STUDENT PERCEPTIONS OF REQUIRED VOLUNTEERISM

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ABSTRACT OF APPLIED PROJECT

An applied project submitted in partial fulfillment

of the requirements for the degree of

Education Specialist at Morehead State University

by

Ann L. Denton

Committee Chair: Dr. Lee Willam Nabb

Assistant Professor of Education

Morehead, Kentucky

2019

STUDENT PERCEPTIONS OF REQUIRED VOLUNTEERISM

Director of Applied Project: _____

The applied project sought to gain insight into student perceptions of required

volunteerism in the context of coursework. The study included classes at a mid-sized

southeastern community college and occurred in a single semester. The study was

qualitative in nature and utilized focus groups and the analysis of reflective assignments

to gather data. The collected data was analyzed using Butin's (2010) perspectives of

service-learning and Clary and Snyder's VFI motivations. At the time of the study, there

was no campus office devoted solely to service-learning. Prior research in the field

showed that students made social gains (Bacter & Marc, 2016; Kyriacou & Kato, 2014;

Anotni, 2009; Agostino, 2010), gains in course content comprehension (Colvin & Tobler,

2013; Holdsworth & Quinn, 2011), and had the potential to reinforce or sometimes alter

career plans (Moore, Warta, & Erichsen, 2014: Jinranek, Humm, Kals, Strubel, &

Wehner, 2013). Data from this study found both social gains and an increased

understanding of course content. Major themes that emerged in addition to these

findings included skill building and possible obstacles to the completion of required

volunteer hours by participating students. One participant experienced a change in

career plans

Accepted by: _____, Chair

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APPLIED PROJECT

Ann L. Denton, Master of Science

Graduate School

Morehead State University

2019

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ProQuest Number: 13865469

ProQuest 13865469

Accepted by the graduate faculty of the College of Education,

Morehead State University, in

partial fulfillment of the requirements for the

Education Specialist Degree

_____
Director of Applied Project

Applied Project Committee:

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Date

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To Matt, Caleb, Owen, Mom, and Dad. This wouldn't have been possible without your love and

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Chapter 1: Introduction

As colleges and universities seek to engage students, strategies such as service learning and volunteering have become two ways to engage students and enrich the curriculum. Kramer, Lewis, and Gossett (2013) note that "the expectation is that requiring students to volunteer will further show individuals how they can help others in their community and will encourage these people to continue their volunteering efforts after graduation" (p. 298). Compulsory volunteer hours or projects could be perceived by students in several ways and could potentially impact academic and career choices. In addition to being a curricular strategy, service learning has become a means for colleges and universities to engage with the local community. Bastedo (2011) notes "service learning has emerged as an identifiable and legitimate mode of inquiry, with applications across the fields of study and it serves as a demonstration of the university's commitment to public service" (p. 425).

Bringle and Clayton (2012) state "at its best, the enhancement of a course with community service incorporates the full participation of students and community members as coeducators, colearners, and cogenerators of knowledge" (p. 101). Bringle and Clayton (2012) include both short and long-term community-based projects within the parameters of service learning with the caveat that organizations should be partners in the development of projects. The need for critical reflection is highlighted in order to foster in-depth reflection allowing students to gain a better understanding of the problems they encountered over the course of the project (Bringle & Clayton, 2012).

This study has sought to understand these potential impacts, specifically in the context of the community college. As Kisker, Newell, and Weintraub (2016) note, "community colleges have a substantial ability to influence students' civic outcomes" (p. 107), which underscores the

importance of considering this population. This research centered on the main campus of

Bluegrass Community and Technical College (BCTC) in Lexington, Kentucky.

Presently, there is not a campus office designated for the purposes of service-learning

projects. However, some instructors choose to include service as a graded component of their

coursework. In the context of this study, service hours are generally carried out by the individual

student and may be completed at a non-profit organization of his or her choosing. While some

courses require that the volunteer work be related to the subject matter of the course, this is not a

standard practice. In accordance with Butin (2010), because this is not a singular, sustained

project, volunteering was utilized to describe the hours the students completed.

In order to gain a better understanding of how required volunteering impacts community

college students, this study focused on one question: How do students perceive volunteerism as a

college course requirement in terms of whether and how it affects academic and career plans?

To answer this question, focus groups were utilized. The answers to the questions provided

valuable insight to administrators seeking to institutionalize service learning at the community

college as well as faculty seeking to incorporate it into their curriculum. Courses utilized in the

study included two different Geography courses (GEO160 and GEO162) and GEN140, a

Leadership Studies course. All three of these courses fall into the Social Behavioral Science

category for BCTC students. Each will fulfill three of the required hours in this area for

students.

This study was viewed through the framework of Butin's (2010) perspectives on service

learning and of motivations for volunteering. Utilizing the 1993 Volunteer Functions Inventory

(VFI) created by Clary and Snyder was beneficial because this inventory identifies motives

including: values, enhancement, social, career, protective, and understanding motivations

(Musick, 2008). Values-oriented motives focus on volunteering as an action, and the benefits it generates, while an enhancement motivation focuses on learning about people and places throughout the educational experience (Musick, 2008). By contrast, social motives are focused on fit with groups while career motives are focused on networking and resume enhancement (Musick, 2008). The protective motive is focused on resolving personal conflicts and issues and the understanding motive is focused on the growth of the volunteer as a person (Musick, 2008).

Utilizing both Butin's (2010) perspectives and the motivations as defined by the VFI will provide a holistic picture of mandatory volunteering in the classroom context. Butin's perspectives provided insight as to how they perceived the actual experience. Looking for patterns related to the motives outlined in the VFI provided further information on what motivates students to volunteer. Understanding both the perspective and the motive provided holistic view regarding how community college students perceive mandatory volunteering or service-learning activities.

Data from the study provided information on the perspectives through which students viewed the required volunteer hours. It also showed overarching themes related to relationship both in and out of the classroom, as well as how the students related the volunteer experience to both their understanding of course content and their future plans. The data showed that students did not consider their major or academic plans when selecting an organization for their assigned volunteer hours. While one student did change her major during the project, career exploration was not her intent. Though participants did not use the volunteer hours for academic exploration, most expressed that they enjoyed the assigned hours, and some planned to volunteer in the future. Data collected showed that some students utilized their volunteer assignment to continue work with groups where they are existing volunteers. Most students also felt that the

assignment aligned well with course content with the exception of one student who did not feel that the volunteer assignment fit within course curriculum.

This chapter briefly reviewed the possible benefits of service-learning and volunteer work in higher education. Additionally, the state of service-learning and required volunteer hours in its current form at BCTC were discussed. The next chapter will focus on literature related to required volunteer hours and service-learning projects. The literature focuses on the potential benefits and pitfalls of service-learning for participating students. Further, the literature discusses student perception of required volunteer ours in the context of a college course.

Chapter 2: Review of Literature

A great deal has been written regarding the role of service-learning and volunteerism in higher education (Butin, 2010; McIlraith, Lyons, & Munck 2012; Altbach, Gumport, & Berdahl, 2011; Cohen, Brawer, & Kisker, 2014; Pascarella & Terenzini, 2005). The central question in this study is as follows: How do students perceive volunteerism as a college course requirement in terms of whether and how it affects academic and career plans?

The effects on various aspects of student development have been documented, however, most of the research centers on students and alumni of four-year colleges and universities. Pancer (2015) contends "that if a student attends a school with a strong norm of civic participation, in which the majority of the student body believes that civic engagement is important, then that student will endorse and then internalize that belief" (p. 48). A qualitative study conducted by Bacter and Marc (2016) found that students benefited from their volunteer experience, specifically, that participants not only had social gains, but also viewed volunteering as a way to learn about themselves and about taking action.

It is important to note that some students who volunteer may have been influenced by the opinions and actions of family members, specifically parental figures, before participating in such activities themselves. Perks and Konecny (2015) conducted a study to determine what impact parental volunteer activities had on students. The total sample was 11,844 individuals who participated in a Canadian study about volunteer action (Perks and Konecny, 2015). Participants with at least one parent that volunteered during their pre-college years were more likely to volunteer on both a formal and informal basis, and to be involved with more organizations than participants with non-volunteering parents (Perks and Konecny, 2015). Such information is important to educators working with students in a service-learning context.

Understanding the preconceptions and attitudes that students have related to volunteer work can provide guidance to instructors seeking to continually provide meaningful service-learning and volunteer experiences to students. Results also showed that volunteer activity decreased with age, specifically among participants over the age of 65 (Perks and Konecny, 2015). While this information may be useful to institutions that enroll primarily traditional students, it is noteworthy for institutions like community colleges that may have student bodies with a large percentage of non-traditional learners.

Students may also be limited in their ability to volunteer for a number of reasons, not least of which may be related to socioeconomic status. A study by Shu-Chun, Chen-Ling, Yi-Chang, and Bi-Kun (2011) found socioeconomic status to be a predictor of the ability to volunteer at will. Specifically, participants with less wealth were not able to volunteer as consistently as frequently as their wealthier counterparts (Shu-Chun, Chen-Ling, Yi-Chang, & Bi-Kun, 2011). This information is important in the context of postsecondary education, especially in the case of working students. Students attempting to balance school and a job may have less time available to participate in service-learning or volunteer activities. These findings may also be relevant when considering the volunteering interests and capabilities of community college students specifically.

Moore, Warta, and Erichsen (2014) conducted a quantitative study of 406 students at a single institution to learn more about their volunteering habits in the context of higher education, specifically seeking information on motivation and the influence of religious beliefs. Most students noted pre-college volunteering, and over 60% of participants reported volunteering an average of four hours a week. Participants most frequently volunteered in health-related settings, but educational, child, and poverty related organizations were also commonly listed (Moore,

Warta, & Erichsen 2014). The most frequently noted reasons for volunteering were values such as altruism, and understanding, which encompasses learning experiences (Moore, Warta, & Erichsen, 2014). Similarly, a study of over 4,000 students across five countries sought to learn the motivations of both volunteer and non-volunteer students. While volunteers were more motivated by altruism, non-volunteers ranked instrumental motivations, such as the use of volunteering on a resume or application for a university, higher than their volunteering peers (Smith, Holmes, Haski-Leventhal, Cnaan, Handy, & Brudney, 2010).

