based community engaged service-learning program meets the goals of enriching students' ethic of care and ethic of justice; indeed the ethic of service is enhanced. What is important, as we discussed, is that they act on their beliefs, which is evidenced through their narrations (see Appendix BB and CC).

Leadership development is a goal of the university, as well as the athletic department, and an academic service-learning experience can contribute to leadership development, as well as development of an altruistic service attitude (empathy) and an ethic of care. The Relational Leadership Model emphasizing servant-leadership utilized throughout this study is an interactive and ethical process of people working together attempting to accomplish positive change (Komives, Lucas, & McMahon, 2007). Because no valid instrument exists to date to measure the essence of a service-learning intervention, the ethic of service, various measures were utilized to get to the essence of the ethic of service. The Measurement of Moral Orientation (MMO-2) which was designed for college students, and is a valid instrument for measuring “moral voice” (ethic of care and ethic of justice); the Community Service Attitude Scales (CSAS) was adapted for this study; and a qualitative questionnaire (LID-Q) contributed to internal face validity. Sharing power with students by allowing them to express their moral voice through written exercises and classroom discussion ensures a developing sense of self-efficacy and promotes equity as the service experience unfolds. Ethical servant leadership qualities can be evidenced through the Relational Leadership Model, and service-learning pedagogy applied at the university level impacts altruistic service attitude and is transformational in nature and scope.

### **Elementary school impact**

Albert Einstein said, “If you want your children to be brilliant, read them fairy tales. If you want them to be very brilliant, read them more fairy tales” (as cited in Fielding, Kerr, & Rosier, 2007, p. 221). A critical time in a child’s development is from birth to five. That is when a child’s brain is wiring itself to hear the distinct sounds and syllables within words and absorbing the grammatical patterns of language. Reading aloud exposes children to a

richer vocabulary as well (Fielding, Kerr, Rosier, 2007, p. 222). We take those words seriously. At our elementary school, we also believe in our Reading Buddies/Recess Buddies program. Our program has grown exponentially over the past seven years. The whole is greater than the sum of the parts, and each part is uniquely benefitted by interaction with the other. The university students and instructors, elementary classroom teachers and staff working alongside administration, and the elementary students all work in tandem to ensure the programming moves smoothly and efficiently. The overall academic, social and spiritual impacts of the number of hours that these students have given to the students and staff at the elementary school are literally priceless. Teachers are more able to give one-on-one attention to those who need the extra time and encouragement. Mentoring opportunities have evolved and an overall sense of community has grown in the classrooms and at play. The culture and climate of the school has become one of inclusion and openness to working alongside the service-learning students. In the end, we serve each other. Fielding, Kerr & Rosier (2007) stated, “When you get to the bottom line, it’s relationships, relationships, relationships. That is what it is. That is what it’s always been” (p. 135).

Our Reading Buddies/Recess Buddies program is all about building relationships and it is available to any teacher who requests help. Every teacher at the school at one time or another has requested volunteer help. The teachers have asked me to reiterate to the service-learning students that they are to feel free to step up and handle situations that they are comfortable handling. Once, a service-learning student was pitching to a group of first and second graders who were “acting up” as they awaited their turn at bat. He called, “TIME!” and walked over to the unruly line of youngsters and told them to “Shape Up...and form a single line!” As he turned around and headed back out to pitcher’s mound, they did so in

short order. He felt comfortable taking charge, and they listened to him probably better than they would have one of the playground aides. Both the community volunteers and service-learning students who have given of their time and talents have become an invaluable part of our programming; they have become part of the school family.

Attached reports from the curriculum director, the principal, the classroom teachers, and supporting building staff indicate that we have had 100 percent support for our programming. A community-wide “win-win” program was built that is mutually beneficial to all parties. Our students win, so our school wins, the university wins and our community wins. Though we cannot claim total credit for the student’s academic success as a result of the service-learning program, as the statements from the teachers, principal and curriculum director have indicated, the Reading Buddy/Recess Buddy program is an integral part of our school-wide success. The crux of our programming has always centered on reading and literacy, and as indicated by documentation from the school district office, the reading scores of our students have continued to improve, as evidenced by IRI scores (see Appendix L).

The achievement gap is narrowing and increased numbers of students are reading at grade level. The State Department of Education has a goal that states, “Serving in K-3 schools across the state VISTA members are working with educators to research, develop and assist with implementation of resources to ensure every child is reading successfully by third grade through parent and community involvement” (Naillon, 2012). Parents, community members, and students from the local university have been a part of our elementary school family, and have volunteered literally thousands of hours of time to our school. This IRI data is a reflection of the involvement of community to our volunteer program at the elementary school and at least an indication of how our program may have

played a part in school culture and climate, ultimately in increased reading abilities of the students.

Fielding, Kerr, & Rosier (2007) remind us “Poor readers typically are poor in math as well. Even students who are initially ahead in math will start to fall behind if they read poorly.” Alarming but intuitively this makes sense, “...there are more words than numbers in math textbooks, and the explanations and word problems become more complex as the curriculum advances” (p. 182). Reading is foundational and skill acquisition is critical during these youngsters’ primary academic careers.

While classroom teachers work with small groups giving instruction in such categories as phonemic awareness, phonics, fluency, accuracy, and comprehension, our Reading Buddies allow extra time for students to practice what they have just learned on a one-on-one basis, time is critical. Especially important in the current financial climate where both parents may be working. The involvement of “the other” over time makes a huge difference for these youngsters who may not have the opportunity to read books at home. In fact, a recent study has shown that access to reading materials is extremely limited for children from low-income families: estimated to be about one book for every 300 children (Neuman, 2006, p. 31). Access to books is essential to reading development and student achievement.

The Recess Buddies program adds levity to everyone’s day, encourages fitness and fun, camaraderie, and companionship for our elementary students. The impact is measured by the smiles on the student’s faces of all ages. The youngsters genuinely look forward to the “big kids” coming to play. As the volunteer coordinator, there is nothing that breaks my heart more than when one of the little learners with tears in their eyes ask me, “Why didn’t



that big guy (or girl) come play (or read) with me today?” Many of our student-athletes were genuinely surprised when they realized that they were able to make such an impact on the elementary students. One of the student athlete’s commented in their journal:

It was interesting how much the kids wanted to play with us or even just be by our side. I never really looked at myself as a role model and it was this day that I realized how much I am growing up. It never occurred to me that my words and actions would have so much influence on these young kids. (Ash & Clayton, 2009)

### **Community impact**

Building a sense of community is all about connectedness. On a university campus there are students who come together from all over the world. If there is one common thread, especially in athletics, it is support and a sense of camaraderie. Athletic departments are often cross-cultural and inherently team oriented. In this study, student-athletes are included in our community setting at the elementary school,

Teacher Comment #3. As a teacher of these students it can be overwhelming on your own to help meet their needs in appropriate and fulfilling ways, there is often not enough time in the day. This is where being part of a service learning team is so vital. Helping these students make the growth they need takes more than just the classroom teacher. Students need to learn to build relationships with one another and with other members of our community. The service learning students come in to the classroom and provide that extra support for the teacher. They help students with work that isn’t completed or help the student gain the knowledge and use the skills to become more independent works. They help students feel good about their work using encouraging words and by just spending some time with them.

I believe too that the volunteers become more comfortable in the classroom setting

and working with the students. It is a valuable use of their time to help others out. Not only do I see growth in the students academically through the use of the volunteers but I also see them feel more comfortable about themselves. They see themselves as a learning that can do it, with or without help. Students are excited to show the regular volunteers how they are doing their math problem, how many words they can read or how their soccer game went. These volunteers become another person in their school life who cares.

Some of our teachers are moving to another school next year and each of them has asked me if the Reading Buddies/Recess Buddies program can follow to their new school (see Appendix P for comments). Our program is successful and meaningful enough that they would like it to move with them. That is what we are currently researching, as we plan for the future. These teachers have been patient and nurturing to our university service-learning students and over time, even those who were a bit apprehensive about the program have grown to appreciate what it has to offer. They know what it means to all parties concerned. After all, it is through giving of oneself that we learn the value of “community.”

The university, the surrounding community, and the state, have all benefitted from association with this program. Ample evidence is presented with various artifacts of support to assert that the service-learning program has a global impact that is more positive than negative. As was reported by teachers and service-learning students alike, often, we learn that in giving of ourselves, we ultimately receive more than we give. With proper environmental conditions and role modeling, a sense of togetherness and interdependence helps foster personal growth. The climate, culture and expectations of our elementary school were impacted as a result of this program. It is through self-sacrifice and honoring the “other” we gain a mature understanding of the essence of being human, and the ethic of

service can flourish. This happens on the field, on the court, or in the game of life. Service can begin at an early age, in the home, the neighborhood, the community. Family, school, community, and church all provide opportunities to practice the Golden Rule.

### **The Collective “Voices” of Reflection**

This study centered on the possibilities of what can happen when a learning organization works collaboratively with a community that embraces the “ethic of service” which is fostered through an academic community engaged service-learning program. Through active participation of university students, community partner participants (elementary school students, teachers and staff along with administration) and support from the university, such programming can have a positive global impact. The entire program is evaluated: student and teachers’ “voices” are included as well as the “voices” of university and community participants’ regarding their unique service-experiences. Connelly & Clandinin (1990) urged that teachers and researchers need to tell and share their stories; in this case they did so, and relationships were strengthened as a result. All three components of a service-learning program are represented in the proposed model (see Figure 2):

#### **The “ethic of service”**

As a participant researcher, I was able to incorporate the very essence of that ethic of service by weaving written reflections and short answers to open-ended survey questions and discussions into a meaningful whole. Through enhancement of an elementary school community and culture with the inclusion of a university-community service-learning program, not only do the recipients of the service (elementary students, teachers, staff and administration) benefit, there are intangible benefits to those who engage in the service (university service-learning students) as well: benefits to the university and positive

community impact. This may be the first study of its kind to delve into the university and community “voices” in such depth. The inherent power of an academic community engaged service-learning and community volunteer program is a direct result of continued support from teachers, staff, and administrators at the elementary school, as well as the university. Communication and trust takes time to develop, and maintenance of relationships requires continual attention. Collaborative relationships take time to build, and these are strengthened as a result of active participation and mutual respect, responsibility, and resourcefulness. It was the stated goal that the program would be sustainable into the future. The results inform other researchers as well as higher education administration, service-learning departments, and student affairs personnel as to the power, fostered through such a service-learning experience, of the ethic of service. In a final reflection assignment, one student highlighted the reciprocal nature of such a service program, “I think service-learning is important for all young athletes to do and it should be mandatory for a class like [this one] in other schools. Everyone benefits from service-learning.”

Ultimately, this research may assist university administrators, faculty, and instructors in creating and sustaining meaningful service-learning experiences for the university students, the community partner participants, and the surrounding community. It all hinges on understanding the students’ orientation of the “ethic of care” or “ethic of justice.”

### **The “ethic of care” and the “ethic of justice”**

The Measure of Moral Orientation-2 (MMO-2) as well as the CSAS could provide a source of information for individuals and student groups learning about their own moral voice and perhaps even their decision-making style. Written for the collegiate population, the MMO-2 could potentially even have usefulness. Specifically for Athletic Department

and University Student Affairs personnel, perhaps even university student organizations that often are presented with moral dilemmas, these instruments offer evaluative potential. In the competitive as well as the academic realm, it could provide coaches, instructors and leaders with insights into the character of their athletes and team members. Further, volunteer coordinators and community partners hosting these students, could gain understanding as to the dynamics of our own programming. The MMO-2 could further provide individual university students with an understanding of their own approach to solving difficult problems, as well that of their peers. This self-awareness is fundamental to personal growth of university students.

### **The “essence of service” as reflected in service-learning**

This version of the CSAS focused on altruistic service and service-learning attributes. This was the first time the MMO-2 was used to study moral orientation reasoning as a pre- post measure, let alone with a service-learning intervention. Having the pre-and post-data informs as to how one’s moral orientation can be impacted by education and experience. Moral development takes time and effort. Rest & Narvaez (1991) suggest intervention programs should be three-fold, integrating direct experience with reflection, using the Four Component Model for designing instruction, and incorporating didactic teaching fundamentals of logic and philosophy. While a service-learning experience may increase certain aspects of character, to adequately address moral development and moral reasoning education, a strong pedagogical design needs to be incorporated into the curriculum. Continued research could have important implications for character and ethical leadership development, moral orientation, and understanding the essence of the ethic of service inherent in any such global service-learning experience.

### **The intervention**

At the elementary school where this research study took place, a service-learning intervention program was developed to include both Reading and Recess Buddies as part of the overall curricular design. There are ample opportunities in the school day for university students to come and “play” with our students. Often, big brawny athletes come in after recess sweating profusely and breathing hard. One even commented as he labored to catch his breath, “Man, don’t tell Coach, but that was a tougher workout than we get at practice!” The service-learning students help in the classroom and at recess in whatever capacity the teacher or supervisor needs. As time goes on, even the nervous ones begin to feel comfortable as they become familiar with their surroundings. They genuinely love coming to spend time with the elementary kids. It is a safe place, where they feel welcomed and loved; the staff, faculty and administration of the elementary school have worked hard over the years to create a culture of caring.

### **Reciprocity**

While I knew that having the “big kids” as part of our programming would be good for our elementary students; I honestly do not believe I realized the richness and power such a relationship would have for our university students, as well. Their stories are edifying and rich with thick descriptions offered as evidence of their individual growth and reveal qualities as emerging adults that was elaborated on earlier. In an effort to impact the general university population, as well as our student-athletes with the very best experiential educational experience for all, an academic service-learning experience can impact attributes of moral orientation as well as altruistic service attitude (empathy) and leadership identity in our university students. To that end, a male athlete wrote the following,

I have developed an understanding and learned from these kids that life is what you make it and not to take things for granted. I learned this by watching the kids everyday whether it be helping them with school work or just playing with them at recess. This type of learning matters because it gives an example to others not to focus on the small things in life that don't matter and to take on every day like it's your last. Taking this life lesson to the next step, I can help myself and influence others to be more optimistic about life and what it has to offer. Just to watch kids make the best out of anything and everything they have, is one of the best life lessons that anyone can and should witness sometime in their life.

Impact on community partner participants is also imperative; they are the population being served, or are they? What I found was that those who we thought were being served actually gain more from the experience than I realized:

I had thought about what effects I would like to have on the kids, but not what effects this service-learning experience would have on me. Being able to step back and take a look at what has been gained by your experiences is a perspective not often examined by the mentor. By engaging with a different age group, it gives you a larger view of the community you live in, which enhances your civic learning. The patience and perseverance it takes to deal with kids that age is beneficial to one's academic learning. Reflecting on this situation I can see that working with the kids has improved my patience; the next step is to be able to relate these skills when interacting with my peers and teachers.

Another reflective piece from a university student:

I believe this type of learning is important because it allows us to see what an impact we have on young children and the surrounding community. I have never been involved in a community so supportive of the local university. It shows me that I need to show my

appreciation for their support because it means a lot to see one of the kids I played with at my games. I feel like I need to give something back to them. Being able to hang out with them on a weekly basis is a neat way we can show our appreciation. ...I want the children to know what a great place the [university] is. If we continue to show our appreciation for the community's support, it will only influence them to continue to support us. This in turn will prove to them why they should continue to be involved with the university.

Finally, a statement from a student-athlete who expressed the global impact of such a service-learning intervention program:

...I think that the experience of this semester doing service-learning was a very positive one. I think that having to do service-learning for the class made us learn and teach. I think with how busy we are, none of us would have done service-learning [otherwise]. I think that having different times that we could all go in and do service-learning was really good. Although it was still hard to make most of the times, it did work in my schedule. I think service-learning is important for all young athletes to do and it should be mandatory for a class like [this one] in other schools. Everyone benefits from service-learning.

## **Conclusion**

A well designed program where community service is performed as part of an academic course, according to Astin, Astin & Lindholm (2011) will demonstrate the efficacy of service, "By linking community service with academic coursework, service-learning offers students an opportunity to test otherwise abstract theory in the "real world" and provides community service with an intellectual underpinning" (p. 146). This applied research program evaluation study was robust in that it weighed all the components of a community service-learning program, incorporating a global perspective as to the impact on all



participants. The aim was to examine how a community service-learning program impacted the participants—students and community partners—by incorporating both quantitative and qualitative data. Web-based surveys were used to gather quantitative data, and thematic analysis of rich participant narratives captured the lived experience through various artifacts and qualitative data (see Table 20).

The community service-learning program was assessed in its entirety. By virtue of the global evaluation and ethic of service that was fostered throughout this research, the positive impacts far exceeded any negatives, and collectively the university students and community partners benefit from this program. All involved worked tirelessly to ensure the very best experience possible for all occurred. The greatest evidence occurred as a function of the sense of community, and “ethic of service” that I have witnessed empirically and anecdotally throughout this research study. A community service-learning program can impact university students and student athletes’ moral and social value systems through impacting students’ “moral voice,” leadership, and character development.

A culture of caring has become a part of our environment; our elementary students serve the community and our university students serve the students and teachers at the elementary school. I had anticipated that the moral voice of our university students, through nurturing the ethic of care and ethic of justice, would be discerned as to how these university students’ moral reasoning orientation develops. In terms of serving mankind, in a real life setting, as measured by the variables in this present study, we found that an academic community engaged service-learning program impacts students’ empathy, service-attitude, and leadership development.

However, given merely a semester to study the effect of a service-learning program,

there may not have been enough time to measure a change in moral reasoning orientation. Further, this was the first time the MMO-2 was used as a pre-post measure, and the instrument did not capture any individual change from pre-to post-test. As I discussed earlier, the value of empathy was strongly reinforced and nurtured as a result of participating in this program by Gender (Table 15) and Group (Table 18). Both moral and social values were fostered (see Appendix CC) and discussed at length, as a result of their participation in the service-learning program as noted in their rich narratives (Appendix BB and summarized in Appendix CC).

From the rich classroom narratives and journal writings, there were three attributes that were reported across all three of the categories: Personal Growth, Academic Growth and Civic Growth. Patience and time management were mentioned by our students in all three categories in their narratives or journal entries. Intentional reflection is a critical component of a well-designed service-learning course. The readings, assigned writings, journaling and classroom discussions were all pedagogical techniques used as part of our program to aid in overall program evaluation.

Any program evaluation of a research study will culminate in an evaluation or perhaps multiple evaluations. I propose the following *Final Summary University-Community Partnership Questions*. Ultimately, sustainability and growth are the goals. If a program is well managed and effective, then there needs to be ways to evaluate progress; without such an evaluation, how will one know progress is being made? Outside the quantitative study, there needs to be a qualitative component that measures the human spirit. Moral orientation, moral and leadership development, and spiritual identity were discussed. Further study and applied program research are warranted. Therefore, these evaluation questions are recorded

as to be a template to use at the end of any service-learning project, in order to adequately prepare for the next year. These will guide partners to act conscientiously toward program sustainability:

*Final Summary University-Community Partnership Questions:*

1. What were the principles of agreement upon which the partnership was based?
2. How were goals identified?
3. What has been the impact of the partnership on participants?
4. In what ways has the partnership changed over time?
5. To what extent has the partnership been effective in meeting its goals, including improving instruction and student learning?
6. To what extent has the partnership been effective in meeting its goals, including improving university student moral and social development?
7. How can the partnership be sustained and advanced?

A thorough program evaluation analysis prepares us for the next programming experience. Based on current findings and the review of literature, service-learning, moral reasoning education and leader identity development, and spirituality are natural partners. The gap of what has been lacking in higher education can be bridged by further studying and implementing “integrative education,” encompassing “the heart of the educator” as well as “the heart of higher education” (Palmer & Zajonc, 2010, p. 141). More research needs to be done on the moral orientation or “moral voice” of our university students and the potential for a spiritual connection from a service-learning experience. Specifically, longitudinal research needs to be done on university service-learning programs, with the goal of understanding the essence of the ethic of care as well as the ethic of justice—with the

additional variable of spirituality. To do so, one must educate from the heart. As my model (p. 60) clearly shows, application of the ethic of care and the ethic of justice to service-learning pedagogy will inform the ethic of service. Ultimately, integration of a comprehensive service-learning program encompassing a longitudinal study with a service-learning program at every elementary school would be my goal! As a result of this present study, we realize that the little learners need the big kids, and vice versa!

## Chapter VI: Discussion and Recommendations for Future Study

### Statement of the Problem

The purpose of this program evaluation study, using both quantitative and qualitative measures in a thoughtfully organized setting of university and community, was twofold.

First, to examine the effect of a community engaged service-learning program on: **A.**

**University Student Participants'** 1) moral orientation, 2) altruistic service attitude, and 3)

leadership identity and character development and "ethic of service". Second, to examine the

effect on: **B. Community Partner Participants'** 4) academic climate, 5) social climate & student achievement, and 6) overall school climate and culture.

### Discussion

A few years ago, in an effort to reinforce the importance of empathetic maturity and moral character in our country, when asked about the qualities and characteristics he would look for in a Supreme Court nominee, President Obama replied,

I will seek someone who understands that justice isn't about some abstract legal theory or footnote in a casebook; it is also about how our laws affect the daily realities of people's lives, whether they can make a living and care for their families, whether they feel safe in their homes and welcome in their own nation. I view that quality of **empathy**, [emphasis added] of understanding and identifying with people's hopes and struggles, as an essential ingredient for arriving at just decisions and outcomes (as cited in Garrett, 2009).

In a university context, where "emerging adult" students are our next generation of adult citizens, parents and workers, higher education should send them out prepared to tackle the global economy, equipped with the necessary tools to make moral and ethical decisions. University faculty and staff who work closely with collegiate freshmen and nontraditional

students in particular should understand to what extent moral developmental theory and principled reasoning practices are applicable.

The greatest evidence gleaned from this applied program evaluation research was that communities can benefit from an academic community engaged service-learning program. A comprehensive programming and evaluative palate can be implemented at any higher education setting was presented. University student participants as well as community partner participants were impacted positively. Service-learning participants are better people for it. Through application of ethical theory, university staff and faculty are able to contribute to further understanding individual growth and maturation of university students. Pedagogists, professionals who practice the art and science of teaching, have both the academic freedom and ethical responsibility to pursue such best practices for their students. Therein lies the dilemma; do they accept this responsibility and act upon it, or not? According to Astin, Astin and Lindholm (2011), “Service learning appears to work because it enables students to identify and direct their personal goals through an exploration of moral and ethical positions about themselves and their communities, and to relate larger social issues to their own lives” (p. 146). This researcher and service-learning professional believes that service-learning pedagogy can be one avenue for continual moral, ethical and civic development of our university students and scholars alike.

### **Nontraditional students**

While the focus of this research was not on labeling individual groups of students, student-athletes (the intervention group) have been defined as “nontraditional students,” a term that allows caring instructors to perhaps adapt curriculum to fit their individual needs. Labels in education are used to describe students, and the meaning of term “nontraditional

student” has varied over time. According to Sedlacek (2004), if any group experiences prejudice and demonstrates abilities in ways different from those with traditional experiences, it may be useful to define that group operationally as nontraditional. To be fair, the term nontraditional implies that the cultural context and experiences of some may be different from those of the group in power. Finally, because nontraditional students have experiences that may not be typical of those in traditional power groups, their **experiences** [emphasis added] should be considered in evaluating their potential (p. 5). Student-athletes (the intervention group), then, may fall within the category of nontraditional students, which helps inform this study. Implicated here is the ideal that a community engaged academic service-learning experience may have a positive effect on student-athlete’s moral reasoning orientation and leadership identity development as well as their empathetic attitude development. One student-athlete summed up their appreciation of the service-learning experience with an appreciation of the “learning” or academic aspect:

I also feel like this experience...has also taught me how school has many different aspects to it. For example, having to go to [the elementary school] rather than just staying in the classroom. ...That will enhance me academically because it teaches me to be open to learning different, non-traditional ways. I can now take these experiences and learn from them.

With the knowledge that these 18-22 year olds are within a final window of development that allows us to impart maximum impact on their adult child’s development. The intentional critical reflection exercises that are so instrumental to the service-learning pedagogy enable moral growth to occur, but only if the cognitive and social discord (Haan, 1985) is handled thoughtfully and carefully by knowledgeable instructors.

Clayton & Ash (2009) remind us that the time invested in critical reflection, instruction, and feedback may, in the end produce long-term, though delayed, results. If we do what is right by our students, we need not fret about the results. They will come with time; ultimately, (Schon, 1983) contended that our knowing is *in* our action (p. 49).

### **Towards a balance: work, study, and service**

The philosophy of “work, study, and service” (Moore & Moore, 1994) is a practical application of service-learning pedagogy that is promoted through home education. The experience of giving of one’s self can strike a chord of empathetic connection to another, a value somehow lost in society today. Martin Buber (1957) said it is the “I-Thou” that we are to be affecting, rather than “I-It.” He says it is caring for the other that is inherently powerful, recognizing the value of the other, inherent in humanity that is fostered as we take time to care. Indeed, by reaching out to others through service, we are in effect raising them above merely being things; we are recognizing and valuing humanity. Through such community engaged service-learning experiences and the associated classroom pedagogical practices, moral reasoning could be impacted in our college students. As we serve others, they may unwittingly serve us in turn. It is reflection on this reciprocal relationship, inherent in service-learning pedagogy that makes the experience genuine and powerful. To create a pedagogical model where moral development is fostered, however, must be purposeful.

The intervention group had had a curricular design which incorporated life skills and the student-athletes learned and practiced a variety of academic and nonacademic skills and tools to help them be successful in the classroom and in life. They were encouraged to practice these skills in both classroom and through a variety of experiential exercises, which were reinforced through their service-learning experience at the elementary school. Our



control was not a service-learning course; rather the purpose of the course was on teaching moral reasoning skills through class discussions, readings and reflective exercises.

Pedagogically, the control and the life skills courses were similar in that by design, the purpose of the courses were skills driven, and they both allowed for extensive critical reflection and application of skills to life. Creating and maintaining a moral balance is the key. Liddell (1996) refers to a “moral tension” that moral dilemmas may present between care and justice perspectives that may indeed be troublesome to our students.

Striving for moral balance and being able to admit when we are wrong will not only enable us to grow, but by example and by experience, we will be able to help another when the times come. Those with experience, with discernment and a sense of self will be able to do so effectively in the future. Coaches and teachers need to be a good moral example around their charges as they struggle to grow up and become who they were meant to be. We all have a story. As Hauerwas (1998) so accurately concluded, “...the struggle that always goes with learning is necessary to make that story ours...” (p. 152). We are transformed as we grow and mature through the enriching experiences we have along the way, often provided as an extension of our educational journey.

Furthermore, according to Howe (1998), transformational theory is extremely valuable in terms of educational value, “Transformationists see their task as working out defensible conceptions of knowledge and rationality that have contingent human experience as their basis” (p. 15). Therefore, for education to be of value, it needs to be transformative in nature. Howe also said, “Transformationists see their task as working out defensible conceptions of knowledge and rationality that have contingent human experience as their basis” (p. 15). This is precisely where the service-meets-the-learning, as the focus of

education is on the student.

### **Future Recommendations**

**Intentional analysis:** These collective robust findings support that a service-learning experience with the intentional critical thinking and reflective component may indeed effect moral orientation, similar to the pedagogical style of teaching moral reasoning in the classroom alone. Longitudinal and more focused study of the service-learning phenomenon and its impact on moral reasoning orientation, altruistic attitude and leadership is recommended. Building connections, searching for meaning and commitment to ideals are all important factors in the lives of our college and university students (Astin, Vogelgesang, Ikeda, & Yee, 2000; Astin, Astin, & Lindholm, 2011; Boyer, 1994; Cronin, 1998; Lies, 2005; Palmer & Zajonc, 2010). Instructors that build their courses and Student Affairs departments that design their programming around service-learning experiences with a moral educational component would be most effective in supporting their students' "search for meaning and purpose" in life. As I prepared to disseminate my findings, I did not comprehend the vastness of the potential for impact. These findings are reflected in a recent national study by Astin, Astin & Lindholm (2011) who reported that designing opportunities for students to touch base with their "inner selves" as well as their "outer selves" through contemplative practices such as service-learning contributes toward growth in their psychological well-being and satisfaction of the college experience. "...With life's inherent uncertainties and discontinuities...we can thoroughly and intentionally prepare students to serve their communities, our society and the world at large" (p. 140).

**Intentional design:** Therefore, especially in light of the potential increase in the social, moral, and spiritual impact of service-learning which has been reported as a result of

the present research study, an intentional moral educational component should be implemented into the pedagogical design of service-learning courses. This will allow future researchers to evaluate the impact of educational programming on moral reasoning (character), leadership development, and on the spirituality of students and community partners. Change in behavior takes time, experience, and education. To increase reliability and validity (and trustworthiness) a further longitudinal study should be conducted, especially in the college-aged population. Many pressing questions could be answered through further longitudinal research study on moral orientation, altruistic service attitude, and leadership development on such “course-based experiential field studies” (otherwise known as ‘service learning’ courses)” (Astin, Astin, & Lindholm, p. 141).

**Intentional development:** The spirituality component should also be involved in future research efforts, as this is truly a part of our university students’ lives that has been neglected over time (Astin, Vogelgesang, Ikeda, & Yee, 2000; Astin, Astin, & Lindholm, 2011). Through service-learning pedagogy, intentional critical reflection and discussion would make the difference, as we provide educational opportunities for the “whole” student. To that end and based on the results of this study, future researchers should develop an instrument that would capture the essence of moral reasoning orientation as a result of a service-learning experience. The instructor should foster the university students’ ability to develop and exercise their “whole person” which encompasses their “interior” and “external” selves (Astin, Astin, & Lindholm, 2011). Their individual moral voice, especially during this “window of opportunity” should be sought. Through development of programming to emphasize both the ethic of justice and an ethic of care, which Liddell et al. (1993) called “moral bilingualism,” we may begin to reach these emerging adults where they are, to work

towards a better future and a more morally grounded world. Honoring university students' moral character, specifically their "moral voice" should be an integral part of the equation. These university students are learning and growing and maturing into what has been termed "emerging adults," our next generation of parents and productive citizens in our world; it is a prime time in their developmental process to effect a change.

**Intentional implementation:** The essence of moral developmental pedagogical design is the concept of teaching empathetic morality through reciprocity and justice. Future research design should allow for study of this possibility. In this study, I was the volunteer coordinator at the elementary school, so I had a unique perspective into the dynamics involved between the university students, instructors, and the elementary students and teachers. Communication was more fluid and reciprocal, because I had time to devote to building a sense of community and camaraderie. I often would visit classrooms at both the elementary school and the university to just "check-in". This intentional implementation was highly successful.

**Intentional evaluation:** Evaluation of service experiences as a result of service-learning pedagogy through critical analysis and applied learning and recursive cognitive discourse activities while students are in a trusting, safe classroom environment might just be the answer. Several examples are offered in this study. For moral growth to occur there needs to be purposeful and long-term application of principled thinking pedagogy. A service-learning experience alone will not suffice to foster this growth, therefore a moral reasoning (principled thinking) education component, sometimes called character education, should be included in conjunction within the service-learning curriculum. This should provide students and student-athletes a well-rounded principle based educational experience.

Applied learning activity would take place at the service-site, enforced and enriched as part of the classroom experience, as part of curricular design. It will not come easily, but nothing good ever does!

“Knowing and doing cannot be severed...Experience enhances understanding; understanding leads to more effective action. Both learning and service gain value and are transformed when combined in the specific types of activities we call service-learning” (Eyler & Giles, 1999, p. 8). Further, learning is an outcome of the knowing-being-doing developmental model or feedback system...It is important to reflect upon how and what you are learning as you go through those cycles (Komives, Lucas, & McMahon, Exploring leadership, 2007, pp. 78-79). Intentional critical reflection and program evaluation is an integral part of effective service-learning pedagogy and transformative learning theory.

All this underscores the need to connect mind and spirit, to return to the values of a liberal education, encompassing an education that examines learning and knowledge in relation to an exploration of the self (Astin, Astin, & Lindholm, 2011, p. 140). Service-learning courses embedded in service-learning programs of merit allow students to engage in course-based experiential field studies, facilitating student’s moral and spiritual development. Through participation in such transformational service-learning programs, university students would be better prepared for work and community life. Our Universities are well suited for such a challenge.

### **Focus on spiritual development and service-learning**

Spiritual development or spirituality has been studied in athletic populations with service-learning being implicated as a potential means to transform hearts and minds. As a result of their research, it was one assertion of Hastings & DelleMonache (2007) that

community service was the most frequently mentioned vehicle for effectively integrating mission/vision/values into athletic programs. Further, far and away they found that community service is the most common means of mission actualization. Yet, only three institutions specified community service as adding to the spiritual development of their student athletes. This is a striking disconnect. One hypothesis was that community service was viewed as inherently good and is certainly “done a lot,” but is not seen as transforming hearts and minds. They wondered if there should be an emphasis to take this opportunity to help schools make the transition from community service projects to facilitated service learning experiences for their student athletes (p. 4). The present study will do just that.

Astin, Astin & Linderholm (2011) suggest that as a result of participation in a service-learning experience, “...one of the surest ways to enhance the spiritual development of undergraduate students is to encourage them in almost any form of charitable or altruistic activity” (p. 146). Principles such as compassion, a willingness to help others, finding your own voice, and knowing yourself (p. 151) are important components to spiritual as well as moral development.

### **Personal Reflection**

So, how does a PhD student initially interested in Adult Education and Androgogy as a theoretical framework, become interested in studying collegiate freshmen? Let me explain. Labels in education to describe “nontraditional students” have varied over time. According to Sedlacek (2004), if any group experiences prejudice and demonstrates abilities in ways different from those with traditional experiences, it may be useful to define that group operationally as nontraditional. To be fair, the term nontraditional implies that the cultural context and experiences of some may be different from those of the group in power. Because

nontraditional students have experiences that may not be typical of those in traditional power groups, their experiences should be considered in evaluating their potential (p. 5).

Whether nontraditional adult learners or student athletes, they will express their diversity in different ways. The variables underlying problems in dealing with their development as they cope with a traditional system not designed for them may indeed have similarities. In the present study, nontraditional students (student-athlete)s are placed in an environment where they feel safe, though for most it is a step outside of their comfort zone because they are being forced (gently nudged) outside the athletic realm. There is potential for interpersonal and intrapersonal growth to take place. If we are to determine when one reaches adulthood by one's experiences, we have determined that these nontraditional students are uniquely advantaged by virtue of their life experiences to qualify as young "emerging adults."

For traditional and nontraditional students alike, a value-added incentive occurs, based on their life experiences. How can we effectively allow one's experience to count as scholarship? Service-learning experiences are a prime example of applying education to experience and cultivating a culture of service. At the university, one can begin to understand, from a holistic viewpoint, the richness of a life well lived. This is a life enriched by the opportunity to give back and share not only academic knowledge but experiential wisdom. Universities are unique learning organizations, well suited for building connections. As an example of a culture of learning that is to be emulated, Rothwell (2008) refers to a learning organization as one where the potential for talent is appreciated within a supportive learning climate:

Organizational leaders should pursue the promise of the learning organization. After

all, the learning organization is an ideal that can be pursued but may never be fully achieved. They should take steps to pinpoint what business goals or measurable objectives are to be achieved from an effort to build a learning organization, clarify which characteristics are most desirable to be achieved (such as self-mastery, mental models, shared vision, team learning, systems thinking or others), establish an action plan to implement efforts to cultivate those characteristics in a systematic way, continuously pursue the effort over time, and measure results along the way. By working on realizing the promise of a learning organization, organizational leaders should also be building a learning climate that supports individual learning. (p. 101)

Directly applicable to a university/community service-learning experience, Boviere & Kroth (2001), discussed the idea of passion and how we learn, and how we might make our workplace (classroom) better. Ultimately, risk taking is to be encouraged as we learn about ourselves and our work, and self-efficacy results as these emerging adults are growing on their journey toward maturity as a result of their service experiences. Knowles (1970) introduced the adult learning theory, Androgogy, wherein he theorized adults prefer to learn by doing and thinking, not merely sitting behind a desk all day.

Understanding that these emerging adults may indeed be classified as “nontraditional” students with rich life experiences, this shift in perspectives is intuitive, given the nature of service-learning. It is perhaps the counter normative nature of service-learning (Clayton & Ash, 2004) that explains the connection, a paradigm shift in understanding of the pedagogy. As reflection and internalization of experiences and critical thinking are necessary components for deep learning, both important and insightful to a rich service-learning experience, there is a connection made.



Service-learning experiences are potentially transformational experiences. While not all learning is transformational learning, much of our most profound learning is transformational. Kolb's idea of experiential learning is another practical example of how these emerging adults may prefer to learn by doing and thinking. Boviere & Kroth (2001) explain, "Transformational learning focuses on how individuals create meaning from their experiences, whether these are internal or external" (p. 176). This leads us full circle, our athletes, as nontraditional students, may actually flourish if they are afforded the opportunity to learn in such a manner. Further, because they are often looked upon by society as leaders, it is possible that through this experience they may realize their unique potential as a leader. The community engaged service-learning experiences can be of great import to university faculty and administrators. Given the results of this study and others, it is incumbent upon them to thoroughly research the possibilities.

Colleges and universities should be open and indeed supportive of service-learning opportunities for all students, traditional and nontraditional. As a longtime community partner with the university, I have witnessed firsthand how such learning opportunities have strengthened and enhanced the classroom educational opportunities. I began to wonder such things as, "Are these college students adults?" and "When can we begin to treat these college students as adults?" and "Why don't we treat these college students as adults?" It would seem to me that they would rise to the occasion, given the proper tools to do so. If colleges and universities are learning organizations, which they are, then why not encourage our students towards being responsible adults...and expecting them to act as such?

Should we not be creating an environment that supports experiential learning with the end goal to prepare our students well, as they are after all the next generation of citizens who

will be tasked with forging the future not only of our country, but of the world? This is indeed a laudable goal, but one that is achievable as we look to the future. Ernest Boyer, when speaking about what he termed engaged scholarship said, “Incidentally, by ‘making knowledge useful,’ we mean everything from building better bridges to building better lives, which involves not only the professional schools but the arts and sciences as well” (2011, p. 22). Boyer emphasized the importance of academics being called upon to serve a larger purpose—to participate in the building of a more just society and to make the nation more civil and secure.

A student-athlete expressed the depth and richness of living what a service-learning experience can provide in fostering both the ethic of care, the ethic of justice:

Kids are really changing my point of view on life and how precious it is. ...No matter what is going on in your life, stay true to who you are and always keep a smile in your back pocket because you never know when exactly you will need it. ...I hope I taught the children as much as they taught me, because at first I wasn't happy here in Moscow. I didn't really like the small town feel and various other things but when I went to start seeing the kids it made me realize why I am here and chose this place. It is very genuine and sincere and that's something I want any one's college choice to be. These children are incredible at this elementary school and if it wasn't for them I probably would have been on a one way ticket back home but I understood why God made me see the things I see with these children, because this is where I belong. ...Although elementary school kids don't have the responsibilities that I have they still taught me to enjoy life carefree and there is nothing wrong with having some fun every once in a while with the people that you love.”

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## Appendix A. Original IRB Approval

University of Idaho

Office of Research Assurances

Institutional Review Board

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Moscow ID 83844-3033

Phone: 208-885-6162

Fax: 208-885-5752

hac@uidaho.edu

To: Dr. Sharon Stoll  
University of Idaho  
Center for Ethics  
Moscow, ID 83844-3080

Cc: Susan Steele

From: Traci Craig, PhD  
Chair, University of Idaho Institutional Review Board  
University Research Office  
Moscow, Idaho 83844-3010

IRB No.: IRB00000843

FWA: FWA00005639

Date: July 31, 2009

Project: The Effect of an Academic Community Based Service-learning Experience on the Leadership Identity of College Students (Protocol No. 10-011), Approved August 13, 2010.

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On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project is approved as offering no significant risk to human subjects.

This approval is valid for one year from the date of this memo. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.

## Appendix B. Principal's Initial Letter of Support

July 20, 2010

Dr. Stoll,

I have had the honor to work with Susan Steele for the past ten years or so on many projects and also as an employee. She has been my volunteer coordinator at [name of school] for the past six school years. During that time she has built bridges between our fine school and many community organizations to enhance service-learning and volunteerism. She and I have worked side by side to recruit and train hundreds of volunteers to the benefit of both the volunteer and students they work with. I am aware of Mrs. Steele's Doctorate program and the direction that she is pursuing in her dissertation research proposal. She wrote the following to me as an outline:

Will this study be conducted in an Educational (School / Pre K - 12) setting and involve children or teachers actively teaching within the classroom as part of the study?  
YES

As participants in a service-learning project, university students are volunteers in classroom, recess, and lunch room. They act as tutors and aides to the faculty and staff at the elementary school. This study **will NOT** collect data about the elementary students, teachers, and staff.

University of Idaho Students was going to [Name of School] to complete the service-learning hours. The service-learning component has been in place between the University and [Name of School] for numerous years. As part of the course requirements, and part of the service-learning experience, university students were journaling about their experiences but **will NOT** be journaling about elementary students by name. These journals were used for coursework evaluation; however, selected quotes from the journals may be used for qualitative research purposes, as part of the write-up of this study. Names and any identification attachment to the participant was destroyed. University participants were specifically asked **not to use** names of elementary students in their discussions or journals.

I am aware of and supportive of this research study as it is connected to the students and staff of [Name of Elementary School].

Respectfully,

[Name withheld for anonymity]



### Appendix C. Elementary Teacher Request Form

[Name withheld] Elementary	Date: _____
<b>2011-2012 Service-Learning/Volunteer Request Form</b>	
Teachers & Staff,	
As you get settled into a classroom routine, I'd like to ask each of you to think of days and times where volunteer help is most needed, if at all. We have most our faithful "Reading Buddies" back again this year, and we are fortunate to have many [university] instructors who are incorporating service learning at [name of school] into their curriculum. They will definitely be assets for us.	
This year, we actually have a number of university students (and instructors) who have already expressed interest in coming back to [our school] purely on a volunteer basis!	
As you determine your individual class needs for volunteer assistance, please let me know and I will attempt to fill them. Please return the forms to my box when you are ready; or just email me to let me know. Feel free to visit with me at any time!	
We have Volunteer/Service-learning Training scheduled for 9/13 @ 6:30-8:00pm... <b>Feel free to come join us</b> , or let me know if you have anything you would like me to convey to the students & their instructors!!!	
Thanks in advance,	
Susan Steele <i>[name of school] Volunteer Coordinator</i>	

1) Please indicate **how many students you need** and the **time(s)** that will be most convenient for your needs:

Day(s)	Time(am)	to	Time(am)	#vols	Time(pm)	to	Time(pm)	#vols
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

2) Please list any students that may need extra time from a volunteer below:

Student Name(s):	Areas Of Concern:

3) Please feel free to comment below on any specific requests that might help with placement of the volunteers.

**Appendix D. Questionnaire for Training Session**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ Instructor: \_\_\_\_\_

1) What are some of your fears and/or apprehensions about working with youth? (if any)

2) What are you most looking forward to?

3) What are some personal goals you have for this experience?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ Instructor: \_\_\_\_\_

1) What are some of your fears and/or apprehensions about working with youth? (if any)

2) What are you most looking forward to?

3) What are some personal goals you have for this experience?

## Appendix E. Volunteer Coordinator Initial Meeting with University Classes

NOTES FOR INITIAL MEETING WITH UNIVERSTIY CLASSES...