Students may have many reasons for volunteering. A study by Kyriacou and Kato (2014) sought to learn the reasons why students volunteer. This study utilized a sample of 257 students from England and Japan, who completed a Likert-type survey related to reasons for volunteering (Kyriacou & Kato 2014). The findings indicated some similarities and some differences in motives for British and Japanese volunteers. Participants rated helping others, the enjoyment of the activity, personal development, and opportunity to help people in adverse situations highly (Kyriacou & Kato, 2014). Other items ranked as very important by British participants included a reinforcement of career plans and skill development (Kyriacou & Kato, 2014). By contrast, Japanese participants ranked societal improvement and socialization highly as reasons to volunteer (Kyriacou & Kato,2014). While the study was small, it demonstrates the variety of reasons students have for volunteering across different cultures.

The motives that students choose to volunteer may be intrinsic or extrinsic. Antoni (2009) conducted a study to understand whether motives for volunteering were ultimately intrinsic or extrinsic; additionally, information on the social impact of volunteering was sought. Database data was used to collect information on a sample of 290 volunteers participating in 45 different organizations (Antoni, 2009). Collected data came from a 64-question survey with

questions related to the overall volunteer experience. Results of the survey indicated a positive social impact with most participants indicating they had met at least one person through their volunteer work (Antoni, 2009). Half of the participants who made new friends volunteering would trust them with tasks such as housesitting or babysitting (Antoni, 2009). Despite the positive social impact, volunteers rated social recognition as the least important aspect of the volunteer experience (Antoni, 2009). Generally, volunteers rated intrinsic reasons more highly than extrinsic reasons for volunteering, and in turn "intrinsic motivations to volunteer positively affect the formation of relational networks involving the volunteer and people met through the association characterized by a high degree of familiarity" (Antoni, 2009, p. 367). While volunteers may have intrinsic reasons for volunteering, there may be unintended, positive social impacts that go along with such activity.

Research within the last five years shows that students have made gains in their understanding of course content (Colvin & Tobler, 2013), social capital (D'Agostino, 2010), and civic engagement (Cole & Zhou, 2014). According to the findings of Jiranek, Humm, Kals, Strubel, and Wehner (2013) understanding that includes learning opportunities in the VFI definition was positively related to volunteering within social agencies. Additionally, service learning was found to have long-term impacts related to philanthropic generosity (Olberding, 2012). Holdsworth and Quinn (2011) noted that "Understanding the world in which they are engaging requires students to have better knowledge and better analytical tools, which the university should seek to provide" (p.402). Holdsworth and Quinn (2011) highlighted the potential academic gains as a reason to include volunteering within academic disciplines. The duration of volunteer or service-learning experiences varies on a case by case basis. While some projects only last for the semester in which students are engaged, other institutions form

lasting relationships with community agencies and engage in long term service-learning with these organizations. Butin (2010) noted two institutions that have formed such partnerships. Temple University hosts the Inside-Out Prison exchange program which engages students of the university with incarcerated students (Butin, 2010). The content of the course is related to criminal justice focusing on the criminal justice system, restorative justice, and ethics with all students completing the same coursework (Butin, 2010). Butin (2010) contends "working *with*, rather than working *for* the incarcerated men offers undergraduates authentic and intentional pedagogical encounters that force students to make explicit their assumptions on prisons, crime, and punishment and analyze them" (p. 58-59) while also allowing incarcerated men to advance their education goals. This program has been in place for more than ten years maintaining an ongoing partnership between the university and the community (Butin, 2010).

The second program that Butin (2010) noted is hosted through a political science course at Franklin and Marshall College. The course focuses on legal issues related to asylum seekers in the United States (Butin, 2010). Students involved in this course work closely with detainees seeking asylum and the obstacles they face; specifically, the students assist in research related to actual cases (Butin, 2010). Conducting such research exposes students first hand to important concepts in the political science field such as immigration policy, human rights theory, and the climates of the countries the detainees are from (Butin, 2010). Of the twenty-eight cases that students have assisted with, six have been granted asylum with more cases being appealed (Butin, 2010). Students involved in the course had jarring experiences including visits to the prison and being provided with false information by individuals seeking asylum (Butin, 2010). Maran, Soro, Biancetti, and Zanotta (2009) interviewed a total of 603 volunteers for the 2006 Olympic games. Interviews were conducted in two separate occurrences; the first group of 451

included participants from other countries and the second group of 152 was comprised solely of

local participants, all of whom were college students (Maran, Soro, Biancetti, & Zanotta, 2009).

One participant noted that volunteering has educational benefits related to self-knowledge while

others noted the experience as potentially beneficial in future career settings (Maran, Soro,

Biancetti, & Zanotta, 2009). Participants also noted some difficulties in their volunteer

experience. Some noted that their schoolwork made it difficult to make time for more regular

volunteering (Maran, Soro, Biancetti, & Zanotta, 2009). Specifically, participants viewed

volunteer work as an educational opportunity, but also as an opportunity to participate as a

citizen. Maran, Soro, Biancetti, & Zanotta (2009) found that in some cases, a volunteer

experience may influence a student to change his or her academic program of study and career

plans.

A study by Coulter-Kern and his associates (2013) focused on the understanding gained

by undergraduate psychology students participating in a service-learning project that required the

administration, scoring, and discussion with high school students on two different career

assessments. The sample consisted of 14 students in two classes, of which all but one were

female (Coulter-Kern, et al, 2013). Students received information in their courses related to

career assessments as well as how to score the assessments that would be utilized in the service

learning project. Participating students interacted with undecided high school students on a

college visit day. Participants administered and scored the assessments and then met with

students for feedback related to the instruments (Coulter-Kern, et al, 2013). A posttest

administered two weeks after the event showed that students who participated in service-learning

had a greater understanding of the assessments that were utilized than their peers who did not

participate (Coulter-Kern, et al, 2013). Coulter-Kern and his associates (2013) posit that this

increased understanding could be related to extra time spent reflecting on and reviewing

assessment materials, thus increasing their impact. While not directly related to the study, it is

noted that a number of students expressed that the service-learning experience was enjoyable,

with one participant completing an internship in a college career center (Coulter-Kern, et al,

2013).

In addition to enhancing learning outcomes, service learning can also engender a sense of

belonging within a community. Hoffman (2012) conducted a qualitative study of 85

undergraduate psychology students, drawing data from a two-page reflective assignment. For

the study, participants were assigned ten hours of volunteer work and the aforementioned

reflective assignment (Hoffman, 2012). Student assignments noted feelings of purpose and

reward based on their volunteer work (2012). Additionally, students noted a deeper

understanding of "members from different ethnic backgrounds and groups of people with whom

they typically had little contact" (Hoffman, 2012, p. 50). In general, students indicated feeling

more connected to their local community as a result of the volunteer hours they completed.

Many students noted a desire to continue the volunteer work they began in the course (Hoffman,

2012).

Burke and Bush (2013) sought to determine whether the service-learning experience was

considered beneficial by students, and if students were more satisfied with both their

undergraduate education and major. The mixed methods study included a sample of 54

respondents in a Criminal Justice program at a single institution (Burke & Bush, 2013). In

general, participants had a GPA above 3.0 and were enrolled full-time in coursework; the

majority were female and Caucasian (Burke & Bush, 2013). Per survey results, students who

had participated in service learning coursework were more likely to participate in volunteer work

than their peers who had not taken such courses (Burke & Bush, 2013). Time was a significant factor in this study; participants noted that time often prevented students from taking part in a variety of events, including volunteering (Burke & Bush, 2013). Students who took service-learning coursework noted that the service learning experience was beneficial both in terms of their major and the undergraduate experience as a whole (Burke & Bush, 2013). Burke and Bush (2013) found that issues related to time and extracurricular responsibilities may prevent students from participating both in service-learning coursework and extracurricular volunteer activities.

The experiential nature of service learning can generate feelings and emotions in participants. Carson and Domangue (2013) conducted a qualitative study of 42 students participating in a service learning program designed to benefit young people impacted by hurricanes. Students involved in the service learning project devoted approximately an hour a day, four days a week to this project. Data for the study came from reflective journals and activity reflection forms (Carson & Domangue, 2013). While some students found the work on the project to be emotionally fulfilling, others felt it was more of an obligation and a strain. Data also showed that participants alternated between positive and negative emotions regularly (Carson & Domangue, 2013). Among the emotions and feelings referenced by students, Carson and Domangue (2013) note "anger, frustration, sympathy, inspiration, happiness, sadness, gratitude, excitement, shame, admiration, anxiety, and compassion" (p. 147). These researchers further posit that the social nature of service learning also makes it an emotional experience for participating students. Data showed that negative emotions were related to unfamiliarity and a disconnect between the expectations and realities of community. In general, students noted more positive emotions and feelings than negative with excitement occurring when expectations are exceeded (Carson & Domangue, 2013).

Service-learning can impact many facets of a student's life, including his or her spirituality. Barrett (2016) conducted a mixed methods study of 272 students participating in Boston College's PULSE service-learning program which requires 10-12 hours of service learning per week, related to a six-hour philosophy and theology course focused on "how to build a just society and what responsibility individuals may have towards the common good" (Barrett, 2016, p. 117). Of the participating students, 11 participated in interviews after quantitative data was collected (Barrett, 2016). Collected data showed spiritual growth with close to 80% of respondents noting some level of spiritual growth; the data also showed that most participants experienced positive spiritual growth through the PULSE program (Barrett, 2016). Participants who were interviewed noted that the program reinforced their beliefs and highlighted their connections within the community; this group also noted a commitment to continuing with service (Barrett, 2016). Another outcome of this study was the finding that just over half of the students who were interviewed struggled with their spirituality because of the experiences they had in the PULSE program (Barrett, 2016). While the study was single institution in scope, it shows that service-learning can impact students on a spiritual level with positive and negative outcomes.