DISCUSS WHAT THEY KNOW ABOUT SERVICE-LEARNING: *Listen to them...hand out half sheet, to be collected at the end of the presentation today...GIVE THEM TIME TO FILL THIS OUT...BEFORE PRESENTATION... COLLECT AT THE END OF THE SESSION.*

A BIT ABOUT SERVICE-LEARNING...(IT'S ALL ABOUT THE DASH-)

1. SERVICE
2. CONNECT IT TO CURRICULUM - LEARINING
3. REFLECT – STUDY, ANALYZE, REFLECT...AND GROW!
4. ADMIT MY SELFISH LONGTERM GOAL: LIFE OF VOLUNTEERING AND SERVICE
5. IMPORTANCE OF BALANCE IN LIFE..."MARGIN"—watch yours!

BRIEF SERMONETTE: YOU ARE AN ENCOURAGER!!!!!!!!!!

Kids will look up to you as “that big guy” or “that big girl” or maybe “teacher” or “coach”, etc...

WARNING: In case you haven't figured it out...Moscow is a small town...ETC!  
Restaurants, Laundromat, theatre, grocery store, sporting events, etc...LITTLE PEOPLE  
LOOK UP TO YOU!!!!!!!!!!

*This was a wonderful experience, if you let it be...*

Once you are placed and make the commitment—KEEP IT! Throughout the time period, whatever it is...Be on time or better yet, be early! Substitute?

Make sure you get your hours verified...it is YOUR responsibility to do so—CHECK THIS!!!

ASK STUDENTS TO FILL OUT THE VOLUNTEER FORM...Get back to instructor  
by\_\_\_\_\_

COLLECT any completed forms...AND WATCH “The Dash” DVD (depending on the class)!

## Appendix F. Orientation Agenda

### Reading Buddies/Recess Buddies Orientation Meeting Agenda – Fall [year]

Date, time, location

**6:30-6:40 INTRODUCTORY REMARKS:**Greeting Table Samples from the Office, volunteers was trained in procedural necessities:

Welcome! Thank you for coming. For some review, others may be first time through, so bear with us, please. (*COMMITMENT...expectations... “ ENCOURAGER”*)

**\*Sign-In:** Please sign your name (check spelling and Email)...we will usually communicate using Email...

**\*Name Tag:** In the labeled container (*show containers*), listed by the day of the week and your instructor...These was located in the office, where you will also sign the volunteer register (*show sign-in sheet*).

**\*Parking Pass:** Remember if you drive to get a parking pass from the office☺.

**6:40-7:00 POWERPOINT TRAINING PROGRAM**Reading/Recess Buddies Tutor Overview(**TWENTY MINUTES READING and 101 WAYS TO PRAISE KIDS** handout)

**7:00-7:10 Introduction of Principal: Final Words, Insights...**

1. Confidentiality aspects of tutoring
2. “Neglect” issues
3. Student “management” information
4. “Housekeeping” issues...Others?

**SHOW DVD – THE DASH**

**7:15-7:20 Feedback/Q & A...** Is there anything that we missed? Do you have anything to add? Please don’t hesitate to contact me, at any time.

**Principal will take you on a short tour of the school... “THANK- YOU!!”**

## Appendix G. Orientation Program Participant Evaluation Form

DATE:

TOPIC: VOLUNTEER/S-L TRAINING

PRESENTER: \_\_\_\_\_ Please rate on a scale of 1-5 (5 is excellent, 1 is poor):

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Overall quality of the training.   |
| 1 | 2 | 3 | 4 | 5 | Speaker's demonstrated knowledge of the topic.   |
| 1 | 2 | 3 | 4 | 5 | Speaker's sensitivity to participants' needs;<br>responsiveness to questions.                            |
| 1 | 2 | 3 | 4 | 5 | Effectiveness of audio/visual materials and handouts.  |
| 1 | 2 | 3 | 4 | 5 | Pace of the training; time frame for material covered.   |
| 1 | 2 | 3 | 4 | 5 | Did the presentation increase your knowledge of the<br>subject?  |
| 1 | 2 | 3 | 4 | 5 | Did the presentation increase your ability/comfort level<br>towards your project or upcoming experience? |

How could this presentation be improved?

What additional information would you like to see covered?

*(Please use the other side of this paper to answer!)*

## Appendix H. Volunteer-Service-Learning Application

(Last Name) \_\_\_\_\_ (First) \_\_\_\_\_ (MI) \_\_\_\_ Application Date \_\_\_\_\_

Current Mailing Address \_\_\_\_\_  
 (residence hall, fraternity, sorority, or off-campus)

Contact Phone Number ( ) \_\_\_\_\_ Emergency Phone Number ( ) \_\_\_\_\_

Vandal E-mail \_\_\_\_\_ Academic Major \_\_\_\_\_

University of Idaho Instructor \_\_\_\_\_ Course \_\_\_\_\_

I am interested in volunteering in: (check all that apply)  Kindergarten  First  Second  Third  
 Any age

**I am interested in Volunteering in the following area(s):**

<input type="checkbox"/> Reading	<input type="checkbox"/> Recess	<b>Special Events:</b>
<input type="checkbox"/> Reading Month	<input type="checkbox"/> Breakfast <input type="checkbox"/> Lunch	<input type="checkbox"/> International Week
<input type="checkbox"/> Math <input type="checkbox"/> Science	<input type="checkbox"/> Library	<input type="checkbox"/> Field Trips
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Chess	<input type="checkbox"/> Fun Run
<input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE	<input type="checkbox"/> Mentor <input type="checkbox"/> Tutoring	<input type="checkbox"/> Field Day
<input type="checkbox"/> Spanish, ESL	<input type="checkbox"/> Paperwork / records	<input type="checkbox"/> Barn Dance
<input type="checkbox"/> Resource -Title 1, Sp. Ed., G.T.	<input type="checkbox"/> Computer applications	<input type="checkbox"/> School Carnival

**Please list below the times that you are NOT committed by class schedule, university or work-related activities (this would be times you are available to go to [the elementary school]):**

	Time	to	Time	to	Time	to	Time	to	Time
<b>Monday</b>		to		to		to		to	
<b>Tuesday</b>		to		to		to		to	
<b>Wednesday</b>		to		to		to		to	
<b>Thursday</b>		to		to		to		to	
<b>Friday</b>		to		to		to		to	

What motivates you to want to be a volunteer in the elementary school?

Additional comments or areas of interest that may help in finding you a placement:

I understand there will be a background check of all volunteers. The Moscow School District has my permission to contact my University Instructor/Faculty member about me if needed.

Signature \_\_\_\_\_ Print/Type Name \_\_\_\_\_

## Appendix I. The DEAL Model...for Critical Reflection and Critical Thinking...

(Ash, Clayton, & Moses, 2009)

### *\*Step 1 of the DEAL Model = Describe*

Think of this first step as the “material” from which you will draw information for the next steps:

**WHO** said **WHAT** to **WHOM**...

**WHAT** happened...

**WHERE** and **WHEN** it happened...

**WHY** it happened...

### *\*Step 2 of the DEAL Model = Examine*

The **Examine** step continues your reflection by helping you make meaning of the experience that you just described...This will help you to have a deeper understanding of the experience.

**PERSONAL GROWTH**...Learn about yourself, how you felt, why you acted as you did, what contributed to your successes and difficulties, etc...Think about changes you may need to make and what will be involved in this process...Consider what this experience may teach you about who you are relative to who you want to become as a student/student-athlete/individual.

**CIVIC LEARNING**...Consider that others may decide on a different perspective as part of their own path; as part of who they are. You will think about whether this is right for you, and if your approach is appropriate to the situation, and about the factors that contributed to your actions. Consider the challenges and trade-offs involved...

**ACADEMIC ENHANCEMENT**...Consider where and how your class and specific academic material is important relative to your service-learning environment or to an issue that your service activity addresses. How can what you experienced and learned apply in the community, and to your coursework? Where might there be gaps in your knowledge, what else might you need to learn or study...as related to your personal or even professional goals?

### *\*Step 3 of the DEAL Model = Articulate Learning*

Re-consider, re-think, re-frame and extend your thinking by asking one of four final questions:

*What did I learn? “I learned that...”*

*How did I learn it? “I learned this when...”*

*Why does this learning matter? “This learning matters because...”*

*What will/could I or others do in light of this learning? “In light of this learning...”*

## Appendix J. University Student Informed Consent

### Informed Consent Form

The Effect of an Academic Community engaged Service-Learning Experience on the Leadership Identity of College Students 2010-2011

#### **The University of Idaho Institutional Review Board has approved this project.**

The purpose of this research project is to determine if there is an effect of community service-learning experience on the leadership identity and character development of college freshmen.

This research will take place over the 2010-2011 school year. You will be asked to complete a pre- and post-test with an attached survey. Pretest will be in August 2010, post-test in December 2010, to take approximately 1 to 1-1/2 hours total, and will be completed online.

Although there are no or minimal risks associated with the project, your participation may take additional time as you will potentially be completing service-learning hours and associated assignments, if required, as part of your coursework.

You will benefit from this project through your service-learning experience and contribution to the body of knowledge surrounding service-learning. Society will benefit in that it will help us to understand the role, if any, that a service-learning experience may play in understanding leadership identity and character development.

All information you provide will be available only to me, my research assistant and faculty sponsor, Dr. Sharon Kay Stoll.

If you have questions about the study or assignments, you can ask me at any time you feel is appropriate. We will be attending your classes on occasion, and will also be available by appointment at [the elementary school] or the Center for Ethics as needed.

Primary Investigator  
Susan Steele  
University of Idaho  
Center for Ethics  
Moscow, ID 83844-3080  
Ph. 208-885-2103

Faculty Sponsor  
Dr. Sharon Kay Stoll  
University of Idaho  
Center for Ethics  
Moscow, ID 83844-3080  
Ph. 208-885-2103

You may refuse to participate in this research study survey at any time with no penalty. If you do stop your participation, there will be no penalties associated with your withdrawal. All you need to say is that I no longer wish to participate, and let your instructor know and they will provide you with an alternate plan. If you are assigned to a service-learning experience as part of your coursework, you will be required to complete your service-learning assignment, however.

I have reviewed this consent form and understand and agree to its contents.

Participant Name \_\_\_\_\_ Date \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Experimenter Name \_\_\_\_\_



## Appendix K. Protocol Approval Research IRB

University of Idaho

Office of Research Assurances

Institutional Review Board

PO Box 443010  
Moscow ID 83844-3010

Phone: 208-885-6162  
Fax: 208-885-5752  
irb@uidaho.edu

To: Dr. Sharon Stoll  
Cc: Susan Steele

From: Traci Craig, PhD  
Chair, University of Idaho Institutional Review Board  
University Research Office  
Moscow, ID 83844-3010

IRB No.: IRB00000843

FWA: FWA00005639

Date: August 3, 2011

Title: 'The Effect of an Academic Community Based Service-learning  
Experience on the Leadership Identity of College Students'

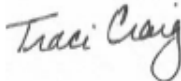
Project: 10-011  
Approved: 08/16/11  
Expires: 08/15/12

---

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the **first-year extension** of your proposal is approved as offering no significant risk to human subjects as no changes in protocol have been made on this project.

This extension of approval is valid until the date stated above at which time a second extension will need to be requested if you are still working on this project. If not, please advise the IRB committee when the project is completed.

Thank you for submitting your extension request.



Traci Craig

## Appendix L. IRB Request Year 2 Approval

University of Idaho

Office of Research Assurances

Institutional Review Board

PO Box 443033

Moscow ID 83844-3033

Phone: 208-885-6162

Fax: 208-885-5752

irb@uidaho.edu

To: Dr. Sharon Stoll  
Cc: Susan Steele

From: Traci Craig, PhD  
Chair, University of Idaho Institutional Review Board (IRB)  
University Research Office  
Moscow, Idaho 83844-3010

IRB No.: IRB00000843

FWA: FWA00005639

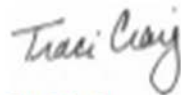
Date: January 24, 2011

Project: The Effect of an Academic Community Based Service-learning Experience on the Leadership Identity of College Students (10-011). 01/14/11 modification request. Approved until 08/16/2011.

---

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the proposed protocol modification for the above-named research project has been approved as offering no significant risk to human subjects.

The approval for this project is valid for one year from the date of the original approval. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.



Traci Craig

## Appendix M. IRB Second Modification Request Approval

February 10, 2012

University of Idaho

Office of Research Assurances  
Institutional Review Board  
PO Box 443010  
Moscow ID 83844-3010

Phone: 208-885-6162  
Fax: 208-885-5752  
irb@uidaho.edu

To: Stoll, Sharon  
Cc: Steele, Susan

From: Traci Craig, PhD  
Chair, University of Idaho Institutional Review Board  
University Research Office  
Moscow, ID 83844-3010

IRB No.: IRB00000843

FWA: FWA00005639

Approved: 02/10/12

Title: 'The Effect of an Academic Community Based Service-learning  
Experience on the Leadership Identity of College Students'

Your modification request has been approved.  
Modification Requested: 02/06/12

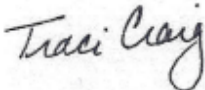
Please note that this does not change your approval period.

---

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the proposed protocol modification for the above-named research project has been approved as offering no significant risk to human subjects.

The approval for this project is valid for one year from the date of the original approval, a modification **does not** change your approval period. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.

Thank you for submitting your extension request.



Traci Craig

**Appendix N. Elementary School Staff Informed Consent Form**

**The Effect of an Academic Community engaged Service-Learning Experience on the Leadership Identity of University students 2011-12  
The [University] Review Board has approved this project.**

The purpose of this research project is to determine if there is an effect of community service-learning experience on the leadership identity and character development of college freshmen. This research will take place over the 2011-12 school year. You was asked to complete a survey and give your feedback on the service that the U of I students have provided to you and your students this year.

There are no or minimal risks associated with the project for you. You will benefit from this project through your service-learning experience and contribution to the body of knowledge surrounding service-learning. Society will benefit in that it will help us to understand the role, if any, that a service-learning experience may play in understanding leadership identity and character development.

All information you provide was available only to me, my research assistant and faculty sponsor, Dr. Sharon Kay Stoll. If you have questions about the study, you can ask me at any time you feel is appropriate. We will be attending your classes on occasion, and will also be available by appointment at [the elementary school] or the Center for Ethics as needed.

Primary Investigator  
Susan Steele  
[University]  
[City, State, Zip]  
[Phone]

Faculty Sponsor  
Dr. Sharon Kay Stoll  
[University]  
[City, State, Zip]  
[Phone]

You may refuse to participate in this research study survey at any time with no penalty. If you do stop your participation, there will be no penalties associated with your withdrawal. All you need to say is that I no longer wish to participate, and let your instructor know and they will provide you with an alternate plan. If you are assigned to a service-learning experience as part of your coursework, you will be required to complete your service-learning assignment, however.

I have reviewed this consent form and understand and agree to its contents.

Participant Name \_\_\_\_\_ Date \_\_\_\_\_

Experimenter Name \_\_\_\_\_

## Appendix O. IRI Student Reading Scores

### LONGITUDINAL IRI DATA PAST FIVE YEARS BY SCHOOL

Updated 10/2011

			Kindergarten			2008-9			2009-10			2010-11			2011-12																	
			IRI			score of 3			IRI			score of 3			IRI			score of 3														
2006-7	fall	55.26	spring	83.56	growth	28.30	fall	74.32	spring	76.81	growth	2.49	fall	66.07	spring	76.00	growth	9.93	fall	76.79	spring	86.54	growth	9.75	fall	72.41	spring	81.48	growth	9.07	fall	61.00
2006-7	fall	80.33	spring	81.67	growth	1.34	fall	60.76	spring	72.73	growth	11.97	fall	87.01	spring	79.45	growth	-7.56	fall	67.80	spring	82.35	growth	14.55	fall	64.91	spring	74.51	growth	9.60	fall	60.60
			First Grade			2008-9			2009-10			2010-11			2011-12																	
			IRI			score of 3			IRI			score of 3			IRI			score of 3														
2006-7	fall	81.01	spring	93.33	growth	12.32	fall	64.06	spring	62.07	growth	-1.99	fall	69.23	spring	76.71	growth	7.48	fall	73.24	spring	77.42	growth	4.18	fall	66.07	spring	70.21	growth	4.14	fall	60.00
2006-7	fall	81.48	spring	83.93	growth	2.45	fall	72.73	spring	79.69	growth	6.96	fall	59.02	spring	79.31	growth	20.29	fall	68.57	spring	83.61	growth	15.04	fall	80.00	spring	82.54	growth	2.54	fall	74.00
			Second Grade			2008-9			2009-10			2010-11			2011-12																	
			IRI			score of 3			IRI			score of 3			IRI			score of 3														
2006-7	fall	81.01	spring	93.33	growth	12.32	fall	64.06	spring	62.07	growth	-1.99	fall	69.23	spring	76.71	growth	7.48	fall	73.24	spring	77.42	growth	4.18	fall	66.07	spring	70.21	growth	4.14	fall	60.00
2006-7	fall	81.48	spring	83.93	growth	2.45	fall	72.73	spring	79.69	growth	6.96	fall	59.02	spring	79.31	growth	20.29	fall	68.57	spring	83.61	growth	15.04	fall	80.00	spring	82.54	growth	2.54	fall	74.00
			Third Grade			2008-9			2009-10			2010-11			2011-12																	
			IRI			score of 3			IRI			score of 3			IRI			score of 3														

## Appendix P. Elementary Teacher Evaluation of University S-L Students

<b>2011-2012 Teacher Evaluation of University Service-Learning Students</b>				
Name _____		Date _____		
Service-Learning Student(s)* _____				
Thank you in advance for giving feedback on the service that the U of I students have provided to you and your students. We are always looking for ways to improve the service learning experience and the tutoring/mentoring that the university students provide. Your opinions and suggestions will help us do just that. Feel free to list the university students individually, but we are looking for a synthesis of your overall experience with the service learning program this year. Please be candid! We could not do this without all of us as acting as a team! *Note: If you do not remember their name, please give general comments...				
<b><i>Directions: Please answer the following questions and return to me by Monday, February 13 for a prize!!</i></b>				
<b>KEY: Please Circle ONE (SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree)</b>				
1. The university students have helped my students do better academically in school.	SD	D	A	SA
Please explain, if desired:				
2. The university students have helped my students want to stay in school.	SD	D	A	SA
Please explain, if desired:				
3. In their orientation training, we emphasize that the [university] students are to be empathetic encouragers. Has this been your experience?	SD	D	A	SA
Give an example and please explain, if desired:				
4. In their orientation training, we also emphasize that the U of I students are to be committed in their service responsibilities. Have they been?	SD	D	A	SA
Give an example and please explain, if desired:				
5. The university students have met my expectations.	SD	D	A	SA
What are your expectations? Please explain, if desired:				
6. Service-learning students are placed where they can help you and [our school].	SD	D	A	SA
How did you utilize the extra helper(s)? Please explain, if desired:				
7. What activities has she/he helped you with the most?				
8. What has changed in your area as a result of the assistance you received from the university student(s)?				
9. What has been the most difficult challenging part of participating in this program?				
10. I support the volunteer program continuing next year.	YES		NO	
11. I want to be a part of this program next year.	YES		NO	
12. Thank you for all you are doing to build a sense of community and foster an "ethic of service"! What have I forgotten?				

## **Appendix Q. Results of Elementary Teacher Survey of Service-Learning Program**

***1. The university students have helped my students do better academically in school. Please explain if desired. (88% of teachers and support staff agreed that the university service-learning students helped the elementary students do better in academically in school)***

- The kids look up to and strongly admire the (University) students
- A positive, active recess contributes to class time learning and to an overall positive feeling about school
- Good role models, work hard on reading skills and math skills, playing with and talking to kids to kids
- The volunteers helping with the Chess Club were actively engaged in teaching the students' rules and strategy
- The kids are excited to see the university students
- Their encouragement & one-on-one assistance has helped my students gain confidence and build needed skills
- Providing extra help and remediation in reading and math
- Kids get more practice in reading and math
- It provides a time to practice reading
- The college students helped my students build fluency in reading and they helped with their math concepts as well.

***2. The university students have helped my students want to stay in school. Please explain if desired. (84% of teachers and support staff agreed that the university students helped the elementary students socially, by encouraging them to want to come to school or stay in school)***

- The kids look forward to certain days that their favorite college students come
- Kids see that continuing education is important because college students are still in school. My students look forward to the college students coming.
- The students loved the Chess Club which was offered after school and the volunteers increased the adult to student ratio
- In particular, [elementary student] so looks forward to his Friday afternoon time with [university student]. [Elementary student] has told me it is the best part of his week!
- The playground Recess Buddies are a bright spot in the kids' day!
- Provide mentor-type relationships
- The students see the enthusiasm the service-learning students have for their college classes

- The kids are very young so this may not apply right now. However, the college students are positive with our students, and that helps.
3. ***In their orientation training, we emphasize that the university students are to be empathetic encouragers. Has this been your experience? (92% of teachers and support staff agreed that the university service-learning students were effectively empathetic encouragers)***
- This semester, college students seem more willing to help!
  - Even the shy, timid kids open up and show their excitement when the college kids come
  - At lunch, one of the volunteers encouraged a student to try a food. After his explanation of his experience with the food, the child did try it and actually liked it!
  - They help encourage the kids every day which allows for progress
  - The university student is great about breaking things down into smaller chunks and helping [elementary student] accomplish each task
  - Kind, caring, helpful college students
  - My kids who have a negative home life get a sympathetic ear and a hug
  - They let them get a drink or a tissue and help with shoe-tying
  - They always give nice comments to the students
4. ***In their orientation training, we also emphasize that the university students are to be committed in their service responsibilities. Have they been? (88% of teachers and support staff agreed that the university service-learning students were committed in their service responsibilities)***
- Sign in, wear name tag, and call when absent - Much better this year!
  - It is hard to tell just yet. The students who start right off are usually the ones who are more responsible--later in the semester we get the ones who have not started and want us to accommodate them with their hours
  - The college students are not afraid to jump in and join in any activity
  - No one is perfect and we all have our issues. I do get messages and emails when college students are going to be gone
  - Depended on the student. Some were reliable and communicative, others were not
  - Most come every time they say, but a few have been inconsistent
  - Other than a few missed weeks, [university student] has been very reliable. He responded immediately to my email regarding his absences
  - Most students are prompt and reliable
  - I've been pleased with the commitment that they've shown



- I had one service-learning student who was very good about coming and then came back again the next semester
- For the most part, but some do not consistently attend (this is more in the past)
- I have had college students come every single time and give more hours than required; others do not show up
- The college students are becoming more reliable with the knowledge of responsibility to the school and my students

**5. *What are your expectations of the university students? Have they met your expectations? Please explain if desired. 3.5 (87% of teachers and support staff said the service-learning students had met their expectations)***

- The good ones jump right in to help and ask questions about what we would like
- The bad ones stand around like they are doing time
- I expect them to dress for the weather, keep their pants up! Leave their cell phones in their pocket and not stand around chitchatting with their buddies
- Show up, interact with kids and be respectful
- I expect them to be actively engaged with the students
- Positive attitude; flexibility; willingness to try new things; encouraging
- This last semester was fantastic
- Read with kids, assist kids with games/papers
- I have had negative experiences with consistency, which is important
- I want them to be on time, consistently, dressed appropriately and enthusiastic
- I expect that they come when assigned. They are getting better

**6. *Service-learning students are placed where they can help. How did you utilize the extra helper(s)? Please explain. 3.8 (95% of teachers and support staff said they were able to utilize the service-learning students)***

- Great helpers at Dinner and A Book
- Visiting with kids while they are eating. Helping them see what a child needs with their hands raised (in the lunchroom)
- The help in the lunchroom by college students is wonderful
- They assist in tasks, prep-work for me. They are so valuable to the success of my program
- Loved the help
- They helped both in and out of the classroom, working with students
- As a one-on-one "mentor"/buddy
- Lead reading groups/math remediation
- Reading/Math

- Reading with and listening to students read. Typing writing pieces for students and conferring with them
- Keeping kids on task, assisting kids with seatwork and activities, listening to them read
- With one-on-one reading and math help

**7. *What activities has she/he helped you with the most?***

- Willing to help in office/staple packets, die cuts
- It was very nice to have helpful volunteers set up the decorations for reading month
- They were great!
- They open milks, clean up spills, solve the kids' disputes
- Participating in and refereeing games, encouraging good sportsmanship and inclusiveness
- Motivating lower students and helping them finish work
- Being here has helped me the most
- The students who helped with Chess Club were awesome. They were engaged and proactively helped in all aspects
- More kids get attention
- When I have not been able to meet with a student because I am involved with something else, they step in to help
- Supporting the elementary student's need for a positive male role model in his life
- Small group instruction
- Reading with individual kids, playing math games
- Reading groups, extra reading support, math games, extra support in math
- Extra time with reading and typing with kids
- College students working with my students one-on-one

**8. *What has changed in your area as a result of the assistance you received from the university student(s)?***

- I am new, so nothing yet, still seeing how I can help with motivation
- I look forward to watching the interaction between (university) students and the young kids
- Just makes me love my job and workplace!
- Ideally, (college students) help decrease bickering and hurt feelings in the kids
- The children play better (less conflict) when the college students are with them
- Able to spend more time with students
- I can do more with my students. My students see volunteers as part of our community

- With the help of these students, I was able to impact more children with this afterschool opportunity
- Kids relate to adults of different races
- College students give more help so more things are accomplished
- Student's attitude towards school/supported my efforts to encourage the elementary student
- Extra help!
- Nothing really...
- More students' books being published!
- Planning for extra reading practice
- Lots of kids have gotten the extra needed practice
- I have more consistently been getting my reading plans completed each day and week

**9. *What has been the most difficult or challenging part of participating in this program?***

- Getting them to open milk cartons for the kids
- None
- I feel if I am watching the college students, it is taking my attention from my job of watching our kids
- Nothing
- Some university students may feel uncomfortable around kids at first
- I like change. I love helpers. It isn't a challenge for me
- Students who don't communicate when they can't be here
- Organization
- Their inconsistency with coming to help
- Nothing; [the volunteer coordinator] has made it very simple and easy!
- None
- To have time to train/explain what I want them to do
- Getting consistent presence (athletes other than football have proved difficult)
- Planning for students when they don't show up
- Getting the college students to come, because everyone (all my kids) want to read to them
- When I plan for them and the college students do not come to our school on their assigned days

**10. *I support the service-learning program continuing next year. (100% YES)***

**11. *I want to be a part of this program next year. (100% YES)***

***12. Thank you for all you are doing to build a sense of community and foster an “ethic of service”! Any further comments?***

- It's great to hear the college students' enthusiastic comments!
- The college students make a difference! Reading with students and playing on the playground as the big brother/sister. I do hope we make as much of an impact on them as they do!
- Please have boys know to keep their pants up!
- It is a blessing to have help!
- I would love to see it extended [to my new school]! Thank you!
- Can you come to (the school I am moving to)?
- It's a great program. I love to have the college students. The first graders love them because they all love to show off what they can do!

***Summary: Average score: 3.6 on a scale of 4 (1 = strongly disagree, 4 = strongly agree) or 92% support of the program overall!***

## Appendix R. Selective Elementary School Teacher Narratives

### Teacher Comment #1:

When I first was hired in the Moscow School District, my first grade teaching partner had engaged her senior citizen friends to come three days a week to read with her first graders. She invited me to join them. I had never participated in anything like this before, and I was soon in for a surprise.

The kids loved it. They sat with their new “older” friends (we called them Grandparents) out in the hallway on these big, comfy couches and melted into the warmth and comfort of their bodies and read their hearts out. When they finished reading, the child on the other side of the Grandparent started reading their story, and everyone listened. They were free to comment about the story, laugh and enjoy it, and the Grandparent also added their expertise. After about 20 minutes, we sent out a new group, and everyone changed positions.

This was a time that everyone looked forward to, and I soon realized that this was a valuable addition to my reading program. This was providing a chance for kids to discuss what they were reading, and someone else was commenting on it and adding background information. It was making reading come alive and showing the kids that it had purpose. It also provided friendship, recognition, and gave the kids a boost to their self-esteem.

Since that initial experience our volunteer program has gone through many revisions, but our basic goal is still the same. We want kids to love reading, we want them to be life-long learners, and we want to show them the value of reading for their own lives.

All of the kids that are capable usually finish first grade reading at grade level or above, and some have gone on to read at astounding rates and levels. Our first graders keep a reading log, and the record shows that with home reading, we read between 300 and 500 books a year.

*1<sup>st</sup> Grade Teacher, 4/16/2012*

### Teacher Comment #2:

I have had many volunteers in my second grade classroom over the years, and [name withheld] has to be one of the very best. He has been an integral part of our classroom this year--always punctual, positive, competent and ready to accomplish whatever task I've asked of him. Not only has he helped the second grade students in becoming more proficient readers, he has been a huge force in helping them publish more pieces than I've ever been able to accomplish by myself. It is exciting to see him work with the children. He is compassionate and kind, but he also challenges them to be the best that they can be. We will all be saddened and sorry to see him leave. He is a jewel!

*2<sup>nd</sup> Grade Teacher, 4/12/2012*

### Teacher Comment #3:

As a classroom teacher there is always a challenge to find a balance within the classroom, and to help provide the support that each child needs. There are many factors facing students as they grow on the path toward being a well- rounded person in our

community. Each student in the classroom needs to make academic growth, social growth and emotional growth each day. As a teacher of these students it can be overwhelming on your own to help meet their needs in appropriate and fulfilling ways, there is often not enough time in the day. This is where being part of a service learning team is so vital. Helping these students make the growth they need takes more than just the classroom teacher. Students need to learn to build relationships with one another and with other members of our community. The service learning students come in to the classroom and provide that extra support for the teacher. They help students with work that isn't completed or help the student gain the knowledge and use the skills to become more independent works. They help students feel good about their work using encouraging words and by just spending some time with them.

It is amazing to watch the relationships that begin to grow between the volunteers and the students in the classroom. The students quickly build a bond with them and are excited when they have the opportunity to share what they know and are working on. I believe too that the volunteers become more comfortable in the classroom setting and working with the students. It is a valuable use of their time to help others out. Not only do I see growth in the students academically through the use of the volunteers but I also see them feel more comfortable about themselves. They see themselves as a learning that can do it, with or without help. Students are excited to show the regular volunteers how they are doing their math problem, how many words they can read or how their soccer game went. These volunteers become another person in their school life who cares. Service learning provides such an amazing opportunity for all students, the volunteers become more comfortable within the classroom. They become a "guest teacher" and the students learn to respect all individuals in their lives.

*3<sup>rd</sup> Grade Teacher, 4/11/2012*

## Appendix S. Governor's Recognition Letter



C.L. "BUTCH" OTTER  
GOVERNOR

STATE CAPITOL □ BOISE, IDAHO 83720 □ (208) 334-2100 □ FAX (208) 334-3454

November 10, 2010

Dear Brightest Stars,

Congratulations on your extraordinary achievements as a volunteer. First Lady Lori and I are pleased to host the 2010 celebration where you and many others will be honored for your contributions to our Gem State. Your efforts have been noticed by those who took the time to nominate you as a Governor's Brightest Star and we are here today to say thank you and celebrate your achievements.

We are humbled to have so many individuals who are committed to making life better for others. Your dedication and ingenuity have benefitted our entire Idaho community and show that service truly is a solution to addressing community needs. Each of you has contributed so much that it was difficult to select our Volunteers of the Year from among this inspiring group — what a wonderful challenge to have!

Thank you to Serve Idaho, the Governor's Commission on Service and Volunteerism and all who served on the organizing committee to make this event possible. Your efforts are appreciated. Congratulations again to this year's Governor's Brightest Stars and thank you for setting an example of what citizenship is all about.

As Always—Idaho, "Esto Perpetua"

C.L. "Butch" Otter  
Governor of Idaho

## **Appendix T. Note from University Service-Learning Instructor**

I expressed the following in finalizing this dissertation narrative to the instructor: My Email to the instructor:

Would it be possible for you to give me a brief statement about service-learning component of our class? I need a one paragraph (or so) summary of your reaction/response/appreciation/ (+/-) of the service-learning component to Life Skills course...

Your reflective comment (which would be totally anonymous) will add to trustworthiness of findings...I thought I had something from you, but could not find anything in writing. No need to list specifics, just your general impression of how you saw the experience impact the SA's...as an instructor.

His response follows:

For the past three years, the Life Skills Class required student-athletes to participate in a service learning activity at a local elementary school. This very significant component of the class helped student-athletes realize the importance of being a role model in the community, assisted in the development of their leadership skills, and initiated the lifelong expectation that adults need to give back to the community in which they live. The service learning experience helped these student-athletes realize that they can make a difference in the lives of young people and provide them the inspiration and motivation to achieve greatness.

(Personal communication, 6/15/2012)



## **Appendix U. Principal's Final Assessment**

### **Service-Learning – Receiving Through Giving**

As a child, I was told a story by an elderly Russian immigrant that still resonates within me today. “One day an old woman sat in her rocking chair on the porch of her small neighborhood home. A young boy walked slowly by with his head hunched over, looking as if he was carrying the weight of the world on his shoulders. The woman invited the boy onto her porch and asked what was troubling him. He said that he was very unhappy and felt sad. She empathized with him and reflected that she too had felt that way at times when she was young.

The elderly woman looked deep into the boy's eyes and told him she had a secret that would help him feel better. He was curious and inquired about the secret. She responded that she could only tell him if he was willing to do three good deeds for others without expecting anything in return. The boy agreed and went to do as he was asked. A few days later he returned with a little bounce in his step. Looking brighter, with shoulders held high, the boy told the elderly woman about his good deeds. He then asked her what her secret was on how to be happy. She confidently replied, ‘You receive through giving. I hope you will remember this all of your days’.

Giving to others by volunteering is truly receiving through giving. At [our Elementary school] we are fortunate to have an extensive volunteer corps representing all aspects of our community. Service-learning is not a program but a backbone of our elementary school. Business professionals, student living groups, athletes from the nearby University, retired patrons, parents and other individuals make up our diverse group of volunteers. These dedicated people come week after week to form bonds of learning with our students, whether helping them to read, working on math skills, or enhancing social proficiencies.

[Our Elementary school] students and staff are also involved in receiving through giving. Daily efforts as well as special projects enable the [school] community to experience the benefits of volunteering. A few examples of these efforts are: volunteering to clean up litter, helping each other in big brother/sister programs, giving books to needy children and raising money for a myriad of causes throughout the year. These efforts assist our community members in closing the circle of giving.

The dedicated volunteers at [our Elementary school] have recently been recognized for their outstanding volunteer work in the State of Idaho. An initial Americorps VISTA Volunteer Coordinator Susan Steele was hired as a part time employee to continue mining opportunities and matching need with skill. I was honored to accept the Governor's “Brightest Star Award” on behalf of our entire school community for exemplary recognition in 2008 and again in 2010. This award represents all the volunteer efforts that [our Elementary school] and our community partner participants have provided while helping students to be successful. Finally, in 2011, West Park Elementary School received a letter from the Northwest Association of Accredited Schools announcing that the school was awarded Exemplary status. To be recognized, the school must have met or exceeded the highest educational

standards of the association plus have a unique program of merit. West Park School chose volunteerism as the exemplary program to be reviewed.

The service-learning program helps students by providing extra eyes, ears and hands for our teachers and staff in the classroom, lunchroom and on the playground. These opportunities are not to simply monitor our elementary students, but to foster relationships and teach students basic academic and social skills, as well as support the teachers and students, thus maximizing overall student success. At any time of day and any day of the week volunteers can be seen in all areas of the building working with children. Many times, four generations will be working side-by-side in a classroom. Our test scores have risen each year. A school is a complicated and dynamic place but I can assure anyone that the service-learning program contributes substantially to this success.

**Service-learning and the teachers:** Service-learning students help teachers in many ways. The teachers care most about student success, so the last paragraph suggests a major impact on student success. Teachers often have quite diverse students in class and thus have differentiated programs set up that are well designed to meet the needs of each child. Having volunteers within the classroom who can help encourage the student and monitor their growth is a huge help to the teacher. Teaching also has many busy activities. Volunteers are seen both inside and outside the classroom cutting out items for learning activities, shapes for bulletin boards, sorting papers, and making copies for upcoming lessons. There is no doubt that the volunteers enable the teacher to teach to a higher standard, as they are not having to spend countless hours in preparation for these activities, when others are able to help them. It is a win-win proposition.

**Service Learning and the Principal:** I came to [our Elementary school] having been a service-learning advocate through my experience of serving through service organizations and volunteering myself. I also recruited volunteers from the community to work side by side in every one of my teaching positions for 18 years. I brought these experiences and beliefs to [our Elementary school] when I became the Principal and began to change the culture from one that shielded themselves from outside forces to one who welcomes and benefits from the this available resource. I continue to foster this learning community culture by asking questions during the hiring process to nurture volunteerism in every employee. I have a mantra of 60/60 in which I tell both the teachers and volunteers, "If you don't get 60% benefit for time commitment your part of the system needs to be reflected on and changed. The synergy of the relationship should be larger than the effort of either." I work as a role model during Saturdays of Service, service organizations and by encouraging others to volunteer. I hired Susan Steele and partner side by side with her to maximize volunteer potential.

[Our] service learning program is a model that is visited regularly by other schools and community organizations. It is complex and runs deep through every aspect and within every person in the school. The current successful and award winning program would not be possible without Susan Steele or another trained program director.

[Name withheld], Principal [Name of Elementary School]

## **Appendix V. Curriculum Director Letter of Support for Service-Learning Program**

Dear [Athletic Director],

I am writing to you today to let you know how much [Name Withheld] School District values the contributions of many of your athletes. Let me explain...

As Curriculum Director, I am often asked to meet with volunteer instructional tutors who have expressed an interest in helping youngsters enhance their reading skills. The typical scenario I encounter is meeting with a group consisting of [university] education students, parents of school children, and retired individuals who want to continue giving to others. We are always extremely grateful to these dedicated people—they often make a truly amazing difference in the lives of our students.

So, last month, on January 26<sup>th</sup>, I went over to [the elementary school], eager to meet these wonderful volunteers, and to review my guidelines and recommendations with them. I was unprepared for the number of people who had volunteered, and also for the SIZE of some of the people! As I looked around the room, there was a large contingency of very strong looking young men wearing athletic attire. These men were sitting on kindergarten-sized chairs and not complaining a bit. I was taken aback – was there a sports meeting scheduled here? Was I in the right place?

I learned quickly that I was indeed in the right place, and that all the athletes in the room were there to help enrich the lives of children. I asked everyone who came if they would quickly introduce themselves and offer a brief reason why they decided to work with our youngsters. All of the volunteers present: students, parents, retired persons, and athletes, gave heartwarming reasons for volunteering. In fact, some of your athletes nearly brought [the principal] and me, to tears. Most said they liked kids and wanted to donate their time to make a meaningful difference. Many indicated that although they were getting credit for this activity, they would have volunteered anyway, and it was clear they meant it. One of your athletes stated it beautifully. It sounded something like this: “When I was a little kid, I had a volunteer reading tutor because I couldn’t read well. That volunteer taught me to read. Now I want to return the favor.”

I am so proud of your athletes who made a decision to make a difference in the lives of children. Here is a list of the young men from your [name withheld] Athletic Teams who have become Reading/Recess Buddies [names withheld].

## Appendix W. Community Volunteer E-mails

To Whom It May Concern:

Having been a reading volunteer for many years, you'd think I'd have a bundle of cute, insightful stories to pass on to you, but, alas, my memory just jumbles all the years, and children, together. I hope others can be of more help.

My participation has been a great pleasure. I started with [a different teacher] many years ago. She was a gifted, artistic teacher who did amazing projects with her first graders. The program was unstructured, as it was at [this school] when the first grade went there. The emphasis was on children having a positive experience with books. If that meant reading TO the child, then that's what we did. We cuddled on couches in the hall. Yes, there were problems with some kids who didn't respect us as authority figures, but not many.

More recently there have been changes in the expectations of the reading volunteers, where we are actually a part of the reading program. [The current teacher] is a wonderful teacher who takes seriously her goal to make every child a reader by the end of the first grade. I know we do much to further this goal. I don't think, however, we foster a love of books, or reading. The books we use are more focused on stressing a letter or sound, so that the story, as such, is a distant second. I get mad when the words don't even jibe with the illustration, or the story just doesn't make sense. The kids and I put in our time, and I get the pleasure of seeing a child coming through the fog of incomprehension to an ah-ha moment. It's harder to assess what pleasure the kids get.

Thank you very much for facilitating this program, for it wouldn't exist without you. Good luck with your evaluation.

*Community Volunteer 3/25/2012*

To Whom It May Concern:

Thank you. As you know I have been volunteering with first graders for many years now, starting with another class at another school and still enjoying those children. [The current teacher] is one of the best organized teachers I know. I love seeing those kids progress, listening to what they're interested in, chatting with them and making sure they understand the words they're reading. I like to share some of my or my children's experiences when they're talking about their pets after reading a story. I admire how some of them apply themselves at sounding out words, and keep trying until they get it, then to see their expression when they get a word of praise and give you a high five! At the end of each year there are always a few who say "will you read with me next year?" Another thing that I've

noticed over the years is that if there are male volunteers, boys often choose to read with them.

Now for a funny anecdote you may not want to use. One morning, this little guy was looking closely at my face and said: "Did you drink coffee this morning?" Yes, I said, why do you ask? He paused and then said, "did you forget to brush your teeth?"

*Community Volunteer Communication 3/17/2012*

To Whom It May Concern:

The first anecdote that comes to mind – I believe this young man was in the lower reading group, story was about ants that work hard. He turns to me in all seriousness to proclaim that "but not on weekends". I kept a straight face while complimenting him, and then lost it as I got out the door; so innocent and special.

Fall can be a struggle with some of the lower level readers and you wonder if they will every progress. When they reach the early spring, look at the decodable book and declare "Level 16 already!" that you know you have made a difference.

*Community Volunteer 3/14/2012*

To Whom It May Concern:

First of all, I am so grateful that I had the chance to experience such an experience. I was able to improve myself while assisting our future, which is our youth. Being that many of the kids who I interacted with are from a background similar to mine is even more important. I never had any successful people to be my role model. So the fact that I was able to become a role model to a whole class of 2<sup>nd</sup> graders is the biggest accomplishment I have ever achieved in my life.

The experiences from [the elementary school] were a part of the reason why I succeeded in my master's program. The thought that my kids high five me and smile when [name of teacher] announces my accomplishments in school only makes me strive to improve daily. The kids that I am closest to in the class have benefited from me as much as I have benefitted from them. One particular girl, who happens to be the black sheep in class, runs to me and hugs me every day. I am so honored to have seen and influenced her growth. When I first started at [name of elementary school], she struggled reading and focusing with her class work. Now, almost a year later, she can read book after book, she smiles a lot more and

seems to be making daily improvements. She is not the only kid who has shown improvement.

Lastly, my experience at [name of elementary school] has no doubt improved my sense of self-efficacy and competence. The experiences made me realize that I have the power to influence others' positively. This power not only makes me more confident, but makes me want to always improve and try to influence as many lives as possible. Unfortunately, I cannot stay with my class due to graduation. I will miss them a lot. They have impacted my life and at every thought of my class, I can only smile. Thank you for allowing me to volunteer at [name of elementary school]. The opportunity has put me on the track of pursuing my passion in life and I have no doubt that I will continue to influence others, especially youth.