Students may have a limited amount of time to devote to service-learning. Hou and Pereira (2017) conducted a study of 87 graduate students in the field of public health and garnered information on time and effort as related to service-learning projects. A unique aim of this study was the piloting of a service-learning assessment consisting of twelve questions and titled *Service-Learning Self-Efficacy Program Development and Implementation* (SL-SEPDI) (Hou & Pereira, 2017). Additionally, participating students completed the Service-Learning Belief Inventory (SLBI) which comprises nine questions (Hou & Pereira, 2017). This is

particularly noteworthy as much of the research on service-learning comes through qualitative research methods rather than quantitative. Students taking the targeted course received instruction on the development and implementation of programs, and service-learning was included in course content (Hou & Pereira, 2017). Students were not restricted in program type, however, the developed program had to be related to the public health field and students needed to work with community organizations to pilot the programs they designed (Hou & Pereira, 2017). In terms of effort, participants were divided almost evenly into thirds with some committing more time than expected, some committing less time than expected, and another third meeting the expected hours for the service-learning project (Hou & Pereira, 2017). The clear majority of participants noted that they would be interested in taking other courses with service-learning components (Hou & Pereira, 2017). While there was no noticeable difference in their comprehension of course content, participants also noted a closer relationship with the course instructor (Hou & Pereira, 2017).

Some research finds that not all students view required volunteering favorably. Holdsworth and Brewis (2014) found that students "resent being told to volunteer, especially, if this compulsion is tied to a specific aim, such as getting a job…" (p. 215). A study by Kramer, Lewis, and Gossett (2013) found that students who were required to volunteer viewed volunteering less favorably at the end of the term than they did at the beginning. Additionally, the data showed that students who were angry about the assigned volunteer hours are also less likely to volunteer in the future (Kramer, Lewis, & Gossett, 2013). While these findings are notable and demonstrate the potential benefits of service-learning, there is little information on how community college students can benefit from this pedagogical method. The purpose of this

study is to gain a better understanding of the impact of service-learning and volunteerism on community college students in a small mid-south institution.

Butin's (2010) work in the field of service-learning offers valuable insight on four different service learning perspectives: technical, cultural, political, and antifoundational. The technical perspective emphasizes innovations and outcomes. Primary concerns in the technical perspective are related to efficacy, sustainability, efficiency, and the overall quality of the service-learning. This perspective also highlights connections between the service-learning project and learning outcomes with special attention to contact hours, amount of reflection, student interaction with others, and the overall quality of the selected site. The technical perspective may be limited by the fact that service-learning is related to course content (Butin, 2010).

In the cultural perspective, meaning-making is a primary focus (Butin, 2010). Within this concept, webs of meaning at both the micro and macro levels are a key consideration. In contrast to the technical perspective, the cultural perspective is concerned with "normative questions of acculturation, understanding, and appropriation of the innovation" (Butin, 2010, p 9). At the individual, or micro perspective level, this perspective seeks to engender respect and heightened tolerance for diversity along with a greater understanding of social issues while also encouraging participants to remain engaged by way of volunteering. At the macro level, this perspective aims to repair social networks damaged by individualistic thinking (Butin, 2010). Butin (2010) notes that diversity in project placement is key to this perspective as it bridges the gap between self and civic responsibility. Two limits of this perspective are the willingness of participants to be open and understanding; additionally, the cultural perspective carries the risk of reinforcing a deficit perspective among participating students (Butin, 2010).

The political perspective is different in many ways. This perspective focuses on power, legitimacy, and a variety of viewpoints through the framework of constituencies. It is also concerned with conflict over consensus (Butin, 2010). The political perspective considers service-learning as potentially transformative or repressive. To be transformative in nature, the service-learning experience should change the student-teacher relationship, make education collaborative, and allow students to construct knowledge (Butin, 2010). This perspective acknowledges some potential pitfalls to service-learning including reinforcement of a deficit perspective which focuses on what resources the served population lacks (Butin, 2010). Additionally, this particular perspective runs the risk of partisanship issues and further polarizing dialogue between extreme viewpoints (Butin, 2010).

The anti-foundational perspective uses reflective thinking to create doubt about worldviews; neutrality is not a central feature of this perspective. The focus of this perspective is to cause participants to think deeply about their worldviews and what they consider to be normal. Ultimately, this perspective works to avoid easy answers to questions or easy solutions to problems in an attempt to cause participants to rethink their views. Finally, this perspective on service-learning seeks to disrupt what participants consider normal and generate change as well as appreciation in the world around them (Butin, 2010).

Butin (2010), citing statistics from an NCES survey, notes that enrollment is increasing at both two-year and for-profit institutions. Additionally, he notes that the statistics show an increase in enrollment among non-traditional students. Due to these changes in enrollment trends, Butin (2010) states that service-learning may not be feasible for these students due to restrictions on resources such as time, money, or employment. He argues that for some students, college is a means of preparing for a job that takes place alongside additional obligations (Butin,

2010). These observations underscore the importance of examining service-learning in the context of a two-year institution.

This chapter reviewed current findings in the field of service-learning in higher education. Data included important information on student perceptions of required volunteer hours and highlighted potential benefits to students. While most studies focus on four-year institutions, the present study focuses on students in a community college setting. The methodology of this qualitative study will be discussed further in the next chapter.

Chapter 3: Methodology

Data for this study was collected from students on the Cooper campus of BCTC, a regional community college within the Kentucky Community and Technical College System (KCTCS), which comprises 16 colleges across the state of Kentucky. The student population of BCTC consists of over 9,000 students distributed across seven campuses. Four campuses are regionally located in Danville, Lawrenceburg, Winchester, and Georgetown while another three, including the Cooper campus, are in Lexington. While enrollment and course offerings vary by location, the Cooper campus was the largest campus of BCTC at the time of the study. In terms of KCTCS, BCTC is the second largest community college in the state.

Because the population of the study consists of students in only three courses, the sample size was very small in nature, making a qualitative approach more appropriate. To maximize the potential benefit of the study, focus groups were utilized as the primary method of data collection. Focus groups were specifically selected to encourage a dialogue among students about the topic of service learning and volunteering. Due to both class size and students' class schedules, participation in these focus groups was voluntary. To gain additional information, reflective essays related to the required volunteer hours were analyzed. Assignment prompts were provided to students by their respective instructors (See Appendix D) and made up the guidelines for the assignments analyzed in this study. The Geography prompts were identical and a 400-word essay about the activity along with basic information such as the date of the activity. The GEN140 assignment asked more targeted questions and required more details such as budgets necessary for the project and a specific population that benefitted from the activity. Including the reflective essay in the study increased the amount of data available for analysis. Additionally, including reflective essays in the scope of the study provided additional insight

from students who were unable or unwilling to participate the focus group. The added

information gained from these assignments provided more robust data for analysis.

A qualitative approach was used to conduct this study. Because the nature of the study was

investigative with a goal of gaining a better understanding of student perception of required

volunteer hours, a qualitative design was appropriate (Merriam & Tisdell, 2016). The researcher

conducted focus groups to gain insight that could not be gained from questions on a survey;

additionally, the analysis of reflective assignments would not have been feasible with a

quantitative study (Merriam & Tisdell, 2016).

This qualitative study focused on three classes held in the Spring 2018 semester:

Development of Leadership (GEN140), *Lands and People of the Non-Western World* (GEO160),

and *Introduction to Global Environmental Issues* (GEO162). While none of these courses are

universal graduation requirements at BCTC, each of these courses fulfill three hours of social

behavioral science general education requirements; additionally, GEO160 is an option for

students to complete the cultural studies graduation requirement at BCTC. GEN140 focuses on

developing students as leaders. When the focus group met, twenty of the thirty-two available

seats were filled. GEO160, with a final enrollment of nine, focused on geographical areas

considered to be non-Western with attention to both historical and current issues. GEO162

explores a wide variety of current environmental issues from population growth to environmental

justice; at the time data was collected, twelve students were enrolled in this course. Students

were be able to add and drop classes through January 12th, but the final enrollment provides a

maximum sample size of forty-one students. The GEN140 class was held on Mondays and

Wednesdays; both Geography courses were held on Tuesdays and Thursdays. All three of these

courses were located on the same campus.   The course descriptions of these courses lent

themselves to considering utilizing Butin's four perspectives; focuses on environmental issues

and different cultures could have led to a view of volunteering from a cultural, political, or anti-

foundational perspective. A technical perspective could also have been expressed by students

who viewed the hours merely as an assignment. Information on how students selected their

organizations and how they perceived the overall experience of volunteering in the context of a

course provided insight as to which perspectives students view volunteering through.

At the time of data collection 10 students were enrolled in GEO160. Of those students,

six were present on the day the focus group was conducted. Five students participated in the

focus group and four granted permission to have their reflective assignments reviewed. A total

of nine students were enrolled in GEO162 at the time data was collected. When the focus group

was conducted, seven students were present in class. Of those seven, two students participated in

the focus group and five opted to allow their assignments to be reviewed. The GEN140 class

had a total enrollment of 19 when data was collected. On the day data was collected, 16 students

were present. Six students opted to participate in the focus group. Nine students gave

permission for the researcher to review their reflective assignments. Any students who opted out

of participation left the room during the focus group sessions. Ultimately, the data consists of

responses from 13 focus group participants, and the data from 15 reflective assignments.

These courses required students to complete varying amounts of service or volunteer

experiences ranging from three to five hours at a minimum to meet assignment requirements.