*Graduate Student Community Volunteer 05/10/2012*

## **Appendix X. Service-Learning Report from the University Service-Learning Center**

An annual report of service-learning programs was published by the University's Service-Learning Center staff where this study took place, is offered here as an unbiased synopsis of the intervention programming of this present research study. Because the present study participants were but a sample of our overall service-learning program at the elementary school, as evidence of the positive global impact to the university students, elementary school service-site, and the university, the following overall statistics were tabulated for all of the university classes that served at the community partner site for the 2010-2011 school year, and our story:

From the university, there were 374 students, giving 3740 total hours of student work. The university students work with children as reading, lunch, and recess buddies for an hour each week at the elementary school. Some students were involved with enrichment programs such as assisting with art projects or other classroom support at the discretion of the teacher. A handful of students did some one-on-one assistance with special needs children. The service-learning portion of the course was worth 20% of the overall course grade.

University students provided support to the elementary school on three levels. First, on the institutional level, university students provided valuable assistance with reading and literacy and with school logistics, especially with regards to recess and lunch. On individual educational level, elementary students' by having role models from the university learned how to develop a relationship with people from different age, race, class, and Gender backgrounds.

As a secondary effect, university students were supporting many other university students who are parents. Elementary school students are predominately university students' children, and the extra attention and assistance with reading and other classroom needs is ultimately a benefit for those university student-parents.

The elementary school functions as a living laboratory for the university students to observe Gender role development and expression. University students were participant-observers, noticing Gendered behaviors such as what books, toys, and playground equipment boys vs. girls choose. Therefore, university students learned from the activities they were involved with as the elementary students are learning what it means to be male or female in our culture. University students continued their partnership with elementary school students for a semester at least, some for an entire year. It is a win-win-win-win-win-win arrangement.

Each university student was required to keep a service-learning journal and to write an entry for each time they served the elementary school. They were required to describe Gendered behaviors that they noticed and explain how that fits within the theories they were learning in class and through course reading materials. This gives the university students a space to theorize and to make the connections between what they were observing on the ground and what they were learning in the classroom. At the end of the semester, university students wrote a three-page reflective essay. This essay required that the student take a broad

view of all of the specific incidents they observed throughout the term. The students made meaning for themselves as they considered the experience as a whole. Service-learning instructors read the journals and students voluntarily may share with the volunteer coordinator. Both are consistently impressed with some of the fascinating ways students saw academic concepts in the service work at the elementary school. (Service-Learning Center, 2011)



## Appendix V Service-Learning Course Syllabus

### COURSE OUTLINE

INTR 204 ST: Life Skills for Student Athletes  
CRN 21710 Section 02  
FALL 2011

Instructor: Rob Spear, Ph.D, MBA  
Office: Room 230 Kibbie Dome  
Phone: 885-0204  
Email: [rspear@uidaho.edu](mailto:rspear@uidaho.edu)

Student Office Hours: TTH 4:00 - 5:00 pm or by appointment.

Text: Miscellaneous material provided by the instructor

Student Athlete Handbook

Course Objectives:

Upon completion of the course, you should be able to:

Understand the guidelines and resources available for academic success

Take personal responsibility for actions, behaviors and pursuing goals

Effectively manage your time within the constraints of a busy academic schedule

Consistently demonstrate successful classroom behavior, study habits, and test taking skills

Make informed and educated decisions regarding health issues

Appreciate the meaning of diversity and culture

Understand how to manage your personal finances

Choose the correct major and identify possible career choices

Demonstrate the understanding of a service learning experience

Class Rules:

No unexcused absences. After 2 unexcused absences your grade will be lowered one grade for each absence

SA's must notify instructor of any missed classes due to team travel one class period prior to the travel date

SA's must be on time. 2 tardies = 1 absence

Class assignments must be handed in at the beginning of class

All readings must be read before class

SA's will show respect at all times

No cell phones

SA Evaluation:

Class attendance/Participation/Attitude	30 pts.
Quizzes	10 pts.
Homework/Journal/Reflection	40 pts.
Midterm	25 pts.
Service Learning	30 pts.
Final	25 pts.

Grading for the course is as follows: 90% and above = A, 80% and above = B, 70% and above = C, 60% and above = D, below 60% = F. Any changes in your status in this course are subject to the policies of the University of Idaho. ANYONE CAUGHT CHEATING WILL BE GIVEN AN "F" FOR THE TEST AND REPORTED TO UNIVERSITY ADMINISTRATION FOR DISCIPLINARY ACTION.

COURSE OUTLINE

WEEK	TOPIC
M 8/22	Introduction/Expectations/Pretest
<a href="http://www.surveymonkey.com/s/leadership_service_learning2">http://www.surveymonkey.com/s/leadership_service_learning2</a>	
W 8/24	Getting around the UI/Foundations of Success
M 8/29	Violence Prevention
W 8/31	Food Nutrition Lecture
M 9/5	No Class
W 9/7	Cooking Class/Service Learning
M 9/12	Cooking Class/Service Learning
W 9/14	Cooking Class/Service Learning
M 9/19	Goal Setting: Enhancing Academic and Athletic Performance
W 9/21	Goal Setting: Enhancing Academic and Athletic Performance
M 9/26	Successful Classroom Behavior
W 9/28	Memory & Concentration/Studying Textbooks
M 10/3	Memory & Concentration/Studying Textbooks
W 10/5	<i>Multiple Intelligences and Learning Styles</i>
M 10/10	Test Taking
W 10/12	Test Taking
M 10/17	Time Management
W 10/19	Motivation and Process of Change

M 10/24	Stress and Anxiety: Strategies for Coping
W 10/26	Stress and Anxiety: Strategies for Coping
M 10/31	Vandal Scholarship Fund
W 11/2	Communication & Diversity
M 11/7	Media Training
W 11/9	Etiquette Training
M 11/14	Personal Finances
W 11/16	Personal Finances
M 11/21	NO CLASS - Thanksgiving
W 11/23	NO CLASS - Thanksgiving
M 11/28	Service Learning Presentation
W 12/30	Service Learning Presentation
M 12/5	Service Learning Presentation
W 12/7	Service Learning Presentation
F 12/16	FINAL EXAM – 7:30 AM

**Appendix Y. Online Survey Final Version**

**Measure of Moral Orientation (MMO-2)**

**Directions for completion of the Measure of Moral Orientation (MMO-2):**

Read each dilemma and assume the role of the person in the dilemma. Rate each response which follows the dilemma as to whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that response.

Write the number that corresponds to your reaction in the box in front of each statement. There are no right or wrong answers to these questions. Your responses to these statements will help us determine how difficult decisions are made. All responses are confidential.

Read each statement carefully, but don't spend too much time debating your responses. Usually our initial reaction is the most accurate one.

**STUDENT CLUB**

It is recruitment time for my student club. All new members must be approved by a vote of 90% of the membership. I have been a member for one year and I am considered being groomed for a leadership position. My roommate wants to join. After the introduction party where members meet those who want to join, I heard several older members making fun of my roommate.

<b>Strongly Disagree 1</b>	<b>Somewhat Disagree 2</b>	<b>Somewhat Agree 3</b>	<b>Strongly Agree 4</b>
		<b>1.</b>	I don't want to do anything that would jeopardize my relationship with my roommate.
		<b>2.</b>	The members are entitled to their opinions of all prospective members.
		<b>3.</b>	I don't want to do anything to influence the process of membership selection.
		<b>4.</b>	The most important thing is my roommate not be hurt by what happens.
		<b>5.</b>	I should try to be objective about this situation.
		<b>6.</b>	I feel conflicted because I care about my friends, but I also care about my roommate.

## PLAGIARISM

I work for the student newspaper and have labored for several weeks on a series of articles on violence and the media. My articles are due to be published in two weeks. This morning I saw my roommate's term paper on the kitchen table. As I glanced through the paper, I recognized parts of it and realized that my roommate had copied word for word a sizable portion of my article. If my articles are published, my roommate's plagiarism will be discovered and his/her graduation will be jeopardized.

**Strongly  
Disagree**  
**1**

**Somewhat  
Disagree**  
**2**

**Somewhat  
Agree**  
**3**

**Strongly  
Agree**  
**4**


- 7. I am hurt that my roommate did this, but I don't want to make it bad for him/her.
- 8. Regardless of the consequences to my roommate, the article was mine and I have a right to have it published.
- 9. I should be objective and rational about this, and not let my relationship cloud my judgment.
- 10. I know how important graduation is and I don't want to do anything that will keep my roommate from graduating.
- 11. I would not do anything to harm my friendship with my roommate.
- 12. My roommate has an obligation to make this right.
- 13. I would seek a solution that would do the least harm to both of us.
- 14. Regardless of the reasons for doing so, my roommate violated principles.
- 15. I am worried about hurting my friendship with my roommate.

## MORGAN

I have been married to Morgan for two years. We are both in college and do not have children. Three months ago Morgan was diagnosed as having cancer. The recommended treatment was intensive chemotherapy. Luckily, our insurance covers the medical bills.

Morgan has asked me not to tell his/her parents about the cancer because Morgan feels that they would interfere with the course of treatment and demand that Morgan move home. I promised not to tell Morgan's parents but the treatments are creating mood swings that are very hard to deal with. Morgan's parents are perplexed by Morgan's recent demeanor and blame it on our marriage, of which they were never very supportive.

**Strongly  
Disagree  
1**

**Somewhat  
Disagree  
2**

**Somewhat  
Agree  
3**

**Strongly  
Agree  
4**


- 16.** This is a matter of conflicting rights: Morgan's parents have a right to know, but Morgan also has a right not to tell them.
- 17.** I made a promise and I should not break that promise no matter what.
- 18.** I don't want to hurt Morgan but we can't continue to overlook Morgan's parents' feelings; they feel hurt, too.
- 19.** Morgan's needs are the most important and I have a duty to respect those wishes.
- 20.** The primary issue would be to look for a compromise position which would keep both Morgan and Morgan's parents from feeling hurt.
- 21.** I am concerned about maintaining my relationship with Morgan's parents.
- 22.** We all need each other right now; no one should go through this alone.

**KAREN**

My friend Karen and I are in a class together. This class is required for graduation, and this is the only time it is being offered this year. Karen flunked the first test, but made an "A" on her paper and midterm. I have been working very hard in this class but have made only "Bs" so far. Last night Karen confided in me that the professor had taken a "personal interest" in her and that he had asked her to spend the night with him in exchange for an "A" in the class.

**Strongly  
Disagree  
1**

**Somewhat  
Disagree  
2**

**Somewhat  
Agree  
3**

**Strongly  
Agree  
4**


- 23. I have a duty to do the right thing.
- 24. My primary concern is Karen's state of mind.
- 25. Karen has a right to her own business.
- 26. The most important thing is that Karen not get hurt.
- 27. This is clearly a violation of the rules and should be addressed.
- 28. Karen's reputation with her classmates and faculty is in jeopardy here.
- 29. This is really about conflicting rights: Karen and the professor's right to do what they want, and the rights of the other students in the class to not be disadvantaged.
- 30. I don't want to do anything to jeopardize my relationship with Karen.

## ADMINISTRATOR

As the editor of the college newspaper, I decide which stories are published. One of our reporters has just turned in a story about a university administrator who has been diverting student fees for his own personal use. I assume that the story is accurate. I called the administrator's house to speak with him about the discovery and to tell him we were going public with the story. His wife informed me that he was at the hospital with their child, who is terminally ill. The deadline to run the story is midnight.

**Strongly  
Disagree**  
**1**

**Somewhat  
Disagree**  
**2**

**Somewhat  
Agree**  
**3**

**Strongly  
Agree**  
**4**


- 31.** I would do what I thought was fair, regardless of the consequences to myself or others.
- 32.** Whatever he did, he probably did so with his child in mind.
- 33.** Regardless of the consequences, I am concerned about the principles involved.
- 34.** In spite of what we know, I would not want to be responsible for causing harm to him and his family.
- 35.** In order to hurt the least number of people, I should drop the story, tell the administrator what I know, and ask him to correct it quietly.
- 36.** I would treat the administrator like everyone else, regardless of his personal circumstances.



## RICHARD

My brother Richard has been dating Amy for two years. They have talked casually about getting married after college. We all go to the same college and see each other frequently. Early this morning I saw Amy kissing my neighbor Michael as she was leaving his apartment. Obviously Amy had spent the night at his place.

**Strongly  
Disagree  
1**

**Somewhat  
Disagree  
2**

**Somewhat  
Agree  
3**

**Strongly  
Agree  
4**


- 37. The most important thing to me is that my brother Richard not get hurt.
- 38. I do not want to be the one to cause harm to Richard's relationship with Amy.
- 39. I would tell Richard because if I were in his situation I would want him to tell me.
- 40. My reaction would depend upon how Richard really feels about Amy.
- 41. Amy violated the rules of their relationship and Richard should know.
- 42. I don't want to be the one to hurt Richard with the news.
- 43. I would do what I thought was fair, regardless of the consequences.
- 44. Richard has a right to know that Amy is cheating.

## PARENTS

My parents, after 30 years of a somewhat rocky marriage, are going through a divorce. My mother has been involved with another man for several years and has decided to leave the marriage. She seems very happy with her decision.

Each of my parents wants me to spend semester break at his or her particular home, but my father will be very upset if I go to my mother's because her "friend" will be there.

**Strongly  
Disagree**

**1**

**Somewhat  
Disagree**

**2**

**Somewhat  
Agree**

**3**

**Strongly  
Agree**

**4**


45. I have the right to spend time with whomever I want.
46. I have an obligation to both my parents right now.
47. What I wish more than anything is to make everyone happy and not hurt them.
48. I don't want anything to come between my parents and me.
49. What I did would depend on how I thought each parent needed me.
50. Everyone has the right to happiness, even if the consequences are sometimes hurtful to others.
51. In spite of what my mother did, I would not do anything to hurt her.
52. I will do the objective thing – split my time between both of them.

## PERSONAL INFORMATION SHEET

1. Gender: Male  Female       2. Age \_\_\_\_\_
  
3. Class in school: Freshman  Sophomore  Transfer  Other \_\_\_\_\_
  
4. Race: African American  Asian American  Caucasian  Hispanic   
Native American  Other \_\_\_\_\_
  
5. Your intended major or field of study \_\_\_\_\_
  
6. Are you a first Generation College Student? [Yes]    [No]
7. Did you play high school sports? [Yes]    [No]
  
8. Sport(s) or intramural activities you will participate in this 2010-2011 school year:
  
  
  
  
  
  
  
  
  
  
9. Prior to this course, did you have any Service-Learning experience? [Yes] [No]  
If yes, please explain (use back if necessary):
  
  
  
  
  
  
  
  
  
  
10. Prior to this year, please list any leadership roles you have held (academic or athletic):

---

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## APPENDIX Y (CONT): LEADERSHIP IDENTITY SELF-INVENTORY

For purposes of this study, we are evaluating your understanding of your own emerging leadership identity awareness and development. We are interested in how you currently perceive yourself as a leader (or if you do not perceive yourself as a leader, as well, that is OK, too).

Below are three different sets of statements regarding individual's potential perceptions of their own leadership identity as it is developing. There is no right or wrong answer.

In each of the four sections below, please choose the one statement that you feel BEST identifies how you perceive your leadership identity. It is a statement that you might make if asked about yourself.

If none of the statements in the group identify you, then check "None of the above".

- |  |
|--|
| (1)___ "Other people are leaders; leaders are out there somewhere" |
| (2)___ "I am not a leader"   |
| (3)___ "I want to be involved"                                     |
| (4)___ "I want to do more"   |
| (5)___ None of the above   |

- |  |
|--|
| (6)___ "Leaders get things done"                             |
| (7)___ "I am the leader and others follow me"                |
| (8)___ "I am a follower looking to the leader for direction" |
| (9)___ None of the above                                     |

- |  |
|--|
| (10)___ "I can contribute to leadership from anywhere in the organization"           |
| (11)___ "I can be a leader without a title"  |
| (12)___ "I am <i>a</i> leader even if I am not <i>the</i> leader"                    |
| (13)___ "We do leadership together; leadership is a process; we are all responsible" |
| (14)___ "When I leave, who is coming after me?"                                      |
| (15)___ None of the above  |

- |  |
|--|
| (16)___ "I am responsible as a member of my community to help others develop as leaders"   |
| (17)___ "I need to be true to myself in all situations and open to grow"                   |
| (18)___ "I know I am able to work with others to accomplish change; "I am <i>a</i> leader" |
| (19)___ None of the above  |

(20) Optional: Take a few minutes and reflect on your answer(s) above. Please turn the paper over and give a brief example of a situation or event that comes to mind to explain your answer, and list the number (from above) beside your example scenario(s).

## Community Service Attitude Survey

According to the Corporation for National Service, service-learning is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community.

	<b>Directions: Put an "X" in the box that is closest to how you feel</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	I fully understand what service learning is.					
2	Community Service and "service-learning" are the same thing.					
3	There are needs in the community.					
4	There are people who have needs that are not being met.					
5	Service-learning can make a difference in the community.					
6	Community groups need the help of students.					
7	Our school can benefit from service-learning.					
8	I would like to participate in a service-learning activity.					
9	I feel I can make a difference in my community.					
10	I see service-learning as an added burden.					
11	I enjoy helping people.					
12	I feel an obligation to contribute to the community.					
13	Learning through community service would be a positive aspect of my education.					
14	Service-learning will help me improve academically.					
15	Service-learning will help me develop new schools.					
16	Service-learning will make me more responsible.					
17	Service-learning would leave less time for school work.					
18	Service-learning will help me prepare for life.					
19	I have participated in service-learning activities.					
20	I would perform community service even if it were not required.					

## Appendix Z. LID-Questionnaire Results

LID Questionnaire Final Results for each question:

Level 1&2:

(n=24)

- Q1) Other people are leaders; leaders are out there somewhere.
- Q2) I am not a leader.
- Q3) I want to be involved.
- Q4) I want to do more.
- Q5) None of the above
- 0 Q6) Comments\*

Level 3:

- Q1) Leaders get things done.
- Q2) I am the leader and others follow me.
- Q3) I am a follower looking to the leader for direction.
- Q4) None of the above
- 14 Q5) Comments\*

Level 4:

- Q1) I can contribute to leadership from anywhere in the organization.
- Q2) I can be a leader even if I am not THE leader.
- Q3) We do leadership together; leadership is a process.  
We are all responsible.
- Q4) When I leave, who is coming after me?
- Q5) None of the above
- 4 Q6) Comments\*

Level 5 & 6:

- Q1) I am responsible as a member of my community to help others develop as leaders.
- Q2) I need to be true to myself in all situations and open to grow.
- Q3) I know I am able to work with others to accomplish change,  
I am a leader.
- Q4) None of the above
- 4 Q5) Comments\*  
\*See comments analysis, below

## Appendix AA. LID-Questionnaire Results (Analysis)

Levels 1 & 2: Integration/Synthesis & Exploration/Engagement
There were no comments that fit the criteria.
Level 3: Leader Identified 14/22 (64%)
I am a leader, and I would appreciate others to follow because I feel that I generally do the right thing.
I love leading and find it very hard to fade into the crowd. I stand up for what I believe is right and do my best to work as hard as I can at everything I do.
Although I think of myself somewhat outgoing, I don't like the responsibility that associates with being a leader. I am a minimalist and usually do only the things I really have to. However, if the circumstances are right, I am always willing to go out of my way to help someone. I feel as though I have the leadership skills to be more involved. The only thing stopping me is a lack of motivation and opportunities.
I feel like one of my qualities is to be a leader and to help out when I can. I enjoy helping others and enjoy helping my community. In Boy Scouts we had required service hours and it was easy for me to get them because I enjoyed helping out.
In high school I was always involved in everything. This past year, I was Student Body President, Class Secretary, and Key Club President. In the past years, I have been Class President twice and Class Vice President. I love being involved and helping others with a cause.
If I am educated/experienced in that particular field of service; I'd be a better leader opposed to something I have not been exposed to as much.
A true leader can follow as well as lead, it takes just as much courage to sit back and listen to others as it does to step up and lead a group
I want to do more I would love to do more and will when the time is available for me to.
As of now I have to be a follower to the upperclassmen and administration, but in the near future they will pass on their leadership traits to me.
Dressing up for spirit days at school and having people do the same because I did a lot to promote it.
I'm not really a leader or a follower I feel like sometimes I can be a leader then sometimes its better if I'm a follower
I can assume either position.
I am a leader, but not a vocal one. I lead by example and if people choose to follow me they can.
I believe it takes a few "leaders" to accomplish a group project not just one specific leader.
Level 4: Leadership Differentiated 4/22 (18%)
It's not about having followers and being popular, in my opinion it's about getting MORE people to do what is right and what is in the best interest of the group.
A leader cannot be a leader with no followers. It is everyone's responsibility to listen to and fully trust their chosen leader. A good leader is no use if he/she does not have good followers. The leader needs to be able to gain trust so understanding so that

<p>they could be the most effective group of people they can be.</p>
<p>I believe that I am a leader and that there are many leaders out there, and that the cliché that everybody is a leader is quite true. People lead in both positive and negative ways; they lead by example or positions of power. People lead in many different ways. I already feel involved to an extent and therefore don't really want to be. I also don't really want to do more right now because as a student-athlete, I don't have a whole lot of time right now and think I'm doing a pretty good job of leading by example.</p>
<p>In ASB in high school, one of our main goals last year was to help other stand up for themselves and to help them feel more comfortable with their place in school. I was not in charge, but I took every opportunity I had to help those that needed or asked for it.</p>
<p><b>Level 5 &amp; 6: Generativity &amp; Integration/Synthesis 4/22 (18%)</b></p>
<p>I feel as if I lead something there is always someone looking up at me and they will soon follow me into a position of leadership so I should do my best because I am training those to come.</p>
<p>I am often skeptical of what other people tell me to do. If it is unfamiliar to me, I will usually reject it and just go back to my usual routine. I would really like to see myself try to change and open myself up to new things. I want to do things that I have not done before, not because I am forced to but because I want to.</p>
<p>My parents always taught me to help out and keep our world clean and safe. Because of that, I am always open to learning more and have grown into a more developed human being for it.</p>
<p>I am willing to help people but I am not necessarily a leader, because we all learn from each other.</p>



## **Appendix BB. Raw Data Collection Student Narratives DRAFT**

Service-Learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (National Service-Learning Clearing House)

IN-CLASS ASSIGNED ESSAY CATEGORIES: PERSONAL GROWTH, ACADEMIC GROWTH, CIVIC GROWTH

### **MORAL VALUES**

#### **\*Empathetic Encourager: 4**

29a-“Every day I come I get asked if I can please sit next to someone, or if they can hold my hand. They like to follow me and do as I do, which makes me realize the power we have as role models. We should use it as something positive, and by doing service-learning I think we are. We create a smile on children’s faces, and make the day a little easier for the teachers.”