Following the completion of the required hours, students were assigned a short reflective writing

assignment to detail their experiences. The assignment asks students to reflect briefly on their

experience in the community. Based on the mandatory nature of the hours, which are not listed in

the course descriptions, the following research question is being considered: How do students

perceive volunteerism as a college course requirement in terms of whether and how it affects academic and career plans? A total of six focus group questions were developed with this question in mind. Additional follow-up questions were created to ensure that the discussion did not stall during the course of a session.

The first question was related to the selection of the organization. The goal of this question was to determine the reasons that students chose an organization. This was a suitable question as students were ultimately given the latitude to select organizations. The second question asked students what they learned from their volunteer experience. Answers to this question provided information on the knowledge gained, course-related or otherwise. The third question was a two-part question. This question first asked students how they benefitted from the volunteer experience. The second part of the questions asked students if the organization they volunteered for benefitted from the experience. Answers to this question provided information on student perspective regarding how useful the volunteer experience was to them and to the organizations they worked with. The fourth question asked if students considered their career path when selecting an organization. This question sought to determine if students were looking ahead to gain some experience in the field, or if they had considered the possibility that the experience would be helpful on a resume in the future. Students were then asked if the required volunteer hours enhanced the course. This question was included to determine if and how required volunteer hours furthered learning in the course. The final question asked if the number of hours assigned was appropriate. This question was included specifically because the study was conducted in a community college setting. Responses to this question provided information about the feasibility of the assignment when other, often non-academic factors, are considered.

Small focus groups were scheduled during the final week of classes with consent from the instructors of the included courses. The researcher went to both classes and spoke briefly about the study to recruit participants. At the beginning of the session, the researcher gave a brief introduction about the study and an informed consent form (Appendix A) was distributed to students. The informed consent outlined the study and its purpose. At the bottom of the form, students were given the option to participate in the focus group, have their reflective assignments read, or not participate at all. Students could also opt to both participate in the focus group and allow their assignment to be analyzed. The researcher further clarified these options verbally before students completed the consent form. Ideally each group would consist of five to eight participants per Krueger and Casey's (2007) recommendation for academic focus group size. The instructors participating in the study did not incentivize student participation in any way, nor were they in the room at the time of the focus group sessions.

The instructors offered to allow the researcher to utilize class time in order increase convenience for student participants. Having the session during class time allowed students time between the focus group and their next course. Considering the relatively short amount of time in which focus groups were held, six main questions (see Appendix B) were asked. Questions were developed in an attempt to encourage discussion about required volunteering. The included questions focused on the potential value of required volunteering and also, fit with course content. The questions were open ended in nature to encourage in-depth dialogue as opposed to yes-no responses. To encourage dialogue, potential follow-up questions were also asked. Examples of potential follow-up questions are included in Appendix B.

Each course required a reflective assignment which was also of interest in this study. For all three courses the reflective assignments were part of the class final. Because of this, the

researcher reviewed informed consent forms and sent each instructor a list of students who agreed to allow the reflective assignment to be analyzed. Once grades for the semester were posted, a PDF file of these essays was sent electronically to the researcher for analysis. Reflective assignments were coded for patterns relevant to the topic at hand. Specifically, patterns related to career experience, academic requirements, and different motivations were considered, as well as comments related to perception of the experience in general. The benefit of analyzing these assignments were two-fold. First, assignments provided more data that was helpful as a supplement to small focus groups; this also allowed students who were unable or unwilling to attend the focus group to participate in a different way. Second, it allowed for comparison between what students write in an assignment for the instructor as opposed to what they discussed with their peers in a focus group setting.

The focus groups were recorded and transcribed verbatim. The resulting transcripts were analyzed and coded for patterns related to the research question. The obtained reflective assignments obtained were analyzed in the same manner. The size and format of the study made transcription and coding the best method for this study (Saldaña, 2016). Because the study was qualitative in nature and consisted of data from a small number of students in three courses, it was possible to transcribe, code, and analyze the collected information. A coding manual (See Appendix C) was created to help with data analysis. The coding manual focused on concepts and themes that emerged in the first cycle of coding. Coding of both the focus group transcripts and reflective assignments allowed for the easy identification of patterns in the collected data. Transcripts were put into Excel spreadsheets to allow for ease of searching within the data. Emergent patterns were color coded and arranged accordingly.

Before beginning data analysis, a codebook was created to note emergent codes and describe the parameters of each term (Saldaña, 2016). Some specific types of coding were utilized to analyze the data. First, attribute coding was utilized to organize and identify students. During this process pseudonyms were assigned to protect the anonymity of participants. Additional information which included the course the student was enrolled in and gender. In the first cycle of data analysis, a combination of coding methodologies was utilized. The primary method of coding was In Vivo coding which focuses on participant generated terms (Saldaña, 2016). This methodology is relevant because the study was focused on dialogue with students leading to a greater understanding of the perceptions of required volunteering. Values and Emotion coding were also utilized in this study because perceptions and motivations could be linked to values and emotions which necessitated the use of these coding types. Emotion coding was relevant as it focuses on participant experiences both with people involved in the volunteer experience and the activity itself (Saldaña, 2016). Similarly, values coding was of interest because the emphasis is placed on "a participant's values, attitudes, and beliefs, representing his or her perspectives or worldview" (Saldaña, 2016, p. 131). Since hypothesis three is directly related to perception, this type of coding was applicable.

After the first cycle, eclectic coding and code mapping were utilized. Because many themes were present in the data, eclectic coding was beneficial to analyze the data for multiple patterns prior to the second coding cycle (Saldaña, 2016). Code mapping allowed for the categorization of codes and provided an overview of the themes with subsets (Saldaña, 2016). In the second cycle, focused coding was utilized. This method was suitable for the study as the focus was on emergent patterns and related themes (Saldaña, 2016). Finally, some level of hypothesis coding was utilized. While this was technically a methodology to be used in the first

cycle, it was appropriate as the purpose of the study is to determine whether any of the hypotheses were supported by the collected data (Saldaña, 2016).

The primary limitation of this study was the small number of participants. Additionally, courses included in the study fall into general education categories of humanities and social sciences. While participants were pursuing a variety of programs, the included courses do not represent science, math, or technical programs specifically. Another consideration is because only three courses in two subject areas are included in this study, and participation in focus groups was voluntary, and randomization was not possible. Study participants consisted of students in the three courses who chose to attend or have the reflective assignment analyzed. The single institution, and single campus nature of this study was also a limitation as participants may feel differently about the subject than their peers on other campuses or in other institutions. Additionally, the results may not be reflective of students within the KCTCS system as a whole. Because this study was not longitudinal in nature, it was not possible to determine whether students continued to volunteer or not.

Though the scope of the study is small, it still stands to further research in the field by providing information on student perceptions of required volunteerism in the two-year, postsecondary setting. The data in this study provided valuable insight regarding volunteering as course content in the community college. Such information will allow faculty and administrators to make informed decisions regarding the implementation of volunteering and service-learning activities on their campuses.

This chapter reviewed the courses that would be utilized in the study: GEO160, GEO162, and GEN140. These three social behavioral science general education courses were selected because required volunteer hours are part of the class. The methodology was also reviewed along

with details justifying the qualitative approach that was used to conduct the study. The next

chapter will discuss the findings of the focus group sessions as well as the analysis of the

reflective assignments.
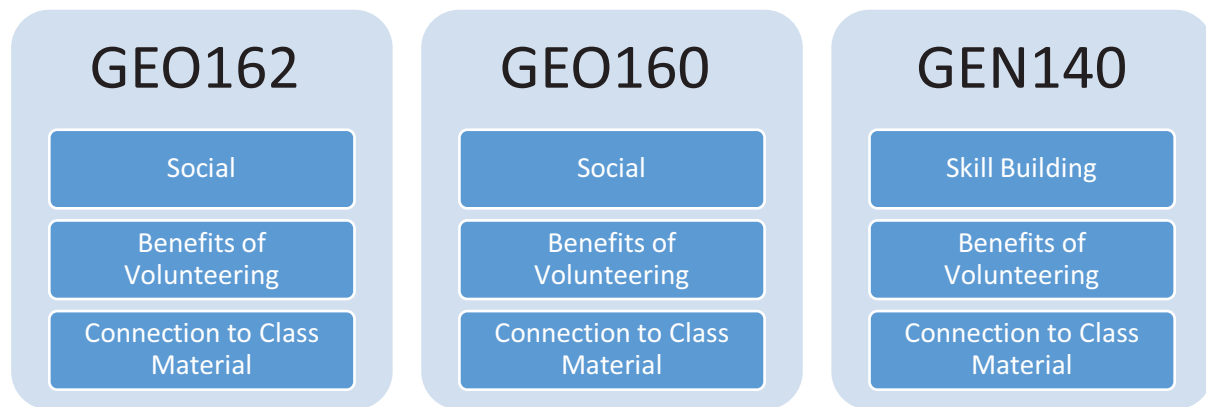
Chapter 4: Results

The purpose of this study was to determine students' perspectives on required volunteer hours within a course. The study sample included students in three courses at a single two-year institution. The study is qualitative in nature; data consists of three focus group transcriptions and analysis of reflective assignments submitted by students and included in this study with their permission. The question being considered in this study is as follows: How do students perceive volunteerism as a college course requirement in terms of whether and how it affects academic and career plans? The findings are discussed via the framework of Butin's perspectives and the motives noted by Clary and Snyder in the VFI.

First round In Vivo coding showed several emergent themes within the focus group sessions. These themes tended to vary along subject lines. Chief among emergent themes, particularly among Geography students was the social aspect of the assignment. Each section discussed the social aspect in different ways. GEO162 students talked more about connections outside of the classroom with both established friends and individuals they had never met before. By contrast, the subtheme of the social aspect among GEO160 students was the ability to connect directly with classmates for the assignment and learn more about their peers. These students also indicated that the relationships formed in the class would reach beyond the end of the semester. GEN140 students did not discuss relationships with peers in the course with few exceptions. Of the two times that classmates were mentioned, references were vague and served as a segue to another point they intended to make. Unlike their peers in GEO160, the GEN140 students did not indicate that they felt friendships had developed that would last beyond the semester's end. While one GEN140 student openly discussed family as a motivating factor in

organization choice, GEN140 students in general discussed family involvement more openly in their reflective assignment, however, references to classmates remained vague.