30a-“Not everything is going to go the way I want it to, and it is good to know how to deal or react to hard situations. I also think it is important to be able to help people and make an impact in others’ lives, whether it is helping out a complete stranger, or listening to a friend. Being able to help others helps me feel good about myself.”

33a-“...I’ve learned that service-learning only made me a better person at heart. This was brought out when I saw a kid fall down and bust his lip. I talked him through it and said everything was going to be alright and that the nurse would fix it right on up and he smiled. I felt good that he felt good and we all went back to playing tag. This matters because people in general all need some kind of kindness presented to them. Again I am very grateful for this wonderful opportunity I had with the children and I will continue to do my best in the community.”

26a-“...I am learning very general character traits and building good habits. [The elementary teacher] expects me to be in her classroom at 8:55 am every Friday morning and prepared to listen to students read. This means no matter how stressed I am with school or [my sport], it is my responsibility to have a positive attitude because the point of going there is to be there for the students.”

#### **\*Moral Growth-sensitivity: 8**

28a-“I really enjoy the challenge of helping and explaining things to kids in a way that they will understand. Some are squirmier than others, but you still have to keep all students on

the same page with everyone else. All the kids deserve the same amount of time and energy.”

37a-“This service-learning project made me realize how important knowledge is because it must be passed down through the generations. If my generation has no knowledge there is no possible way that we can pass it down to the youth that I just encountered. These children must learn more than what we know and the only way that will be accomplished is if we receive proper education. I am going to make sure that during my time [at the university] I will soak up as much information as I can so that I may pass it down to the youth of today. I will refuse to let these bright children be deprived of a certain topic that I could have taught them but didn’t because I rejected learning the criteria.”

38a-“Everyday people learn new things about themselves and people around them. Without inferences and observations, the whole learning process would be very difficult. A good example of my learning process...is my [service-learning] experience. It has put a small world environment into perspective to my present day society around me.”

39a-“The most powerful emotion and feelings that I have taken from this experience is the fact of never taking life for granted because life is very fragile...it’s the little things in life that make it so beautiful and enjoyable.”

40a-“I am a firm believer that service-learning has an impact on one’s character and personal growth. So many people miss out on opportunities to serve one another in the community without getting anything in return and that shows a lot about one’s character. I would hope that from these experiences I find the joy and importance of volunteering in every future opportunity that I come across.”

41a-“It is known that a person who helps other people has a high level of awareness, and also shows good values with the actions that he or she does such as honesty, responsibility, solidarity, love, etc. Therefore, there are many ways to develop the way that a person helps others, and one of those ways is through [service-learning].”

43a-“I believe these types of service can build character and make you a better person.”

58a-“The kids at [the elementary school] also helped me, besides me just helping them. They taught me to be caring and willing to help and have open thoughts and arms for them whenever they need someone. I have a daughter and while I am doing this, I hope positive karma comes around so that when she grows up she will have the same opportunity as the kids did here to experience a positive role model in school.

**\*Patience: 18**

7b-“I have found out a lot about myself throughout these past few weeks...I found that I will not be having any children anytime soon and that I need to start working on my patience. I

also realized that although things can get extremely frustrating that I have to stay calm, collected and just remember to breathe.”

26a-“Working with [these students] has also helped improve my patience. It is often very frustrating when you have a lot of students coming up to you and asking questions while you are trying to listen to another student read, so you have to put on a smile and kindly tell them to go sit down.”

33a-“Patience is a huge trait to have when I was working with the children, especially first graders...This experience has made me into a better individual. I love working with children.”

35a-“It is a patience process, always encouraging and never demeaning, yet a little push here or there to keep them in line.”

42a-“The most important thing I learned was to be patient and the kids will always have fun no matter what we do outside...Not every kid is the same and I had to adapt to each one’s abilities. I must be able to adapt to anything in life whether it’s playing with kids or communicating with my co-workers later in life...I want to make a difference in people’s lives that are around me and this is a great teaching tutorial in my eyes.”

51a-“This service-learning project has also taught me patience...and that everybody, young and old male or female has a different personality and therefore must be handled differently.”

56a-“Going into this service-learning I was unsure of what to expect. I wasn’t sure how the kids would react to all of us athletes, and whether or not the experience would be helpful. I am grateful to [the elementary teacher] because she was great every time that I visited [the elementary school]. I feel as though I have learned things that will only help me and have learned to have more patience.”

57a-“One thing I learned was that patience will go a long way. I learned this while playing football with the little boys. This will translate into my everyday life where I can use my patience to keep cool in any situation.”

55a-“With the unique service-learning experience I think the thing I learned most is the importance of patience with people. With patience you can do anything. No matter the situation, no matter what is going on, you can take control of the situation and do the right thing.”

31a-“Patience is a very important skill and ability to have, which I learned especially when [helping at the elementary school]. I learned this when some of the children would not always understand what the activity was, you would explain to them again in the simplest way and some would understand but others you would have to actually show them what to do. Patience was a big learning curve in this service-learning experience, this is essential

because sometimes in life you might not understand someone or something but to stay patient would make the situation a lot easier to deal with.”

35a-“What I have learned is that patience is a skill, and a gift that you must constantly work at to become content where you are and with what you are doing.”

39a-“Patience is also huge when working with little ones. I have always had a little of it , but I see how vital it is to making sure things run smoothly and no one gets frustrated.”

60a-“When it comes to teaching a young student, I’ve learned it takes a great deal of patience to get across a point and actually make progress with a student. I do appreciate teachers who are teaching our next generation more than I did before, because I know what it is like to be in their shoes.”

25a-“...I can see that working with the kids has improved my patience; the next step is to be able to relate these skills when interacting with my peers and teachers.”

28a-“...I feel I that I’m learning more patience with the kids, I get to watch them academically grow and understand math, and hopefully I’m making an impact (even if it is small) in their day during math time.”

29a-“The main thing I learned in my service-learning project was to be more patient. ...if I am a little bit more patient the first time I do something, and do it properly, I most likely won’t have to do it again. It would go for both homework and in practice. ...So lesson learned; be patient and do your best the first time.”

30a-“The most important lesson is patience. When I am with the little kids at [the elementary school] I have to have patience because kids are everywhere. Patience is key when being around little kids, but it also plays other roles in my life. For example, I have to have patience when it comes to [my sport]. I also have to be patient when it comes to school. In college there is so much more studying and reading to do and it can get overwhelming, but being patient and taking one step at a time helps me get through each week. It is hard to be patient, but when achieved it can be very rewarding.”

59a-“...I made it a personal goal to become a more patient individual with the people I interact with, especially children. The children [at the elementary school] definitely tested my patience at one time or another...They live life to the fullest and hold nothing back. They not only taught me to be patient, but to find the joy in life and savor the little things.”

**\*Compassion: 2**

33a-“The children make me more compassionate towards other people because when I’m with the kids, I can’t just treat them like an adult. They need to be showed kindness to make

their day that much better. I can honestly say out of all my classes I learned some real value in spending time with the children.”

38a-“Through this learning experience, I have come to understand that people are very different and there are better or more effective ways of teaching different people. It has helped me become a better leader and better person by being able to understand people a lot more easily by using a whole new perspective.”

**\*Passion: 1**

36a-“...[I will always remember] the passion that [the instructors] had for helping teach each and every one of us about character and how to live each day with no regret and how to be passionate about our sport but, not only that, but to live our “Dash” to the very fullest.

**\*Respect: 1**

41a-“...I learned that kids do not judge others, and for me this is very important because some people when we are adults tend to judge others for things that are not important such as different accents, different color of skin, and things that are not relevant for kids. I learned that when I was reading with the kids, because even though they were aware that my level of English was very high, they showed to me respect all the time, so I also learned how respect is important for kids.”

**\*Responsibility to self and to others: 5**

25a-“I have thought about what effects I would like to have on the kids, but not what effects this service-learning experience will have on me. Being able to step back and take a look at what has been gained by your experiences is a perspective not often examined by the mentor.” By engaging with a different age group, it gives you a larger view of the community you live in, which enhances your civic learning.”

35a-“I know at times it may seem like a hassle, but everyone in the community benefits from the effort that is put forth. I have learned that it’s not only about you and your own future, but the kids and their future as well. It is important to take the significance out of an assignment like this and apply it to life lessons.”

37a-“I also had to become a resource for the children, whenever they had questions or were confused I had to be ready to answer and decipher any types of confusion they had. As a student, it relates to me in terms of having a serious attitude. At times I am going to want to have fun and be playful but I must remember that I am here for a reason and must get the important things completed before I proceed with the fun stuff.”

40a-“...I realized how good it made me feel to really help someone out with nothing in return. I wish more people would feel that way. Many are too selfish to lend a hand for the

sake of it. Also, I would hope someone would help me out in return somewhere down the road. I absolutely loved it when I was told I made a difference even in a small way. I think I may thrive off that gratifying feeling. It is something everyone should incorporate into his or her lives at some point. I think it makes you look at everyone else being vulnerable at some point, and they may need your help whether they ask or not. I feel like now I am more willing to help.”

56a-“I had to stick to a schedule and show up and stay committed. That has taught me how to be responsible when there are others depending on you because you are looking out for more than just yourself and you have to be selfless. I feel that being selfless is a very important quality to have, especially when involved in a sport, so I can relate this to [my sport] and my teammates. You have to sacrifice yourself for the good of the team and be selfless if you are truly to succeed as a whole. ...This experience was altogether one that I feel was very beneficial to me as a student-athlete. I feel like it humbled me in a sense because of how selfless you have to be. It is more of a quality to have as an athlete more so than a student, but still is a very good trait and life skill to have.”

## **ALTRUISTIC SERVICE ATTITUDE**

### **\*Service above Self: 4**

5c-It made me feel good when [the elementary students] started remembering my name and when they got excited that I was there. Even on my worst days going to recess could always put me in a good mood. It made me realize how good serving others can make you feel.”

32a-“I learned that helping out someone with something so little can make all the difference. When a kid was struggling with a word and I would help them sound out the word and then they would pronounce the word, they would be so excited. I learned this from my past experiences when I was going through the same struggles as these children. This learning matters because these children look up to a person who is older than them, not to mention we are supposed to be role models in the community. As a student athlete, it’s our job to have a higher expectation for ourselves and continue to act in a positive manner. In light of this learning, I would recommend it for everyone because you can’t really explain the feeling of helping a child until you do it for yourself.”

34a-“I learned something’s, taught something’s, and walked away proud.”

35a-“All of this matters because it is worth it; it is worth it to give your time and to look past the inconvenience to find the positives in both learning valuable lessons and in spending available time with kids...I think it’s a great project that we have been doing throughout the semester. I have learned that with all the time I think I do not have, even for myself; I always have time to help others which makes me feel better when it’s all said and done.

### **\*Relationships: 3**

26a-“The skills I have learned through this service-learning experience will definitely help me to be a great student, employee, mother, community leader, and whatever else life leads me to be.”

36a-“It’s crazy how big of a deal I was to the kids. You can’t really understand how much you mean to them unless you see the look on their faces when you show up. I heard [the volunteer coordinator] talk about it to us but it didn’t sink in until I got to see it for myself.

59a-“Playing with kids at [the elementary school] is about building relationships and relationships are important. I have learned the kids really care about me being there and it is an extremely important way for me to spend my time. It’s really neat to know you have that kind of impact on someone. I’m no longer showing up just because I’m required to; I’m showing up because some very energetic and cute little kids on are counting on me personally. I don’t want to disappoint!”

### **\*Peer Awareness-“the other”\*: 3**

2a-“It isn’t an issue to them [elementary students] what race or gender their classmates are.”

38a-“From the teachers to the students I have learned that not everyone is the same or even close to the same. Whether it is learning styles or the way they work, it is completely different. Being around people very similar all the time because of [my sport] I rarely experience meeting new people that are not very much different. But going to [the elementary school] because of the age difference and the environment not in sports, I was able to observe how people really are different. I learned that not everyone is alike in what they do.”

47a-“My experience with service-learning has been awesome and a one of a kind experience. It has opened my eyes to the outside world, and made me realize that there is more to life than myself. I have learned that there are kids and people in need and that I can be a role model to them. I have learned a lot about myself in this experience as well.”

## **LEADERSHIP DEVELOPMENT/MENTORING/ROLE MODELING**

### **\*Leadership Identity: 7**

30a-“Service-learning has also taught me how to be a better leader. Leading is about making an impact on the people who are around you, and when I am with the little kids, even though it is not every day, I can still be a leader for them. ...Leadership is something that can be worked on every day, just like patience.”

32a-“It [my service-learning experience] has taught me a great deal of leadership and how to become a human being who is a polar opposite of me. ...I was more of a student guider than a helper.”

35a-“...[B]y being a reading buddy, is a way for me to encourage, be a leader, and help kids who are learning a valuable part of their life.”

37a-“I learned a huge amount of leadership skills through service-learning and I had a great time doing it.”

38a-“The kids really showed that people may take a little longer to do a project or may not understand the instructions the first time the teacher reads them. The kids helped me understand that learning styles will never be the same, and that I sometimes need to adapt my ways of teaching to be able to teach the wide variety of people. This will help me be a better leader on the field, because by learning about other people, it will help me become a better teacher. That is a very important quality in a leader: to learn how to teach.”

43a-“My personal growth that I recognized was that I was able to be social with the kids and have real conversations. I came out of my shell and felt more comfortable around them. I feel that by going to [the elementary school] I also gained leadership skills by having to entertain and also watch over the kids.”

44a-“I have learned a great amount of successful life tools to help me be the best individual possible. Tools like leadership, responsibility and patience...these unique qualities are essential when working with children. The service-learning program has made me think in a completely different way towards community service. I would love to be a role model for every single one of those kids. My grandfather always told me to be a leader and not a follower and I definitely was the best leader I could be to help those kids. Leadership definitely comes with the territory of service-learning.”

### **\*Role Modeling: 10**

23a-“Realizing that I was a role model for so many of these kids was a very rewarding thing for me.”

29a-I learned that we are role models and that we make an impact on the children not only because we bring a smile to their faces, but because they recognize us outside of the classroom. I learned this when a little girl asked me if I was in the gym last night, because she had been watching a [sporting event] and she thought she saw me there [as a participant]. Of course she was right, and this learning matters because it helps me understand that we are role models, and everything we do is noticeable. In light of this learning, I know we have to behave and be good examples for young children that might dream about being a student-athlete one day. Children notice everything about us, even things we don't think about.”



30a-“I know the kids look up to me, and the rest of us who go to [the elementary school]. I remember what it was like being around the older kids—they were so cool and I idolized them. This is why it is important for me to be a good role model for the children because I know how it had an impact on me. Being around these kids makes me happy, not only am I doing good for others, but I am doing good for myself, too. Sounds like a win-win situation to me.”

34a-“Having someone look up to me is a rush that not even football gives me. When you’re helping someone, especially a kid, all your problems and worries just go away. Just being around them was great; their imaginations are so full of life, they just run. They are just so care free. I enjoyed getting to know each different kid; they had such different personalities.”

39a-“It was interesting how much the kids wanted to play with us or even just be by our side. I never really looked at myself as a role model and it was this day that I realized how much I am growing up. It never occurred to me that my words and actions would have so much influence on these young kids.”

42a-“Although there were times when I did not want to play certain activities with the children I did it anyways because I knew it would make a difference in their day. The best part about playing with children and this service-learning experience is that I got to make a difference in someone’s day, week, or even life.”

45a-“Overall I think these service hours I am putting in with the kids are helping me become a better role model.”

47a-“...I never actually had the opportunity to [spend time with children] until this experience. I found out that I truly enjoyed doing so. I also learned about the young children by talking to them and asking them questions. It was interesting to have conversations with the children because they were very cute and full of happiness. ...This gives the children something to look forward to, and someone to look up to as a role model. This is very important to me especially because I always had older friends that I looked up to as a role model when I was this age. It is important to have role models because it gives stability in a person’s life and a solid thing to look up to. I felt like I was a good role model to the children and they looked up to me whenever I came to [the elementary school].

55a-“The most important part of this service-learning to me is spending time with the kids there and just showing them how to act properly. Spending time with these kids has showed me the importance of mentoring people that are younger than me. Setting an example for kids like these is one of the most important things that we as student-athletes do. All eyes are on us, what we do and how we do it and some of those eyes are ones of the children looking up to us. It is our job to teach these kids how to do the right things. When we teach children

how to act properly, we are passing along knowledge and wisdom that they might otherwise not learn.”

46a-“I never expected to have such personal growth while working with these kids. ...Learning to be independent is a big lesson that people learn in their lives. I remember feeling so accomplished when I figured things out for myself at that age. I do also remember just how dependent I felt when I was lost on certain things. Being able to become someone that will help these kids learn a little independence was kind of refreshing to me. Giving the kids a little bit of some of the life lessons that I have learned along the way made this experience that much better.”

### **SOCIAL VALUES:**

#### **\*Parenting Skills: 5**

15b-“...It was definitely a good experience so that I know what I can do to help when I have children.”

33a-“Spending time with kids is good for you because maybe one day you’ll have a kid and it can show you things you may not know of then.”

51a-“Many times at recess the kids want it to be their turn to bat or get the ball or shoot hoops, so I would have to keep the kids in line so there weren’t any arguments. Learning how to deal with children will help me later in life with children of my own. These skills would otherwise have been hard to learn without the help of our service learning project.”

60a-“This experience has also shown me that I love to be around kids. I never did want to be a teacher, but this learning experience has made me excited to have kids of my own. When it’s time for me to have kids of my own I feel like I will be a little bit more prepared because of the service-learning experience.

30a-“Learning these different lessons is so important because life is only going to get harder. To learn patience and how to be a better leader has so many benefits for the future. It will help me when I decide to have a family; it helps me with friends, and in a working environment. Not everything is going to go the way I want it to, and it is good to know how to deal or react to hard situations.”

#### **\*Awkward/comfort perception of age differences: 6**

23a-“When I first started there I wasn’t sure what to expect. I’d never worked with kids quite this young before, and I especially had never helped them to read. They were all very shy and seemed nervous at first. But as the semester went on it was clear that they were much more comfortable around me. By the end of the semester they’d all jump around when I got there and would be disappointed when I left.”

35a-“Before [this experience] I rarely interacted with young children, since I have no younger siblings of my own and I had never made a commitment to babysitting. Being tired and constantly on the grind, it was a sacrifice to use even just an hour of what I considered precious time to sit and read with these kids. I have learned that not everything comes easy to some people.”

50a-“As the day went on I felt more comfortable being there. The kids really helped me adapt to their environment and they really made me feel welcomed. The next day I went, I wasn’t really expecting much, just the same as the day before. But a kid surprised me, by recognizing me. He didn’t know my name but I was still impressed that he recognized me. By the end of the day I was really warming up to the kids, they seemed to warm up to me, too. And by the end of the day, some of them even were saying bye. It was really nice to see, I couldn’t wait to get back the next week, it was fun hanging with the kids, and I felt like a little girl again, and that is a good feeling.

55a-“The service-learning experience to me has changed from what I first thought it would be. I did not expect to like going to the elementary school and spending time with kids. The service-learning experience has been a very unique one. Other than outside my own family I haven’t had the opportunity to help kids in school, or with anything. Before I started going to [the elementary school] and being with these kids I wasn’t really interested in it. When I came to college, kids were the farthest thing from my mind. Service-learning to me is about teaching and learning from [each other]. The service-learning experience to me in this class has been teaching the kids anything I can, but in the process I have learned a lot of things about them and myself.”

57a-“...I now like being around kids more. At first I think it was more of a nervous sort of thing, where I was afraid I would hurt them, but as the year went on I became more comfortable with them and now like going and playing with them.”

28a-“At first many of the kids were hesitant about getting assistance from me because they did not know me. But over time, I feel like they warmed up and got comfortable enough to even ask for help instead of me approaching them.”

**\*Overcoming Difficulties: 3**

32a-“The goal I had going into service-learning was helping make a child better at something that I struggled with as a child. Watching these kids struggle with learning how to read was something that I could relate to. When I was younger, I had problems figuring out how to read at a high level, but there was always a teacher who was there to help me. Now I know the feeling of a teacher watching a young person struggle, conquer, and learn how to read.”

41a-“I still remember how I felt the first time that I was walking to [the elementary school], that would be the first time that I would interact with American kids, so I was so nervous

because I did not know what to expect from them [since they are from another culture], and I also was really nervous because I did not have a very good level of English, so I was afraid about how the kids would react with my accent and English.

49a-“Of course, I witnessed arguments between the children, but I was able to see that through collectiveness and compromise, differences are much more easily resolved than through impatience and selfishness. ...I realized that I needed to shake my shyness in order to achieve things (at the beginning I was kind of shy and scared about reading to someone in English).”

**\*Discipline-classroom teacher/students:: 5**

4c-“I learned so much more than I could have possibly given. I focused on classroom dynamics...I noticed how each teacher was constantly moving around the classroom to make her presence known and keep the kids on task. This seemed to get the maximum efficiency out of the students...”

14b-“[From my outside research] I learned that positive reinforcement is the best policy when it comes to teaching children right from wrong. Encouragement and rewards leave a much more lasting impact than constant punishment.”