When In Vivo coding was utilized to code the reflective assignments, some different themes emerged. As seen in Table 1, the main difference was the GEN140 class students' focus on skill-building in place of the Geogaphy students' focus on the social aspect of the assignment. Students in all classes spoke about the benefits of volunteering as well as how the assignment connected to course content. The difference falls along the subject line and is certainly worth noting.

Table 1: Common Themes Found in Focus Group Sessions

GEO162	GEO160	GEN140
Social	Social	Skill Building
Benefits of Volunteering	Benefits of Volunteering	Benefits of Volunteering
Connection to Class Material	Connection to Class Material	Connection to Class Material

First, benefits of volunteering were a notable theme across all three participating classes. This theme may have emerged based on assignment requirements. Students talked about how they benefitted. This usually centered on an acquired skill. GEN140 students discussed skills gained as it related to leadership attributes in detail. The two most frequently noted skills were communication and organization as it relates to project planning. They also discussed benefits to the organization and people or animals their projects targeted. The Geography students talked about what they learned. GEO162 students discussed what they learned about gardening and caring for the environment, making environmental stewardship a key theme within their
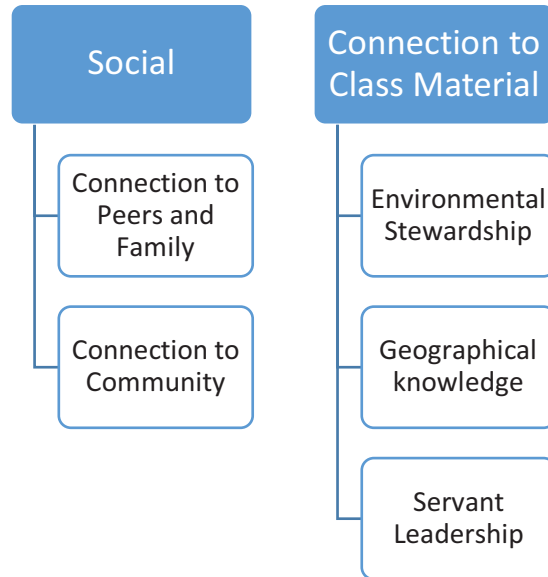
reflective assignments. GEO160 students discussed what they learned about Puerto Rico as part of a bake sale effort that many of them participated in. The students readily connected the bake sale project to course content.

The social theme remained prominent when completing In Vivo coding for reflective assignments, though the way in which this theme was discuss, varied by subject as seen in Table 2. The way students connected the content to class materials also varied based on the subject matter. Geography students linked their activities to geographical places and concepts. The students in the GEN140 class were more focused on relating the assignments to the theoretical framework of Servant Leadership which seems to have been prominent in the content of the course.

Participants discussed connections within the community, the college, and with their classmates as well. Geography students talked more about building lasting friendships with classmates than did their counterparts in the GEN140 class. When students in the GEN140 class discussed interacting with classmates, it was always in reference to a collaborative effort, making the relationship seem purely transactional in nature. However, on several occasions in reflective assignments, students in this class discussed volunteering as a means to connect with the community. By comparison, Geography students, specifically those enrolled in GEO160 spoke at length about the friendships they made and planned to continue based on the collaborative volunteer experience. GEN140 students spoke about relationships within the reflective assignment at a notably greater frequency than they did in the focus group session. Three GEN140 students mentioned family in their assignments. Two of the three mentioned the role of a parent in helping them to either organize or coordinate the project or in making contact with an organization to facilitate the execution of the volunteer project. By contrast, only one Geography

student mentioned family participation in the reflective assignment. This student discussed bringing her daughter with her to complete the required volunteer hours.

Table 2: Emergent Sub-Themes

Social	Connection to Class Material
Connection to Peers and Family	Environmental Stewardship
Connection to Community	Geographical knowledge
	Servant Leadership

Finally, In Vivo coding of reflective assignments showed a process-oriented perspective. This is in line with Butin's technical perspective. The inclusion of process is not surprising given the nature of the assignment. Almost every essay laid out a step-by-step narrative of how a project was planned and completed. For students who volunteered in a garden this included details on how weeds were pulled, and trees were planted. In the case of students hosting a bake sale, it sometimes involved direction for making the baked goods they donated for the event. GEN140 students provided in-depth narratives related to implementation, beginning with contacting the organization through completion. Students that raised money or collected donations provided either a grand total or an itemized list of the collected donations.

The predominant themes that emerged in eclectic coding for GEN140 were pre-existing volunteer relationships and skill building. Several participating students chose to do work with groups they had already established a volunteer relationship with. This is in sharp contrast to Geography students who did not indicate any prior ties to one specific organization. Another

common theme among GEN140 students was skill building. Students spoke most about leadership skills, interpersonal communication, event planning, and organization.

There were two minor themes that emerged as well. A minor theme was that of difficulty. One student in GEO160 noted that it was difficult to find the time to do the volunteer hours. By contrast two students in the GEN140 class mentioned difficulties with finding an organization to engage with to complete the assignment. Another theme was that of family, which occurred in the GEN140 discussion groups. Family featured more prominently in the reflective assignments than it did in discussion groups. Students discussed the ways in which their families were involved in the project. Some students, brought their child came to the event to participate and help with the volunteer activity. For other students, their families helped them to make important connections with organizational agents that led to the successful completion of the volunteer project.

When coding for emotions, there were surprisingly few to be had in the focus group transcripts. Two described the experience as enjoyable and feeling good in the Geography courses. When coding for values, the primary emergent value was that of helping others. The idea of helping others or a cause was referenced a total of eleven times in discussion groups, three times by each geography section and five times by GEN140 focus group participants. Emotions featured much more prominently in reflective assignments. The students in GEO160 and GEN140 were more likely to discuss how the project made them feel than their counterparts in GEO162. Similarly, the theme of helping others remained prominent and was slightly magnified in the reflective assignments. The idea of helping was mentioned thirty-three times in reflective assignments. This could be due to the nature of the assignments, however, helping as a theme occurred at three times the rate it did in focus group discussions.

When considering the theme of career, students spent a short amount of time on this topic. Only one student noted that it changed her career plans. Similarly, not much time was spent relating the volunteer experience to field of study. One student indicated that the experience served as a process of elimination helping him to rule out some of the fields he had been considering by way of networking with fellow volunteers. Students selected an organization that fit with their personal interests as opposed to utilizing the opportunity to either explore a career field or to add to their resume in the future.

When analyzing data for evidence of Butin's perspectives, the predominant perspective was technical. Students tended to relate the experience to their course. In reflective essays, their experience was often described as an assignment or volunteer hours. While they successfully related it to course content, many did not delve deeper. Some students, mostly in the GEO160 class, and one student in the GEN140 also expressed a cultural perspective. In their reflective assignments they discussed what they had learned about other cultures in comparison to their own. Only one student expressed a truly antifoundational perspective noting that the experience had taught him not to judge others so quickly. None of the participating students expressed a political perspective in the focus group sessions or in their essays.

Analysis of focus group transcripts and reflective assignments in terms of VFI motives showed varied results. In reflective assignments, the predominant motives expressed by participants were values and enhancement. Based on the nature of the assignment, the abundant presence of the values motivation is not surprising. Students were tasked with describing their experience and identifying the beneficiaries of their efforts. The enhancement motive was also prominently represented. This particular motive was represented differently across all three courses. Reflective essays among GEO162 indicated an enhancement motive based on increased

skills or knowledge relating to their projects which most often involved work in garden settings. In the GEO160 class, the enhancement motive was shown when students discussed increased knowledge of Puerto Rico based on their volunteer experience. For GEN140 students, the enhancement motive related back to leadership skills they gained based on the projects that they coordinated. Additionally, this group related their experience back to a greater understanding of the framework of their projects: servant leadership.

The social motive was also represented, but primarily among GEO160 students. Both the focus group session for this class and the reflective essays indicated relationship building among peers in addition to collaborative efforts that were required to successfully complete the project. Of the three classes, this was the only class where students spoke about maintaining relationships they built after the class ended. GEN140 students showed social motive, but it was in the context of community building as opposed to connecting with their peers either in or out of the classroom. While there were some group and partner projects in this course, group work was most common in the GEO160 class.

Career, protective, and understanding motives were the least prevalent. One student in GEN140 discussed networking during his volunteer experience. The GEN140 class also had the only participant whose career path changed as a direct result of her project. Except for these two instances, the career motive did not appear again either in focus group transcripts or reflective essays. The protective motive was present only once, for a student whose standing relationship with a non-profit organization had begun with prior assistance to her family. This is in fact the same student who changed career path based on the experience. There were a few instances where the understanding motive surfaced. In these instances, students expressed that their perspective had changed based on their volunteer experience.

All participating students were assigned pseudonyms after the focus groups were conducted. This data was crosschecked with reflective assignments when they were received. Any additional students who chose to participate solely in the analysis of reflective assignments were also assigned pseudonyms. Students who participated in the focus group sessions disclosed the nature of their projects within the discussion which made it possible to ensure that their assignment was linked to their established alias from the discussion group transcripts. The students who participated from the GEO162 class were Kathleen, Joe, Emma, and Sally. Students participating from the GEO160 class were John, Tom, Allison, Juliana, and Andy. Finally, participants from the GEN140 class included Mia, James, Clint, Daniel, Brian, Betty, Robert, Jonas, Kenneth, Paul, and Valerie.