16b-“...As I focused on classroom dynamics, I noticed that the teacher used certain techniques when addressing the class versus addressing the individual student. I am excited to implement these things into a classroom of my own someday. The things I learned at [the elementary school] will stick with me throughout the years.”

24a-“The kids listened to the teacher, which shows obedience from their home life. This learning matters because it is important to create a strong moral society.”

31a-“I learned that when in the classroom, as a teacher or when assisting in the class you need to act in a professional manner, the children need to know you have authority, enough that they behave and listen when you or the teacher speaks.”

**\*Civic Awareness: 5**

35a-“Being a part of the public as someone that kids look up to is a flattering position. I know that someday those kids will be the next student-athletes at [name of university] and they will be doing the same thing I did with them.”

37a-“This project has definitely made me realize how much we need to help in our community. Many of the children looked up to me and listened to what I had to say. Whenever I needed them to follow out a specific action like sitting down or stop talking, they immediately did it without any back talk or attitude. This made me come to the realization that people with influence need to be at places where they can make a difference and where

the specific audience will listen intently. For me personally, I will make sure that wherever I can make a positive influence, I will try my absolute best to be there wherever that specific setting may be.”

45a-“My service learning experience has helped me become a better person. I am proud to give a helping hand to the community and the children. My time there has been one I will never forget. I would love to start a service-learning experience for the youth in [my hometown] to help the youth understand the qualities of being a good person, because many where I’m from don’t care about others, just themselves. I would love to make my community a better place for the future leaders.

49a-“Before I started this class, I thought service-learning only meant to go around the community and do mundane tasks such as picking up trash or cleaning different things. But after my experience at [the elementary school], I found it can be as enjoyable as getting to hang out and play with little kids. I never realized that you could have so much fun giving back to the community. To me, service-learning now means being able to enjoy myself as I give back to the community that supports my school.”

57a-“I recommend giving back to your community in some way, shape or form. For me, it is an expense I will always remember, and in the end, I believe the little kids taught me more than what I actually taught them.”

#### **Community Connections: 4**

24a-“I have learned that the community has strong family values because of how privileged the kids are and how they are pretty well behaved...This would be a good place to raise children because of the strong community bond, from the university and school district, and family values.”

42a-“Before this service-learning experience I did not know that [the elementary school] existed. Now, I am fully aware that it exists and the entire school appreciates when we go and volunteer. This learning matters because it is important for the community to grow as a whole. With the community growing everyday this town will be a better place for everyone who is involved with it. This learning makes a difference in a lot of people’s lives and is very important. ...I have become more aware of the [name of community] and its needs. I feel more involved with the community and that makes me feel good about myself. [Name of community] is a small college town and everyone knows everyone. Most people know the athletes here, so when we show our support for the elementary school it shows that we care about the kids and the community.”

42a-“If everyone in the community can learn through service-learning then this community will be a better place. I learned that the kids at [the elementary school] are part of our

community and they need help, too. They are the future so why not try to encourage them to learn and play together. I learned this when I actually went and played with the kids.”

49a-“Personally, I feel things are made much more complicated by adults than they need to be. If people were not so focused on themselves, things would be much easier. I think this can be proven true even in college. People are so “me” focused in this present time, they never think about how other people are affected. I believe if people really want to consider themselves and others around them as a “community” they need to stop putting themselves first and think about how others feel.”

**\*Nationalism: 1**

41a-“I also learned other important things during my social service, and one of those things is that could notice the difference about education between my country and here. The main difference is the way that the kids are educated about the nationalism, this is because here since the kindergarten the kids always sing the National song of the United States (something that in my country does not happen). From there, I could understand why Americans are more nationalistic than most people of [my country] are. This singular thing surprised me a lot, and without my service experience I would never know. ...I think this is an important value, but I just reinforced here this value and feeling about my country, and I can say that the reason of this is because it was a big surprise to me how they sang the song with a lot of respect, and being very proud of this country.”

**\*LIFE SKILLS LESSONS:**

**\*Discipline-self: 4**

29a-“We learn how to handle unusual situations, and we learn a lot about ourselves. ...I learned how important it is for me to be able to communicate, and by being loud, clear and specific it is very doable no matter the background and knowledge.”

35a-“It teaches me discipline and the power to get through something that I don’t always necessarily want to do, but should do. I have made a time for myself to go and dedicate an hour to these kids, and with that, I have learned what it is like to see developing children and how they are handled and taught.”

39a-“Service-learning was a breeze until a minor bump in the road...I learned that when doing work and especially for other people, you can never allow yourself to get too comfortable. That only opens up a gate for errors and mistakes that can cost you. Luckily this one wasn’t a [really] big deal, but I can certainly say lesson learned.”

46a-“Another lesson that I really learned is discipline. ...I realized that even though these kids are small and vulnerable, they still need to learn discipline. No matter what age someone is, you always need to pay the consequences if you make a mistake.”

**\*Time Management: 5**

26a-“Because going to [the elementary school] is one more thing added to my to-do list, it helps me improve my time management skills. As a student-athlete, I need to be able to balance class, studying, [my sport], workouts and going to [the elementary school].”

29a-“I go to [the elementary school] every Friday morning, and during that time I used to do my weekend homework. Due to [my service-learning experience] I have learned that I have to do my weekend homework other days, and I have become better at planning ahead to see when I have some spare time in a pretty busy schedule.”

33a-“As an athlete this experience has helped me with time management...it is hard to train and [go to] school and [do] service-learning.”

35a-“To my coursework, this relates because I don’t necessarily want to do the work, but I need to. It has shown me discipline and even greater importance for time management.”

42a-“I am much more aware of my commitment to academics and my college life...I learned that service-learning is a part of my schoolwork. I am much more organized and on top of things due to this experience. I learned this when I [go to the elementary school] on time every Friday and have all my homework done before hand. Needing to be on time has given me incentive to get things done when they need to be done.”

**\*Communication: 2**

31a-“I learned that communication is a key; if we do not have communication in the classroom, it will be difficult to transform that into the ‘real world’. ...Communication is used in everyday life; if we cannot communicate with others it will make life difficult.”

33a-“Communication is key when you think about teachers and coaches.”

**\*Academic Enhancement: 8**

6c-“At the school’s Title I night, I was able to appreciate the effect that this reading program had upon the families at [the elementary school].”

22b-“I noticed there was always far more boys in the [remedial] group than girls...[I learned from my outside reading] that in general, female brains develop faster than male brains...young girls usually have better verbal skills than boys; on the other hand boys have better spatial abilities.”

25a-“The patience and perseverance it takes to deal with kids that age is beneficial to one’s academic learning.”

26a-“All of these skills I have enhanced by going to [the elementary school] will help me achieve my current academic goals because I will be able to communicate during group projects, understand that my teammates and classmates are all individual learners, and effectively manage my time.”

41a-“...[T]his social service experience has helped me a lot with the way that I write in English, because since this is not my native language, it is hard for me to communicate through my writing. However, since I was writing my journals, and also these papers I feel that I have improved a lot, so this experience not just helped me with my personal and civic growth, this also has helped me in an academic way. ...I practiced my pronunciation when the teacher was teaching the kids how to pronounce some hard words, so it was very helpful to me, but it was also kind of funny. I also practiced my reading in English when I read a book to a girl. I also practiced the way that I communicate in English through all of my writing assignments and also with my journals.”

43a-“During this experience I noticed that I was more focused on academics. As we preached good academic behavior to these kids it made me reflect on my own academics and made me focus more on my studies.”

44a-“Most of what we learned in class can easily be applied to the [elementary school] students. They all learn differently, and the teachers cater to the different learning styles we talked about in class. As teachers give word of mouth instructions for aural learners, they perform them on a projector camera for visual learners. Kinesthetic learners are given time to try things themselves when the teachers are done talking. The students unknowingly exemplify the importance of sitting at the front of the classroom. Students who sit near the front were more often than not finished before those who sat at the back and their work was better quality also. Kids who were at the front of the classroom were also better at paying attention and staying on task.”

56a-“I have found that some of the experiences can relate to [our class]. [I have learned] life skills on how to be a leader, and how to set and reach a goal. Reaching a goal can bring a great sense of accomplishment, and can also drive and motivate you to set new goals and reach them as well. ...In grade school, I remember having friends and some of them were passive and others were more leaders and more assertive. It is funny to see the same still holds true and applied to the kids at [the elementary school] today. It goes to show how it really is like a cycle, because not long ago I remember looking up to those who were older. Just remembering them to this day shows how much of an impact that it had on me.”

### **\*Learning Styles—Self & Others: 10**

26a-“The students that read to me have also taught me that everyone has a different style of learning, which I never really thought about before.”



35a-“One of the hardest things to do once you grow up is to have the ability to keep an open mind and learn every day. I have learned that you don’t always learn from those above you, but from those littler than you as well. It takes many different life situations to make a person feel complete and understand the importance of how to deal with what comes their way.”

40a-“...I think I am more willing to ask questions when unsure and not be so independent. I have always had a hard time asking for help and I now realize that it’s completely fine [to do so].”

44a-“Working with these students was a great way to get away from campus, have some fun, and do something for someone other than myself. I am very glad I had the opportunity to volunteer at the school and spend some time with kids. It was a great way to relieve some of the stress of being at my first semester of college.”

1a-“...almost like I am part of the teaching process, I am there to help and learn right alongside of [the elementary students]...children helped me learn...telling them wasn’t working their brain the right way...from past experience and lessons through them...I knew that simply telling them [elementary students] wasn’t working their brain the right way...”

10b-“As a reading buddy...I have noticed a difference in reading abilities. ...I have noticed that girls appear to be generally better readers than boys...[from my outside readings] I have learned that it is because boys and girls use different parts of their brains...girls use the language part of their brains when dealing with words, boys use visual or hearing respectively.”

20b-When I look at the little kids that I am helping mentor I don’t see future doctors or lawyers. I gazed upon them and see children just have fun and being themselves. Other times I see them struggle to read...At that age I think children should spend more time using their imagination because it will help them lead a more creative and healthier life. If kids start being pushed into school early then they will lose their imagination and strive for success. Kids are already struggling to find their place in life. When we put more things on their plate they will soon start to disengage from school and life altogether...[I learned from my outside reading] that suicide rates for adolescents is increasing because they are being pressured more than ever to succeed so that they can compete later on in life to get the higher paying jobs, then they begin to stress, and stress also leads to suicide in adolescents...That is why we should not push kids to grow up faster than they are ready to.”

24a-“I have learned that everyone has different learning styles.”

38a-“I learned that each kid and teacher is different with their learning styles and teaching processes. I learned how to be able to adapt my teaching styles because everybody is different. By observing how fast kids adapted and how they tried to overcome their

questions and problems, it taught me a lot. ...By learning the different kids' learning processes, it is very important because this process can be used not only in teaching kids but also teaching people on and off [the field of play]. Also I can help teach friends and teammates in the classroom by knowing that not everyone learns the same and changing the way I teach them. For example, by knowing not everyone is the same I believe I can help people more with problems by looking at a different perspective and making it easier to understand a particular problem or issue in a new form of light."

44a-"I learned a lot about myself through spending time with the students. They all learn differently and that taught me to think about things in different ways. If I explained something to one student he might understand but in order to help the kid next to him I would have to explain it an entirely different way. ...The kids taught me that everyone is an individual. They are not just elementary students. They are individual human beings with creative thoughts and feelings. Each one has his or her own way of doing things and opinions on life and for the most part they are all respectful of each other's differences. Through the students of [elementary school] I have learned that just because someone doesn't catch onto something right away the first time it is explained, it doesn't mean they are stupid, it just means they need to have it explained differently."

**\*Study Skills: 3**

11b-"Each time you give [the students] praise for completing an assignment or getting the answer right on a question...[I learned from my outside research] that this makes them want to try harder the next time because the praise is a good feeling for them. Children at such a young age need to be told frequently that they are doing good because they really strive for approval."

19b-"...[In my outside readings] I found this website that talks all about how important it is that reading is taken really seriously in first grade. This is where they really develop as readers...they talk about all the word families and phonics...remembering back to when I was learning to read and how we did all the stuff that is on this website...it shows that there is really only one way to learn reading, and that seems like it won't change. I really like that."

41a-"I learned from [the training session] how important it is that a person reads, but even more when a kid reads because it marks a good habit in [the student]. I consider that these were the main things that I learned during the training session, and they had a strong impact on me. ...Since I know how meaningful it is to read a different book of my subjects just for ten or twenty minutes per day, I started doing it, and believe me I feel how much I have improved in my vocabulary with those readings."

**\*Time Management: 6**

10b-“The entire experience has been amazing. It has been so much fun to watch the kids learn and listen to them read to me...Though I am anything but a morning person, I didn't mind getting up way early just to have little kids read to me. ...Given the chance, I would definitely love to volunteer for service-learning programs again.”

29a-“It took a while to realize that I really had time to volunteer an hour a week, but when I did I really enjoyed it.”

31a-“Once a week was the right amount of time, it didn't feel like it was too much and an hour still was enough time to get the experience of what service-learning is really about. Service-learning is not only about learning skills for yourself but really to help out in the community, in this case within the classroom.”

35a-“Over the course of the semester, I have heard a lot about the [service-learning requirement] taking so much time away from someone's day. I have definitely learned valuable time management skills with this added hour plus into my day. It is once a week, but during season it was once a week after practice, after lifting, before classes, and before studying. It became difficult to manage all that was happening, but it also showed me that I was capable of so much more than I thought I was. It is refreshing to give some time out of my day to not only enhance my days' worth but to help the children and volunteer at the school. If anything, the volunteering should make you feel better about yourself, not bitter because you 'had' to do it.”

40a-“Nothing but good has come out of [my service-learning experience] even though I felt overwhelmed at times during my season, I'm glad I took the time to go.”

57a-“The biggest translation was just the attendance and punctuality. This translates through needing to go to class and needing to be in class on time. I realized this one-day when a little girl walked up to me and asked why I was late. I realized in so doing, I'm letting them and myself down. ...In the classroom being in class and on time [my professors] might not be as forgiving as a little girl may be. I could end up costing myself a grade or worse. In light of this, I will be on time more and attend class a lot more often.”

**\*Career Goals Realized: 8**

4c-“I am excited to implement these things into a classroom of my own someday.”

5c-“Observing the teachers gave me great ideas that I may be able to incorporate into my future classroom. Being inside the classroom really excited me and made me that much more sure that being a teacher is my true calling in life.”

6c-“It was difficult to pay attention to every child who wanted to play with me. I see how this could be a difficult task to manage as an elementary teacher. This and other difficulties solidified my desire to teach secondary students.”

26a-“...[T]he time I spent volunteering [at the school] did end up teaching me about how I personally deal with challenging situations, the need for positive role models working with elementary-aged kids, and how my experience can help me achieve my personal, and professional goals. ...This experience will help me in the future because sometimes when you are in charge of a project you have many people needing your attention or help all at once. It is really important to have patience and be able to deal with people in a positive manner, even if the situation is frustrating.”

38a-“...I believe that helping people will be a lot easier on my part because I now see that people’s learning styles are very different. In another light, this experience not only will help me on the field, but off the field in the job spectrum by being able to help everybody with their problems. These teaching skills, especially if I am in the customer service portion of a job or I’m working in the front where I would experience a lot of problems or questions, would be very important in helping the customers. Being able to learn more about people’s personal way of learning will make me a better worker at my job.”

40a-“...I also do firmly believe this is a help in my academic enhancement. ...A big part of [my future profession] is putting yourself last and catering to other people’s needs. Helping other people is huge to me and from service-learning, which is exactly what I am doing. I like interacting with people and that is a big part of [the elementary school].”

52a-“Working with the kids [at the elementary school] has showed me that another reason why I want to join the law enforcement industry is so I can help keep and make the world a better and safer place. ...As a professional I still need and want to learn all the laws that have to do with kids. I think that kids are the future and if I’m able lot understand and explain how kids need to be treated, I can make the world a better place.”

60a-“The service learning program has been very fun and a great experience for me. I’ve learned a lot of things about how children act and how they react to certain things. I believe it has given me life skills that I can use when I have a family of my own. I’ve learned how to be a teacher to young kids and when I coach my little boys grid kids football team, the techniques I used in the classroom and recess I could also put forth on the football field.”

#### SERVICE-LEARNING PEDAGOGY “ETHIC OF SERVICE”

##### **\*Power of Reflection: 8**

30a-“Being involved in service-learning and being around these kids makes me truly happy, because it is the one time during my week where I can just relax, have fun, and not be judged. These kids remind me of what it is like to be free and innocent and to essentially do and say whatever they want without serious consequence. They bring back good memories of when I was younger.”

32a-“The kids grew so much in their abilities, but the best part was that I helped them accomplish this [reading] skill.”

35a-“In the end, doing things for other people and learning valuable life lessons along the way is something that cannot be given to anyone, it must be earned. Through my [service-learning] experiences, even something as small as sitting there as a support system for the little kids, is rewarding and has its own positive benefits to show in my life.”

36a-“Going to [the elementary school] on Friday’s and helping out with recess has been so beneficial to me, it’s been one of those experiences that you go into thinking that you know what to expect, but it’s the opposite [in the end]. There was so much more I did not expect by helping with the kids, it has been so fun thus far and I have really enjoyed my time at the school. The kids are so good hearted, and I have had a blast seeing them grow and to through different moments in life that I can still remember being a kid.”

41a-“I consider that it is very important the way that a person is aware about others, and this is one of the reasons that I learned a lot during my service experience at [the elementary school]. Therefore, being at [the elementary school] with the kids was really good for me, and I enjoyed it a lot. I feel that it helps me in the way that I am with others because I could remember how I used to be when I was a kid, so I could realize that it is good to have always a kid spirit inside me because kids are always enjoying the life without judging others.”

48a-“I had thought about what effects I would like to have on the kids, but not what effects this service-learning experience would have on me. Being able to step back and take a look at what has been gained by your experiences is a perspective not often examined by the mentor. By engaging with a different age group, it gives you a larger view of the community you live in, which enhances your civic learning. The patience and perseverance it takes to deal with kids that age is beneficial to one’s academic learning. Reflecting on this situation I can see that working with the kids has improved my patience; the next step is to be able to relate these skills when interacting with my peers and teachers.”

54a-“Kids are really changing my point of view on life and how precious it is. ...No matter what is going on in your life, stay true to who you are and always keep a smile in your back pocket because you never know when exactly you will need it. ...I hope I taught the children as much as they taught me, because at first I wasn’t happy here in Moscow. I didn’t really like the small town feel and various other things but when I went to start seeing the kids it made me realize why I am here and chose this place. It is very genuine and sincere and that’s something I want any one’s college choice to be. These children are incredible at this elementary school and if it wasn’t for them I probably would have been on a one way ticket back home but I understood why God made me see the things I see with these children, because this is where I belong. ...Although elementary school kids don’t have the

responsibilities that I have they still taught me to enjoy life carefree and there is nothing wrong with having some fun every once in a while with the people that you love.”

58a-“When I walk into the school, the smell of lunch brings me back to my old days...”

**\*Impact of Hands-On Learning: 11**

23a-“Another really rewarding part of the service learning was getting to help the kids learn to read. At first I kind of regretted not signing up for a more active thing like recess. But as the semester went on I was actually able to see these kids grow as students and perform better and better with the books they were reading. This was amazing to me and really reminded me of when I was still learning to read and made me realize how far I’d come. It also made me think of where these kids would go. I ended up being very happy with choosing to read with the kids.”

31a-“Helping in the community is rewarding for me, to help a young student with either their school work or even just tying their shoelaces, it brings a smile to their face as well as mine. Seeing them achieve success with their work is rewarding to me because I feel I have been a part of their successes and to see others achieving really is rewarding.”

34a-“You lose yourself so much you forget about everything, because you’re having so much fun. I was able to teach them something new and have fun at the same time.”

31a-“Service-learning has been an enjoyable experience, in which I feel that I have learned a lot, I’ve learned that authority, communication and patience are some of the essential skills to obtain not only within the classroom, but these skills are very useful in everyday life.”

37a-“This project was a great experience that taught me a lot about myself and also the community. It was a fun time that I enjoyed and missed once it was over. It showed me ways to learn life skills in a different environment besides the classroom. Hands on learning honestly did more for me than learning through lecture. It made me really see how I could help and how I need to follow directions.”

43a-“After attending [the elementary school] with the kids you get a warm feeling after every time you go. It makes you feel good to be able to make the kids laugh and have fun. I have gained a lot from this experience and I appreciate [the elementary school] allowing us to come spend time with their kids.

49a-“This experience also proved to me that not everything can be learned in the classroom. As a psychology major, it is important for me to see people’s reactions to different situations and scenarios. Behavioral Psychologists do not sit in classrooms or labs all day. They know in order to get the most accurate material they need to observe people in a neutral setting where they can allow their emotions and responses to naturally occur. Working outside of

the classroom can be crucial to anyone trying to strengthen their knowledge. Not everything needs to be taught in the classroom.”

51a-“Service-learning is a way to learn to deal with people as well as many other things through hands on experiences.”

55a-“I think the most important time I had to use patience was when I was reading to two little girls. One of them wanted me to read one book, and the other wanted me to read a different book. I explained that we had to take turns and everyone would get what they wanted. While I was reading one of the books one of the little girls wanted to play with my keys and it was hard to handle two kindergarten aged girls that didn’t want to do what we were doing. I had to stay patient with them and take my keys back and settle them both down. I don’t think the act of settling them down made them learn anything but I think being patient and explaining things to them did teach them. I learned patience when dealing with the situation, but they learned also. That is service-learning to me.”

56a-“I also feel like this experience...has also taught me how school has many different aspects to it. For example, having to go to [the elementary school] rather than just staying in the classroom. ...That will enhance my academically because it teaches me to be open to learning different, non-traditional ways. I can now take these experiences and learn from them.”