The two participants in the GEO162 focus group had different approaches to project selection. Kathleen referenced choosing from a list of possible activities. She stated that she selected her project, work in a campus garden, based on what day she thought would be the warmest. By contrast, Joe noted that he and his friends typically select a group to volunteer with each year. He utilized that volunteer time to fulfill his volunteer hour requirement for the course. The focus group participants for GEO160 noted similar options with either independent volunteering or choosing an in-class activity. In this group, two students opted to volunteer outside of class while the other students chose to host a bake sale benefitting hurricane victims in Puerto Rico. Juliana, one of the students who opted to volunteer outside of in-class activities, assisted a friend who was collecting textbooks for children in unspecified countries that he had recently visited. Regardless of project, in this case, the benefits were targeted more globally than locally.

The GEN140 group responded much differently to this question than their peers in the geography classes. Four of the participating students indicated that they chose their volunteer opportunities based on groups they are already assisting. One student, Paul, indicated that he had difficulty coordinating with a group for his volunteer project; he was in contact with three organizations before deciding to change his project altogether. Specifically, Paul noted communication difficulties as well as difficulty in meeting requirements to complete his projects through these organizations. The students in this focus group talked more openly about why they selected the organizations they volunteered with. Mia, for example, chose to complete her volunteer hours with the Bluegrass Office for the Blind because this organization had been a helpful resource when her mother lost her sight.

The second question asked students what they learned from their volunteer experience. In this case, both Kathleen and Joe (GEO162) indicated that they felt they had learned nothing related directly to course content from the experience. Specifically, Joe felt the assignment lacked focus that would tie it directly to course content. When asked the same questions, students in the GEO160 focus group responded differently. Andy stated "[I] learned it feels good to volunteer. [I] don't volunteer often so when you do it, it feels good" (personal communication, April 23, 2018). Additionally, Juliana noted that volunteering gives the volunteer an opportunity to learn about a person, place or situation that they may not have much knowledge of, noting specifically that volunteering can help the volunteer to gain perspective.

Comments in the GEN140 class varied slightly, perhaps due to the nature of their assignment, which was a project with no real minimum hour requirement. Students disclosed that they spent at least eight hours on their projects during the focus group session. Daniel noted the importance of time management and resource gathering. Clint discussed developing

listening skills to effectively help the people he was working with while Brian learned that it is important not to pass judgement on people too quickly.

As a follow-up, participants were asked whether their volunteer experience changed or affirmed their course of study. Joe mentioned that during his experience he got to talk to people working in one of the fields he is interested in; while he got good information from this new contact, he is still not sure what he wants to do but feels he now knows a few areas he does not want to pursue. Kathleen, who plans to pursue Art Studio was interested in the garden sculptures and how items could be repurposed for artistic projects but felt that the experience did not alter her course of study at all. Participants in the GEO160 group noted that the experience was good, but that it did not change their course of study. While most of the GEN140 participants agreed with the geography students, there was one exception. Mia expressed that the experience had completely changed her trajectory; she stated, "For me it kind of changed my whole career path because I realized I'd rather work with something where I am helping people so I want to go into more volunteer stuff." (personal communication, April 24, 2018) She also stated an interest in learning grant writing to help the Bluegrass Office for the Blind obtain additional funding.

Since the volunteer hours were a graded assignment, fit with course content is an important consideration; and an additional follow up question asked participants for their opinion. Kathleen and Joe were divided on this and discussed it briefly. Kathleen felt that the assignment was a good fit for the course while Joe did not. Joe felt that the hours did not fit because there was no focus on a specific issue. He indicated that though the class was focused on environmental issues, their volunteer hours were not focused on any specific issue related to the class topic. Since students had the ability to choose a project, the environmental aspect of the project was not mandatory. Though Kathleen felt that her time in the garden was relevant as it

was environmentally focused, she stated that she understood Joe's perspective. The GEO160 group felt that the hours fit well with the course. Course content had focused on life in other countries while their volunteer hours had been dedicated to helping people from other countries.

Students in the GEN140 discussed fit with course content more in depth. Both Mia and Brian indicated their projects were a way to practice and improve upon their leadership skills. James, another student in the class appreciated the opportunity to apply the concepts learned in class to a real-world setting, while Clint talked about the benefit of learning to communicate effectively with the people around him. Again, time management and organization were noted as important to the class by Margaret who stated "It just shows that there are lots of things that require more planning than others. Somethings you can kind of just throw together over night but there are others that take some planning" (personal communication, April 24, 2018).

When asked if they benefitted from their volunteer experience, all students, including Joe who did not feel the assignment fit with the class, agreed. Joe commented "I always think helping people benefits you no matter what it is or how it is as long as you help someone every day it's going to be beneficial to you" (personal communication, April 23, 2018). Students were also asked if they felt their volunteering had benefitted the organization they chose to work with. Both students in the GEO162 class engaged in volunteer hours that required manual labor; Joe helped to move furniture and do a clean-up at a nursing home while Kathleen worked in the college's community garden. Kathleen noted specifically that she felt she had helped to prepare the garden for the summer season. Similarly, the GEO160 participants felt that others benefitted from their work. Juliana was able to collect textbooks for her friend to distribute. The students participating in the bake sale, John, Tom, and Allison, also felt that their fundraising efforts were successful. While none remembered the exact number, Tom indicated that they made

approximately $500 to send to hurricane victims. The participants in the GEN140 also felt that their organizations benefitted from the volunteer hours.

Students were asked how much their academic and career plans factored into their choice of organization, the majority indicated this was not a factor. Kathleen indicated that while she enjoyed her time in the garden, it had not impacted her career path. In the GEN140 focus group, James said "I don't think this really has to have anything to do with career if this is something you care about then yeah you should get out there and try to help in any way you can". The only student to associate the volunteer project with any sort of career or academic growth was Clint who noted networking opportunities that naturally occurred during his project; he connected this directly with an increased ability to help his younger siblings who are beginning college soon.

Next, students were asked in what ways the assigned hours enhanced the course. Not surprisingly, Joe did not feel the assigned hours enhanced the course at all. By contrast, Kathleen underscored the benefit of having out of class opportunities to work with other students outside of the classroom. The GEO160 students also felt that having time outside of class to work with classmates was the part of the volunteer assignment that enhanced the course. While the GEN140 students were generally in agreement that the hours enhanced the class, Mia said, "At first I thought I was going to hate it. I read the [book]. In the end I thought it was a great idea to have us do it. It shows us that actually, I mean, just has us go out in our own community and help out people around us and gives us more info about what's going on around us and opens our eyes" (personal communication, April 24, 2018).

Finally, students were asked if they thought the number of hours assigned was appropriate. The baseline requirement across all three sections was three to five hours of volunteer work. All of the students who participated in the focus groups felt that the amount of

time was appropriate. The GEO160 students who participated in the bake sale indicated that

three hours had allowed them to help a lot of people and found the amount of time to be

appropriate. It should be noted that there was some flexibility with the bake sale to

accommodate class schedules. Students who made baked goods for the sale were able to spend

less time at the bake sale table as they had invested the time and money in preparing food.

Juliana, by contrast stated, "Three hours is not a lot but it is challenging for me as an individual

to fit that into your day so you just have to go the extra step to make sure that you can fit that in

and knowing what you're doing I think you should it's still a little difficult but not to say it's not

possible…." For GEN140 students, the theme of time management emerged again. Daniel said

"It was an appropriate amount of time. We're in class for 12 weeks and that amount of time gave

us plenty of time to do the service project in with the assignment that was given." (personal

communication, April 24, 2018).

In terms of Butin's perspectives, focus group students varied only slightly by subject

area. During the course of each section, students spoke about their experiences from a technical

perspective, relating the assignment back to the course in some way. The GEO160 students were

more directly vocal in expressing this perspective than their peers in GEO162, who seemed more

uncertain of the connection to course content. GEO162 student Kathleen noted "I guess it fit in

in the sense that like we're getting outside, and you know getting in touch with nature but like

maybe if we were doing more of like a trash clean up or something like that" (personal

communication, April 23, 2018). By comparison, Tom specifically indicated how much he

learned about Puerto Rico and the people who would benefit from the fundraising effort.

GEN140 participants related their experiences back to course content by way of

leadership, planning, and communication efforts. Many of them noted that the opportunity to

apply classroom concepts to a real-world setting was helpful. Specifically, James notes "You actually put something into practice, you know… reading something in a book doesn't do much good if you're not using it" (personal communication, April 24, 2018). This was the primary difference between Geography students and GEN140 students when articulating their volunteer experience from a technical perspective. They were much more apt than their peers to discuss the application of concepts outside of the classroom.

Along with articulating their experiences from a technical perspective, focus group participants also made statements that showed a high occurrence of enhancement motivation which focuses on building skills while gaining a greater understanding of people and places. John, a student in GEO160, said "We usually go over what people don't have, see how good we have it. Be a volunteer see what it actually is like"(personal communication, April 23, 2018). Clint, a GEN140 student, expressed that his experience helped him to improve on his communication skills stating "It shows that you can actually work with others. Engaging with others, talking with others, showing them that you know you have people skills" (personal communication, April 24, 2018).

In the focus group GEO160 students placed more emphasis on how their volunteer efforts would benefit a geographic area, specifically Puerto Rico. Allison, for example, stated "The reason this activity related to geography is because the activity related to the global south. Puerto Rico is classified as the global south and in this class, we studied the global south" (personal communication, April 23, 2018). A feature unique to this class was the happenstance interaction of the bake sale students with a gentleman from Puerto Rico. The students who interacted with the gentleman were pleased to meet someone with a direct connection to their volunteer hours. Tom in particular stated "I found this amazing, not that the man's family had been involved in

such a wreck but that someone in my town was benefitting from what I was doing" (personal communication, April 23, 2018).

By contrast, GEN140 students addressed in-depth how their volunteer experiences related to course content, connecting the experience directly to leadership skills. Most often, the technical perspective was expressed in the form of skill-building generated by the experience. Students often noted gains in time management or in coordinating an event. Communication was also a common theme for students in this course. Many of their reflective assignments gave specific details related to the implementation of their project. The GEN140 students also focused on servant leadership in their assignments. Brian said "[In] Servant leadership the leader puts the followers first. The leader is taking the opinions from the followers and not going off what their own opinions of the situation" (personal communication, April 24, 2018).

A key difference along subject lines was difficulty implementing a project. Aside from time considerations, some students had difficulty in actually planning and implementing a project. This issue primarily impacted GEN140 students. Robert had planned to work with another group in class, but according to him, this was not communicated to the group leader leaving him excluded from the project. As a secondary project, Robert planned to collect donations for a local organization but did not have ample time to advertise the drive. As a result, Robert decided to utilize his volunteer hours to clean a local park. Based on his experience completing the project he noted the importance of effective communication.

Daniel also had difficulty in setting up his project. While he communicated with the organization with ease, he had difficulty reserving a space in the college lobby to set up his table. He noted that the primary contact for this was out of the office when he tried to make his reservation. He indicated that his project helped him learn about time management and getting

information about important to people to contact when planning such an event. Daniel's timeline indicates that he initially contacted a college representative on April 4th and held his event on April 10th. While he spent four days waiting for permission, his narrative does not mention that he should have initiated contact with the college representative sooner, though this could be implied based on his reflection on time management.

Jonas and Valerie experienced similar difficulties. Both experienced delays in communication with the organizations they intended to work with and had to change their plans. This was likely more difficulty in Valerie's case as she had ambitiously planned a basketball camp complete with flyers and t-shirts only to have it fall through with the gym she was trying to partner with. Valerie opted instead to help with a local kindergarten class's summer literacy program. She notes that she had considered this as a secondary option in the event the primary plan fell through. Jonas ended up reading to children at a local library instead of collecting goods for a community center at local grocery stores. According to his reflective essay, the stores were not receptive to his project as he was not working with a preferred group. While participants chose their organizations in very different ways, there was one common denominator across all focus groups. When asked if they would volunteer with the organization they had selected in the future, students unanimously agreed that they would be interested in the opportunity. This will likely be more difficult to replicate for groups such as the students who hosted the bake sale, however, they expressed an interest in similar group activities in the future. Analysis of the reflective essays showed that some students planned to continue volunteering in the future.

Generally speaking, the GEN140 students related the volunteer experience more directly with course content, while the Geography students talked more about the opportunity to interact

with their peers outside of class. Additionally, apart from one Geography student, participants were in agreement that the assignment fit with course content. The GEN140 students specifically discussed time management, project planning, and interpersonal communication. The participants agreed that the amount of time assigned was reasonable with only one student noting difficulty fitting volunteer hours into her schedule. While the Geography students noted meeting the minimum requirement, the project-based nature of the GEN140 group's assignment lead them to discuss the actual number of hours dedicated to their projects. The hours varied by project with eight being the lowest number of hours reported and 121 hours being the highest number reported. None of them commented negatively about the extra time they committed to the project; they seemed more intent on executing the project properly than meeting a minimum requirement.

Overall, the reflective essays demonstrated a technical perspective. They were process heavy describing the event and detailing the planning and implementation process as required in the parameters of their assignments (see Appendix D). Many students discussed the hours as the assignment that they were given rather than an independent experience. The presence of Butin's technical perspective was anticipated as the hours and resulting writing assignment represent a portion of the course grade. Some students in the GEO160 course exhibited a cultural perspective in their reflective essays. Students participating in the bake sale benefitting Puerto Rico and discussed what they learned both through the activity and course content. Based on course work and current events at the time, students expressed an increased understanding of the challenges faced as a direct result of Hurricane Maria.

It should also be noted that students who both participated in the focus group and the analysis of the reflective assignment spoke more about involving their families, typically their

children, in the reflective assignment than they did in class. Similarly, students discussed difficulties they had in completing the project with more specificity in the reflective assignment than they did in the focus group. Both the topic of familial obligations and difficulties completing an academic task may have been uncomfortable for students who wrote more openly about it in the reflective assignment.

This chapter reviewed data collected from both reflective assignments and focus group sessions. There were several notable trends in the data; Geography students spoke about the social aspect of the experience at length, both in focus group sessions and in their reflective assignments. They noted building lasting relationships with their classmates and participating in group projects to complete the required volunteer hours. By contrast, students in the GEN140 class discussed the social aspect of the project almost exclusively in terms of engagement with the local community. The GEN140 students also discussed how the assignment helped them to build on their leadership skills. None of the students indicated choosing an organization based on their academic or career plans, though one student did change her major over the course of the project. The next chapter will discuss the data, implications, and areas for further research.

Chapter 5: Discussion and Conclusion

For the purposes of this study, a single research question was considered: How do students perceive volunteerism as a college course requirement in terms of whether and how it affects academic and career plans? This study, which examined student perceptions of assigned volunteer work within a class provided several interesting insights that are relevant to faculty and staff specifically at two-year institutions. These students differ from four-year students in several ways. At Bluegrass Community and Technical College for example, most students are commuter students who do not have the experience of living on campus. Additionally, these students may have other responsibilities out of class with several participants mentioning their families in their reflective assignments.

Based on the qualitative data collected from the focus groups and the reflective assignments, required volunteer hours did not impact the academic and career plans, apart from one student. Similarly, it is interesting to note that most students did not select an organization or activity based on future career plans. Instead, students chose events and activities based on their interests or options presented to them in class. Given the openness of the assignments in all three classes, it is interesting that students chose either based on interest or convenience, meaning they did not use this assignment as an opportunity to explore a possible career of interest either. It is unknown to what degree, if at all, instructors discussed volunteerism as a way to get more involved with causes related to a future career.

While they may not have chosen based on future career or academic plans, GEN140 students specifically noted benefits from the required hours that could provide advantages in future endeavors. This trend is consistent with Kyriacou and Kato's (2014) findings that skill development is among the reasons that students may opt to volunteer.   In their reflective

assignments, this group was more likely to talk about gains in communication skills and project organization whereas students in the Geography class were more likely to write about the experience in relation to the social aspect of the experience. Almost all the Geography students mentioned collaboration with others and befriending or connecting with classmates in their written assignments. This finding, unique to students in Geography, and most prevalent in GEO160 is in keeping with Antoni's (2009) study that showed a positive social impact for volunteers. By contrast, GEN140 students did not speak about volunteer hours having a social impact within the classroom. These students did however, discuss involvement in the community and how they felt their work impacted the community. This aligns with data from Hoffman (2012) and Mara, Soro, Biancetti, and Zanotta (2009) that found students view volunteer work as a way to engage in their communities.

To maximize participation, data was collected late in the semester during the final week of class. This may have impacted the number of participants in a variety of ways. Late collection was beneficial in that it allowed participants in focus groups to speak from experience. By this point in the semester, proof that they had completed the required hours was already due. However, such late collection may have led to a few drawbacks. First, the sample size may have been impacted by attrition. At the time of data collection, students were still permitted to withdraw with instructor consent. At the time of data collection, a total of eight students had withdrawn from the classes making up the study. In addition to students who had officially withdrawn, other participants may have opted to skip the class session given the time of the semester at which data was collected.

The present study only collected data from the Spring 2018 semester, making it impossible to determine if student perception of the required hours changed over the course of

the semester or not. Future studies could conduct focus groups at the beginning and end of a semester to determine if any changes occur. Determining if, and to what degree a change in perception occurs could allow faculty members to plan appropriately for future courses where required volunteer hours will be included as part of the curriculum. Another technique that might be helpful would be the inclusion of interviews with or without focus groups. It is possible that students respond differently in front of their peers than they might alone with an interviewer. Similarly, it would be interesting to do a quantitative survey-based study on required volunteer hours to see how students respond when afforded complete anonymity.

Student responses in the focus group and in the reflective assignment may have been influenced by the presence of researcher and teacher respectively. This could be more of a concern with the reflective assignments which were submitted for a grade. None of the essays expressed a dislike of the required hours. The sole participant who did not feel the hours fit did not give permission to have his essay analyzed making it impossible to know what he included in his reflection.

In terms of participation, Geography students participated in focus groups at a lower rate than their peers in the GEN140 group. This undoubtedly impacted findings as fewer Geography students contributed to discussions than did GEN140 students. Because the groups were held during class time, there was no interaction between the student groups during the discussion. Holding the focus groups separately allowed their experiences to be isolated and kept the discussion in the context of their individual courses, however, it did not allow students to compare their experiences. To a degree, participation rates may be attributable to the point in the semester at which data was collected. The focus groups were held during the last week of classes.

Geography students did not have assignments due on the day focus groups were conducted. The GEN140 class however, had presentations related to their volunteer project at the beginning of the class session in which data was collected. This likely incentivized class attendance for the day, thus maximizing focus group participation. Focus group participation might have been higher earlier in the semester; however, their reflective assignments were not due until the end of the semester, which would have excluded students who had not completed their volunteer hours from participating. Focus groups were held at the end of class in GEO162 and GEN140. The opportunity to leave class early did not seem to impact GEN140 students as all but one stayed for the focus group. Students from the GEO162 class opted out of the discussion group at a higher rate than their peers. The GEO160 focus group was the only one conducted at the beginning of a class. These students also opted out at a lower rate than their peers in GEO162

The data indicated that the volunteering assignment did not generally impact academic or career plans among participants. A study seeking to replicate this and explore underlying reasons for this trend would be helpful. This data is of interest among two-year and four-year students alike. It would be interesting to learn to what degree students come in with fixed career and academic plans and what motivations drive this trend. For those students that the experience generates a change in, it would be interesting to know what the key factor was in the decision to change course. It would also be interesting to know if that change was sustained, or if the student returned to his or her original plan after the volunteer experience concluded.

Though not all students discussed their families, several noted that their families were in some way involved in the process. Parents helped students to make connections with an organization or listened to students as they planned their projects. Some students took their

children with them to the volunteering event. For one student, her parent was the primary reason for her involvement with her organization. As faculty plan to utilize volunteer hours within the curriculum it is important to remember that the role of family is significant. This is perhaps particularly relevant in two-year schools where students may be more likely to have additional responsibilities outside of the classroom that include work, child-rearing, or caring for a parent. Providing the flexibility to include family may make it easier for students to fully engage in the project.