60a-“I have come to realize that kindergartners are smarter than you think. All year I worked with the kindergartners and I found out you can’t underestimate them. ...Some of those students really amaze me with how smart they are for their age. ...I’ve learned that kindergartners are always looking to be put in situations that could harm them really badly. They would ask me to pick them up and help them onto the monkey bars. I never did pick them up because it was one of the rules coming into our class. It hurt to see the sad faces when turning down the kids requests, but I really didn’t want to see a little kid get hurt...”

**\*Desire to volunteer in future: 5**

26a-“A lot of the student-athletes complain that this is an “added burden,” but I personally really enjoy working with younger kids...”

34a-“I walked away from this feeling great about myself, knowing that I helped someone at least for that one day and put a smile on their face was incredible. It makes me want to do this all the time...I learned more than I thought I was going to learn. This will stay with me for a long time and I’m so grateful that I had the chance to do this [service-learning].

46a-“I have learned so much by going to [the elementary school]. Some lessons I have already known but was just made more aware of them and others I learned how to deal with

new situations completely. I am so thankful to have been able to experience [the elementary school] and cannot wait to volunteer in the future.

50a-“I always looked forward to going to [the elementary school]. It was a great experience; it did me and [my fellow student-athletes] some real good. I’m really going to miss it when this year is over; maybe I’ll go back and volunteer again next year!

57a-“In the end I would always have some kid come up to me and ask if I would be back and through that I really saw I could make an impact in someone’s life. If we all took this attitude that through these volunteer activities we make others happy, we might all volunteer more, whether that be through an old folks home or even coaching a kids team. The little help could be a bright light in someone’s day.”

**\*Impact on S-L Partners: 5**

27a-“Overall, I think the service-learning that we are required to do is extremely helpful to the community. It will hopefully help the community to grow and expand.”

28a-“I noticed that a couple kids even seek out my approval, wanting me personally to star their work and to show me how they solved a problem...But even though they don’t recognize it, I appreciate their actions of acceptance. It makes me feel as though I am helping them...”

33a-“The needs of our community are with the obesity in children and that’s why I have been so intrigued to work with children and especially with kids when they are outside playing and getting active. I think I made a small impact. It starts with one child.”

44a-“The students really listen to the helpers that come to the school, which makes it a great help for us to be in the classroom. The teachers are able to devote more time to the students when college volunteers are there to help with handing things out, cleaning up, and getting set up for the next lesson. It feels great to be able to help out in a community that gives so much to me through the [university].

57a-“In the end I would always have some kid come up to me and ask if I would be back and through that I really saw I could make an impact in someone’s life. If we all took this attitude that through these volunteer activities we make others happy, we might all volunteer more, whether that be through an old folks home or even coaching a kids team. The little help could be a bright light in someone’s day.”

**\*Perception of Reciprocity of service: 9**

5a-“Overall, I really enjoyed my Service-Learning Project. Not only did I gain valuable knowledge and experience, I also got to spend time with great kids. It was something I will never forget and I hope to do again soon.”



23a-“I had no idea how giving just an hour a week could benefit both me and the kids so much.”

28a-“Looking back on [my experience] with these kids, I wonder what effect I had on them. I hope that I helped them learn even in a small way.”

32a-“The beginning of the semester, I looked at service-learning as just time to go and spend with children and help them with their own projects or problems. What I would learn is that I would be teaching myself lessons just as much as I would be teaching the children. I was a reading buddy for these children, but the way the children would reflect upon me was the amazing part.”

44a-“Service-learning at [the elementary school] was a very worthwhile experience. It was great to be able to give back to the community while learning about myself and applying what we learned in class to the outside world.”

49a-“I believe this type of learning is important because it allows us to see what an impact we have on young children and the surrounding community. I have never been involved in a community so supportive of the local university. It shows me that I need to show my appreciation for their support because it means a lot to see one of the kids I played with at my games. I feel like I need to give something back to them. Being able to hang out with them on a weekly basis is a neat way we can show our appreciation. ...I want the children to know what a great place the [university] is. If we continue to show our appreciation for the community's support, it will only influence them to continue to support us. This in turn will prove to them why they should continue to be involved with the university.

55a-“I think they call it service-learning but it doesn't feel like I am doing a service because it is really fun hanging out with the kids. I feel like sometimes I am learning just as much as the kids.”

57a-“I learned just to have fun, and let go. With running around with the kids I learned that this is needed every once and a while just to let go and relieve stress from our everyday lives. While growing up you tend to forget to enjoy the little things, but playing with the kids reminded me of the fun in simplicity and the little things.”

59a-“My [service-learning] experience has helped me grow from a person who participates in community service because it's an expectation into one who truly appreciates the impact of service (or lack thereof) can have on others. It might sound trite, but [this experience] has taught me that I do, in fact, make a difference.”

## **FUTURE RECOMMENDATIONS: 8**

23a-“I was able to help the students [at the elementary school], and I learned a lot about myself. I would definitely recommend doing service-learning to other students at [the university]. I hope everyone can benefit from it as much as I did.”

24a-“One suggestion that I have is to suggest that next year’s class participate in recess and [in the classroom]. That way they get to experience two difference environments and two different personalities of the same kids, as I have.”

26a-“I think it would be very helpful to communities nationwide if nearby universities had their student-athletes involved in elementary school classrooms. On a small scale, this could influence the kids to want to attend school so they could hang out with their older friend. On a larger scale, this could influence kids to make good choices in the future in regards to what direction they want to go in life, and could ultimately prevent some kids from making very life-threatening decisions. The way the kids look at me and wave when I walk into the classroom every Friday morning has made me realize how much they appreciate that I am there.”

27a-“I believe in the concept of service-learning and I definitely think it has a huge impact on a community...Service-learning matters greatly to the community because, after all, children are the next generation and the world’s future. In light of this learning, it would be best to continue the service-learning concept. I believe that service-learning is a very valuable way to reach out to children and steer them to the right path. All children need people in their lives that act as though they care. And I do think that everyone should give it a try.”

29a-“Service-learning is a great way to experience our local community. Not only is it a favor that is highly appreciated by the people around us, it gives us a chance to learn about ourselves and experience other parts of our community than the university campus. It’s a valuable experience I would recommend to everyone to try, even if it is only a few times.”

30a-“I feel that being part of a service-learning project is a necessary experience that all people, especially those in high school and college, should go through.”

47a-“This experience made me grow as a person and realize that helping someone out is very satisfying. I felt like I was a good role model to the children and they looked up to me whenever I came to the elementary school. I enjoyed doing this once a week and I learned that life is not all about me but we need to be looking to help others as well because it makes a person happy when they can help another out. I felt like this was a great thing to make the college students do every year because it makes us leave our comfort zone a little bit and go have fun with the young children and experience what service-learning is all about. I enjoyed this experience very much.”

55a-“In conclusion I thing that the experience of this semester doing service-learning was a very positive one. I think that having to do service-learning for the class made us learn and

teach. I think with how busy we are, none of us would have done service-learning [otherwise]. I think that having different times that we could all go in and do service-learning was really good. Although it was still hard to make most of the times, it did work in my schedule. I think service-learning is important for all young athletes to do and it should be mandatory for a class like [this one] in other schools. Everyone benefits from service-learning.”

#### TRAINING SESSION COMMENTS: 2

41a-“Since the first contact that I had with the school during the training session I could learn many things. First, I learned with the presentation about the “Dash” that life goes really fast, so I need to enjoy it, and do things that make a mark in others’ lives because at the end I am going to be remembered for the things that I may do during my life. Then, I learned from that session how significant the interaction will be that I will have with the kids [at the elementary school] because I am a good example of discipline and solidarity for the kids. I learned from there how important it is that a person reads, but even more when a kid reads because it marks a good habit in [the student]. I consider that these were the main things that I learned during the training session, and they had a strong impact on me. ...Since I know how meaningful it is to read a different book of my subjects just for ten or twenty minutes per day, I started doing it, and believe me I feel how much I have improved in my vocabulary with those readings.”

SA: “...[I had missed all three training sessions for our service-learning experience. When I was finally able to go to the elementary school, we began with a tour of the school, which took all of about three minutes, and walked up to Mrs. Steele’s office]. Within thirty minutes we had learned all the guidelines and expectations that the elementary school expects of us as service-learning students and student-athletes. We also saw many members of the staff, ret the school motto and mission statement, and learned about the [secret handshake] that the kids do instead of a high five. A lot of it seemed to be common sense but I realized that many of us that will go to do this service-learning will not have had any experiences with kids before, that it was easier to break it down for everything than to send us loose to figure it out on our own. [The volunteer coordinator] expressed to us how much the kids love us being there and working with them, and how much of an impact we have on their day. Overall, it was a straightforward and rewarding training. It was nice to get into the school and see where I would be spending time with the kids. I can’t wait to get involved and start my reading buddy time!

## Appendix CC. Student Narrative Emergent Themes

### Service-Learning Pedagogy: “Ethic of Service”

PERSONAL GROWTH	ACADEMIC GROWTH	CIVIC GROWTH
<b>Moral Values</b>	<b>Moral Values</b>	<b>Moral Values</b>
Empathetic Encourager	<i>Patience</i>	Responsibility to self/others
Moral growth-sensitivity		Respect
<i>Patience</i>		<i>Patience</i>
<i>Compassion</i>		
Passion		
<b>Social Values: Leadership Identity Development</b>	<b>Social Values: Leadership Identity Development</b>	<b>Leadership Identity Development</b>
Service above Self	Power of reflection	Peer Awareness-“the other”
Leadership		Relationships
Role modeling		Mentoring
<b>Social Values: Life skills</b>	<b>Social Values: Life skills</b>	<b>Social Values: Life skills</b>
Overcoming Difficulties	Discipline-Classroom	Desire to volunteer in future
Parenting skills	Impact of Hands-on Learning	Impact on S-L Partners
Awkward with kids/adults		Reciprocity of service
		Nationalism
Self-Discipline	<i>Time Management</i>	Civic Awareness
<i>Time Management</i>	Study Skills	<i>Time Management</i>
Communication	Career Goals Realized	Community Connections
	Academic Enhancement	
	Learning Styles-others	
	Learning Styles-self	

**\*Ethic of Service: Ethic of Care & Ethic of Justice Impact on Service-learning students**

**Moral Values:**

**Ethic of Care** (compassion, caring, respect, responsibility, empathy, trust, etc.)

**Ethic of Justice** (justice as fairness)

**Social Values:**

**Leadership Identity and Life Skills** (communication, self-discipline, peer awareness, relationships, mentoring, time management, study skills, etc.)

## **Appendix DD. Exemplary Student Reflection Narrations**

### ***Final Service Learning Reflection 1:***

#### **INTR 204 SERVICE-LEARNING ASSIGNMENT 4**

The service-learning experience was a great opportunity to volunteer within the community and work with young children. This experience has taught me a lot and I will take what I learned and apply it to my everyday life. Everything from personal growth, civic learning, and academic enhancement has occurred during my time at [the elementary school] elementary.

I am honestly not the type of person who goes out and volunteers at an elementary. Having this as a requirement really made me think twice about how I felt before. At [the elementary school], I was really able to embrace my strength as a role model and attend to the kids as a leader, an aide, as well as a friend. On the first day, I was able to help the kids out with opening their milks and answer any questions they had. I am not sure if they had me open their milks so they can get my attention to ask me things, but I was more than welcome to give them a hand. They asked me questions to find out who I was, why I was there, and if I played football. I remember thinking, “Why do kids talk so much?” but came to realize that this is who I use to be and this was just a bunch of curiosity that is normal in children. I really hope that I inspired these kids in one way or the other. If it was something small such as putting a smile on their face, to getting better grades in class, or even influencing them to become great athletes, then I will be very satisfied. Over the course of this experience, I can clearly see how I have grown personally. As I have mention, I am not the person to volunteer at certain locations. This experience gave me the confidence to inspire people and help out in the community. Along with being a great role model to my kids, I am happy that I got the chance to work with the children and [the elementary school] elementary.

Along with personal growth, I have learned a lot about helping out in the community. I have learned that helping out in the community can really come a long way. It really makes a person feel good on the inside for know that they helped out in some way. In succeeding with this volunteering, I was able to help the kids realize that there is more to life in the days to come. I hope to have made them realize that lending a helping hand can really brighten someone's day and make the community more tighter and better place to be. This is where I realize that "paying it forward" is a real thing and should be put into effect every day.

Last but not least, this experience has encouraged me to do better in school. Seeing these children exceed in school really encouraged me to do better myself. With this service-learning experience, I am able to compromise better in my classes and realize how important it is to have an education.

In conclusion, I really appreciate having the opportunity to be a part of this service-learning experience. I was really able to learn a lot from these kids as well as from this experience in general. Gaining personal growth, civic learning and academic enhancement was very well worth it. I learned that volunteering can really help one realize how important it is to go out and be a positive role model in the community. I learned this when I was able to make the children laugh and brighten their day. I believe this matters because volunteering in the community can boost ones confidence and help a person succeed in life. In light of this learning, I can take pass on my knowledge and help someone else to exceed their expectations of life.

***Final Service Learning Reflection 2:***

**INTR 204 SERVICE-LEARNING ASSIGNMENT 4**

I have taken a journey of a lifetime this semester by being able to take part in the

service learning at [name withheld] elementary school. In the beginning of the semester when we had been first introduced to the assignment I can honestly say that I was not looking forward to having to go put service hours in every week as a part of my grade for the class. It was amazing when I stepped into the doors for the first time how much I was taken back and sent down memory lane. In one trip to the school my attitude was changed and when I left I was able to change my mind set from doing the service hours as an assignment to doing the service hours as an experience that would help me to learn, grow, and impact my life in little ways.

From going to [the elementary school] I was able to learn quite a few things from this experience. For one I learned from being around the children once a week that I want to be a teacher. I have always wanted to be a teacher and right before I got to Idaho I changed my mind and decided to enter into another major. Being around the little kids helped remind me of a passion I have for wanting to teach. This experience was one of the most important lessons that I was able to learn because being at [the elementary school] has helped to put me back on track in my life with what I want to do for my degree and what I want to do when I get done with [my sport]. I would not have discovered this if I did not do service at [the elementary school] every week. [This experience] has reminded me of the little things that I have forgotten at times in my life like patience, service, selflessness, fun, smiles, and just the little things that make up life. Children seem to have no cares in their life and seem to remind you how to be happy.

I had many fun and cute experiences with the children. Some of these experiences include swinging children on the swing sets, playing tag, and looking for a lost tooth that fell out of a little girl's mouth on the playground. In the classroom I was able to get a little bit of

a teaching experience. I was able to help the children with learning their alphabet by using flash cards; we colored, and sang songs. It was really fun to just sit down with the children and have conversations with them. They loved to talk about everything that was going on in their life.

Doing the service learning has made me a better member of the [surrounding] community. I feel as though I have been able to give back to this community by giving my time at [the elementary school]. Serving others is a perfect formula that I feel as though everyone needs to add and include into their life. By going to [the elementary school] I hope that I have inspired the children to strive for their dreams and do all they can to accomplish their goals. By taking the time to serve it has helped me to plan my time and schedule better. It has also helped me out academically because I feel as though now I am more willing to offer myself up to do what someone needs when they need some extra help.

[This] has been such a great and amazing experience. Service learning has been. It has helped to pave a new road for me, and has helped to open up my eyes to a lot of new things. I think that being an athlete we seem to get caught up in the athlete world a lot of the time. This world is literally a bubble that does not really expand beyond the [athletic venue]. By taking part in service learning, at least for me, this opportunity gave me the chance to step out beyond the athletic world here on campus and try something new that has started a ripple effect of service in me. With all these experiences at [the elementary school] I have caught a bug of service. I find myself willing to help and do the little things a lot more now that I used to not take the time to do. Visiting the children every week was my get away from my busy life as an athlete. I have truly become a better person through service learning. My [service-learning] experience has helped me grow from a person who participates in



community service because it's an expectation into one who truly appreciates the impact of service (or lack thereof) can have on others. It might sound trite, but [this experience] has taught me that I do, in fact, make a difference.

## Appendix EE. MMO Descriptive Statistics

MMO-2 Descriptive Tables by Time

(not Group or Gender)		
Variable	M	sd
MMO-2		
Care-Pre	78.39	8.20
Care-Post	79.43	8.34
Care Difference	1.04	
Justice-Pre	83.69	7.65
Justice-Post	83.25	8.41
Justice Difference	-0.44	

MMO-2 Descriptive Tables by Group

Variable	Control*		Intervention	
	M	sd	M	sd
MMO-2				
Care-Pre	78.02	8.20	78.65	8.99
Care-Post	78.73	8.34	79.95	8.54
Care Difference	0.71	0.14	1.30	-0.45
Justice-Pre	84.33	5.45	83.23	8.93
Justice-Post	84.48	7.49	82.35	8.97
Justice Difference	0.15	2.04	-0.88	0.04

MMO-2 Descriptive Tables by Gender

Variable	Control			Intervention		
	Pre	Post	(Diff)	Pre	Post	(Diff)
	M	M		M	M	
MMO-2						
Care-Males	76.36	77.94	1.58	76.33	77.83	1.50
Care-Females	81.67	80.47	-1.20	80.58	81.72	1.14
Justice-Males	84.58	84.42	-0.16	81.67	80.77	-0.90
Justice-Females	83.80	84.60	0.80	84.53	83.67	-0.86

\*=SERVICE-LEARNING

Control Group n = 48

(15 females, 33 males)

Experimental Group n = 66

(36 females, 30 males)

## Appendix FF. CSAS Descriptive Tables

CSAS Descriptive Tables by Time		
(not Group or Gender)		
Variable	M	sd
<b>CSAS</b>		
Normative Helping Attitude-Pre	11.56	1.81
Normative Helping Attitude-Post	11.71	1.99
(Difference)	0.15	
Cost-Pre	6.61	1.50
Cost-Post	6.47	1.79
(Difference)	(-0.14)	
Benefit-Pre	<b>19.66</b>	<b>3.23</b>
Benefit-Post	<b>19.78</b>	<b>3.30</b>
(Difference)	<b>0.12</b>	
Seriousness/Intention to Serve-Pre	<b>18.62</b>	<b>2.70</b>
Seriousness/Intention to Serve-Post	<b>19.66</b>	<b>2.82</b>
(Difference)	<b>1.04</b>	
S-L Awareness/Empathy-Pre	<b>20.31</b>	<b>2.69</b>
S-L Awareness/Empathy-Post	<b>21.21</b>	<b>2.98</b>
(Difference)	<b>0.09</b>	

Significant difference ( $p < 0.05$ ). Bold typeset are significantly different.

CSAS Descriptive Tables by Group

Variable	Control Group			Intervention* Group			Btw-subjects effects
	M	(diff)	sd	M	(diff)	sd	
<b>CSAS</b>							
Normative Helping Attitude-Pre	11.31		1.82	11.74		1.81	
Normative Helping Attitude-Post	11.43	0.12	2.16	11.92	0.18	1.86	
Cost-Pre	6.52		1.49	6.35		1.54	
Cost-Post	6.35	-0.17	1.54	6.56	0.21	1.97	
Benefit-Pre	<b>18.69</b>		<b>3.14</b>	<b>20.38</b>		<b>3.14</b>	
Benefit-Post	<b>18.58</b>	<b>-0.11</b>	<b>3.32</b>	<b>20.65</b>	<b>0.27</b>	<b>3.03</b>	<b>p=.002</b>
Seriousness/Intention to Serve-Pre	<b>17.79</b>		<b>2.53</b>	<b>19.23</b>		<b>2.69</b>	
Seriousness/Intention to Serve-Post	<b>18.56</b>	<b>0.77</b>	<b>2.87</b>	<b>20.47</b>	<b>1.24</b>	<b>2.52</b>	<b>p=.001</b>
S-L Awareness/Empathy-Pre	<b>19.67</b>		<b>2.25</b>	<b>20.79</b>		<b>2.90</b>	
S-L Awareness/Empathy-Post	<b>20.37</b>	<b>0.70</b>	<b>2.80</b>	<b>21.83</b>	<b>1.04</b>	<b>3.00</b>	<b>p=.019</b>

\*=SERVICE-LEARNING

Control: n = 48 total (33M, 15F)

Intervention: n = 66 total (30M, 36F)

CSAS Descriptive Tables x Gender

Variable	Control Group			Intervention Group*			Btw- subjects effects
	Pre	Post	(Diff)	Pre	Post	(Diff)	
	M	M		M	M		
CSAS							
Normative Helping Attitude-Males	<b>10.94</b>	<b>10.94</b>	<b>0.00</b>	<b>11.47</b>	<b>11.67</b>	<b>0.20</b>	
Normative Helping Attitude-Females	<b>12.13</b>	<b>12.53</b>	<b>0.40</b>	<b>11.97</b>	<b>12.13</b>	<b>0.16</b>	<b>p=.009</b>
Cost-Males	<b>6.81</b>	<b>6.24</b>	<b>-0.57</b>	<b>6.70</b>	<b>7.03</b>	<b>0.33</b>	
Cost-Females	<b>5.87</b>	<b>6.60</b>	<b>0.73</b>	<b>6.06</b>	<b>6.17</b>	<b>0.11</b>	<b>p=.035</b>
Benefit-Males	18.61	18.21	-0.40	20.07	20.10	0.03	
Benefit-Females	18.87	19.40	0.53	20.64	21.11	0.47	
Seriousness/Intention to Serve-Males	17.42	17.94	0.52	19.10	20.20	1.10	
Seriousness/Intention to Serve-Females	18.60	19.93	1.33	19.33	20.69	1.36	
S-L Awareness/Empathy-Males	<b>19.67</b>	<b>20.00</b>	<b>0.33</b>	<b>20.33</b>	<b>20.93</b>	<b>0.60</b>	
S-L Awareness/Empathy-Females	<b>19.67</b>	<b>21.20</b>	<b>1.53</b>	<b>21.17</b>	<b>22.58</b>	<b>1.41</b>	<b>p=.026</b>

\*=SERVICE-LEARNING

Control: n = 48 total (33M, 15F)

Intervention: n = 66 total (30M, 36F)