The reflective assignments took on a more formal tone, likely based on their status as a graded assignment in the course. While many of the participants made statements related to multiple perspectives, almost all of the papers reflected a technical perspective and detailed ways in which the assigned volunteer hours related to course content. The degree to which material was related back to the course varied both by course and subject areas. Sally, a student in GEO162, noted "The fact that it is a collection of local people properly caring for a valuable resource also reminded me of Wendell Berry's idea of the agrarian standard. It really highlighted the differences in large industrial agricultural and small-scale gardens". The other GEO162 reflective assignments made vaguer connections to the course, simply noting that working in the college's community garden, particularly on Earth Day, was helpful to the environment, and therefore, connected to course content.

The data suggests that while most students planned and implemented projects with relative ease, there were some who did not. In line with Carson and Domangue's (2013) data, some students did have concerns or difficulty related to the amount of time needed to complete the assignment. While some struggled with finding an organization, others were initially concerned that they would not have enough time. In the end, they indicated that finding the time

was not as difficult as anticipated.   To this end, it may be valuable for instructors planning to include volunteer hours to spend additional time on concepts related to the project. This could include suggestions for reaching out to organizations, creating timelines, and information on time management. While only one student expressed frustration about being excluded from an in-class group due to poor communication, it would also be helpful to create clear guidelines on peer to peer communication so that the process is better understood.

Another point is that more time in class is needed to work with actual organizations. Some of the students who had difficulties indicated that some organizations did not partner with them, or that communications were so delayed that they were unable to proceed with the originally planned project in a timely manner. To counter this, instructors may want to spend more time on when and how in the process to reach out to an organization to ensure that projects can be properly implemented. It may also be beneficial for instructors to make community groups aware that their courses include volunteer hours and find out if any groups are receptive to student projects of this nature. This would minimize frustration for students and for organizations who may already have enough volunteers, or not enough time and resources to train volunteers that are not willing to make a long-term volunteer commitment.

Many of the students discussed shifts in perspectives related to a range of topics from caring for the environment to the degree to which their privilege shapes their experience. It would be interesting to know if these changes in perspective are temporary or sustained. A future longitudinal study could track this information to determine to what degree the experience creates a long-term change in worldview.

While all the included courses fall into the social sciences category at BCTC, students responded differently, almost along subject lines. Based on responses, it may be prudent to do a

study over several different subject areas both inside and outside of the social sciences realm to determine in which courses, students gain the most benefit from required volunteer hours. Students generally reported enjoying their project, but the responses were different per subject area. While GEO160 students in the focus group readily discussed how the volunteer hours fit with the class, one student in GEO162 felt the open nature of the assignment did not necessarily facilitate fit with course content. Knowing how students benefit from these types of assignments in a given subject area could help faculty to more purposefully plan the assignment.

Students also discussed the time requirement in very different ways. GEO160 and GEO12 students were assigned three hours specifically for the project. With few exceptions, essays and focus group data showed that they remained fairly close to the assigned number of hours in their efforts. GEN140 students were given the assignment, but no time requirement was placed on their efforts. However, because the assignment required them to develop a project and complete it, this may have naturally led to an increased time requirement. Students ranged in hours from eight to over 120. While all of the students in the three classes seemed happy about their projects, the GEN140 students were more likely to comment on their eagerness to volunteer in the future, a pre-existing volunteer relationship with an organization, and their desire to build community outside of the classroom setting.

This study did not intentionally seek to discover how many students had existing volunteer relationships with organizations. While several students indicated the organization they chose was one with which they were already working closely, this was not a consideration in the design of this study. It would be interesting to find out how the perceptions between established volunteers and students who do not volunteer consistently differs across the course of a semester. Similarly, it would be interesting to learn how many students continued to volunteer,

and if they chose to continue the volunteering relationship with the group they chose for the assignment.

Though Butin expressed concerns regarding the feasibility of service-learning for non-traditional students with outside obligations to benefit from service-learning opportunities, such obligations were not an obstacle in this study. While two students mentioned having to find time to complete the assignment, they felt the amount of time required was reasonable to the class and that the experience was worth the schedule adjustment. The two students who brought children with them to their volunteer experience did not indicate that it was frowned upon in anyway. For instructors wishing to utilize volunteer hours in their courses, flexibility with familial needs and extracurricular obligations such as work is key to keeping the experience accessible to students.

Finally, most of the current research focuses on four-year students. Further research into the perception of required volunteer hours among community college students is very important. Some of these students may go on to four-year institutions and encounter classes where volunteer hours are required of them. With this in mind, knowing how transferring community college students compare to students who began at a four-year college or university is important. Their perceptions may impact the quality of their work and, by proxy their performance within the program. In contrasting two-year and four-year students, it may be interesting to see how perceptions shift over time between the two groups.

Replication of this study at other two-year colleges would also be helpful. As the study was single-institution in nature, it does not provide a comprehensive perspective on student perceptions of required volunteer hours. Ideally, the study would include institutions that are diverse in terms of size, student body, and geographic location. Additional data from multiple

institutions could help to provide more holistic information allowing institutions to utilize

volunteer hours in the most effective way possible in the classroom.

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Appendix A

Informed Consent

Hello,

My name is Annie Denton and I am doing research to gain more information on how students perceive volunteering as part of their course requirements. You are eligible to participate in this study because you are enrolled in this class which requires volunteer hours. While participation is not required, your input would be greatly appreciated as it helps me fulfill the requirements of my degree program.

There are two ways that you can participate in this study. You can attend a focus group that will last 30-45 minutes. The sessions will be held on this campus with multiple times available. If you are unable or unwilling to participate in one of these sessions, you can also participate by allowing me to read the reflective assignment related to your volunteer hours. Please note that while data from this research will be shared with participating instructors, students will be kept anonymous and aliases will be assigned to any students who are directly quoted. The data from this study will not be shared with your instructor until the end of the following semester; participation or non-participation in focus groups will not impact your grade in this course.

[ ] I would be willing to participate in this study by: (Check all that apply)
- o   Attending a focus group session
- o   Allowing the researcher to read my reflective assignment
- o   Both

[ ] I do not want to participate in this study

Name (Please print):

Signature:

Appendix B

Focus Group Questions

1. How did you pick the organization you volunteered for?

    a. Potential follow-up question:

        i. Would you volunteer with this group again in the future?

2. Did you learn from your volunteer experience? What are some of the things you learned?

    a. Potential follow-up question:

        i. Did this experience change your mind or affirm your course of study?

        ii. How did this experience fit in with course content?

3. Do you think you benefitted from the volunteer work? If so, how? If not, why? Do you think the organization where you volunteered benefitted from your volunteering? If so, how? If not, why?

4. When selecting an organization, how much thought did your future academic and career goals effect your choice?

5. How did the assigned volunteer hours enhance the course?

6. Do you feel the amount of time assigned to volunteer work was appropriate? Please explain why.

Appendix C

Coding Manual

- Academic

    o Referencing learning about course concepts

    o Relating the experience to the class

    o Discussing the experience in terms of academic plans

- Career

    o Discussing the experience as changing course of study

    o Discussing the experience as reinforcing a course of study

    o Discussing the experience as valuable or influential in future work

- Social

    o Interaction with classmates

    o Interaction with college peers

    o Interaction with people outside of the college

- Emotional

    o Feelings or emotions related to the experience

    o Could include general descriptors of the experience

- Values

    o Altruism

        ▪ Scope Note: includes but is not limited to the idea of helping others or an

          organization

    o Discussion about perspective or worldview

- ▪ Scope Note: includes discussion on how the experience changed their

  outlook on life, others, or the issues and causes their organization benefits.

- Technical Perspective

  - ○ This refers to Butin's perspective of volunteering

  - ○ Scope Note: includes but is not limited to discussion of the experience as required

- Motive

  - ○ Refers to reasons volunteering was carried out

  - ○ Specifically references VFI categories

  - ○ Scope note: this is not necessarily related to the status of the hours as a graded

    assignment.

Appendix D

Reflective Assignment Prompts

GEO 160: Service Learning Project (100 points): I am asking that you participate in a 3+ hour Geography-related service activity at some point during the semester. Service learning is a bit different from volunteering. Service learning involves learning while helping with a worthwhile cause/activity. I will provide some options for you. If you prefer to select your own activity, you must okay the activity with me first. After completing the activity, write a 400+ word essay about what you did. Format the essay as follows:

o Your name:

o Date of the activity:

o Identification/location of the activity:

o Description of what you did: o Summary of what you learned:

o Statement of how this activity is tied in some way to Geography:

Post the service learning project essay on Blackboard, in the designated drop box.

GEO 162: Service Learning Project (100 points): I am asking that you participate in a 3+ hour environmentally-oriented service activity at some point during the semester. Service learning is a bit different from volunteering. Service learning involves learning while helping with a worthwhile cause/activity. I will offer several days/times that you can participate in activities at BCTC's community/educational garden. After completing the activity, write a 400+ word essay about the activity. Format the essay as follows:

o Your name:

o Date of the activity:

o Identification/location of the activity:

o Description of what you did: o Summary of what you learned:

o Statement of how this activity is tied in some way to Geography 162:

Post the service learning project essay on Blackboard, in the designated drop box.

GEN 140: Service Activity Report (125 points)

Prepare a report with the following information. Name:

Activity:

Activity Location:

Activity Date:

Description of Activity:

Describe Your Role and Responsibilities:

Provide the name and contact information of the supervisor or someone who can officially verify

your involvement in the activity.

Who was served by this activity? Approximately how many people were served?

If goods or monies were collected, please list amounts and totals.

Number of hours committed to the activity (including planning):

What were the benefits and impact of serving others and serving the community/society?