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At A Glance: What We Know about The Effects of Service-Learning on Students, Faculty, Institutions and Communities, 1993-1999

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**At A Glance:
What We Know about
The Effects of Service-Learning on
Students, Faculty, Institutions and Communities,
1993-1999**

"At A Glance" summarizes the findings of service learning research in higher education over the past few years and includes a bibliography. It is designed to provide a quick overview of where we are in the field today and a map to the literature. Particular issues of interest may be explored in greater depth through the annotated bibliography and complete review of research for this period from 1993-99.

This survey of service-learning research within higher education reflects a dramatic increase over recent years that examine the effects of service-learning on students, faculty, institutions, and communities. The scope of this literature review includes national, regional and single studies that focus on personal, learning, social, institutional, community or career developmental outcomes, as well as how program characteristics affect these outcomes.

The initial literature search focused on research indexes such as ERIC and PsychLit. Four descriptors guided these literature searches: service learning, community service and experiential learning, and field-based education. Special attention was paid to *The Michigan Journal of Community Service Learning* because this peer review journal has become a significant outlet for service-learning research in higher education. Summary reports from service-learning organizations were included such as RAND, Learn and Serve America, the Bonner Scholars Program, the American Association of Community Colleges, and the National Association of State Universities and Land Grant Colleges.

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December 7, 1999

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I. What We Know: The Effects of Service-Learning On Students

A. Personal Outcomes

- ◆ **Service-learning has a positive effect on student personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development:**

Astin & Sax, 1998; Astin, Sax, & Avalos, (in press); Boss, 1994; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999; Fenzel & Leary, 1997; Freidus, 1997; Giles & Eyler, 1994; Gray, Ondaatje, Fricker, Geschwind, Goldman, Kaganoff, Robyn, Sundt, Vogelgesang, & Klein, 1998; *Greene, 1996 (dissertation)*; Gorman, 1994; *Jordan, 1994 (dissertation)*; Keen, & Keen, 1998; Kendrick, 1996; *Loewen, 1998 (dissertation)*; Markus, Howard, & King 1993; Ostrow, 1995; Peterson, 1998; *Rauner, 1995 (dissertation)*; Rhoads, 1997; Sledge, Shelburne, & Jones, 1993; VCU, 1997; Wade & Yarborough, 1996; Western Washington University, 1994.

- ◆ **Service-learning has positive effect on interpersonal development and the ability to work well with others, leadership and communication skills:**

Astin & Sax, 1998; *Bacon, 1997 (dissertation)*; Dalton & Petrie, 1997; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Freidus, 1997; Giles & Eyler, 1994; Gray, et al., 1998; Keen, & Keen, 1998; Mabry, 1998; *McElhaney, 1998 (dissertation)*; Raskoff, 1997; *Rauner, 1995 (dissertation)*; Rhoads, 1997; Sledge, Shelburne, & Jones, 1993; Peterson, 1998; Wade & Yarborough, 1996.

B. Social Outcomes

- ◆ **Service-learning has a positive effect on reducing stereotypes and facilitating cultural & racial understanding:**

Astin & Sax, 1998; Astin, Sax, & Avalos (in press); Balazadeh, 1996; Bringle & Kremer, 1993; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Dunlap, 1997; Dunlap, 1998; Eyler, Giles & Braxton, 1997; Eyler & Giles, 1999; Fenzel & Leary, 1997; Giles & Eyler, 1994; Gray, et al. 1998; Greene & Diehm, 1995; *Greene, 1996 (dissertation)*; *Hall, 1996 (dissertation)*; Hones, 1997; *Jordan, 1994 (dissertation)*; Keen, & Keen, 1998; Kendrick, 1996; *McElhaney, 1998 (dissertation)*; Myers-Lipton, 1996a; Myers-Lipton, 1996b; Ostrow, 1995; *Rauner, 1995 (dissertation)*; Rhoads, 1997; VCU, 1997; Western Washington University, 1994.

◆ **Service-learning has a positive effect on sense of social responsibility and citizenship skills:**

Astin & Sax, 1998, Astin, Sax, & Avalos (in press), Barber, Higgins, Smith, Ballou, Jeffrey, Dedrick, & Downing, 1997; Batchelder & Root, 1994; Dalton & Petrie, 1997; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Eyler, Giles & Braxton, 1997; Fenzel & Leary, 1997; Giles & Eyler, 1994; Gray, et al. 1998; *Hall, 1996 (dissertation)*; Keen, & Keen, 1998; Kendrick, 1996; Mabry, 1998; *McElhaney, 1998 (dissertation)*; Myers-Lipton, 1998; Ostrow, 1995; Sledge, Shelburne, & Jones, 1993; Rhoads, 1997; VCU, 1997.

◆ **Service-learning has a positive effect on commitment to service:**

Astin & Sax, 1998; Astin, Sax, & Avalos (in press), Driscoll, Holland, Gelmon, & Kerrigan, 1996; *Eklund-Leen, 1994 (dissertation)*; Eyler & Giles, 1999; Eyler, Giles & Braxton, 1997; Fenzel & Leary, 1997; Giles & Eyler, 1994; *Greene, 1996 (dissertation)*; Keen, & Keen, 1998; *Kolcross, 1997 (dissertation)*; Markus, Howard, King, 1993; *McElhaney, 1998 (dissertation)*; Oliver, 1997; *Rauner, 1995 (dissertation)*; Rhoads, 1997; *Smedick, 1996 (dissertation)*; Stukas & Clary, 1998; Tartter, 1996; Western Washington University, 1994.

◆ **Volunteer service in college is associated with involvement in community service after graduation:**

Astin, Sax, Avalos (in press); *Rauner, 1995 (dissertation)*; *Smedick, 1996 (dissertation)*.

C. Learning Outcomes

◆ **Students or faculty report that service-learning has a positive impact on students' academic learning:**

Astin & Sax, 1998; Balazadeh, 1996; Boss, 1994; Cohen & Kinsey, 1994; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Eyler, Root, & Giles, 1998; Fenzel & Leary, 1997; Foreman-Wood, 1996; *Greene, 1996 (dissertation)*; *Hall, 1996(dissertation)*; *Jordan, 1996 (dissertation)*; Rhoads, 1997; *Smedick, 1996 (dissertation)*; Markus, Howard & King, 1993; *McElhaney, 1998 (dissertation)*; Miller, 1994; Oliver, 1997; Schmiede, 1995; Sledge, Shelburne, & Jones, 1993; VCU, 1997; Western Washington University, 1994.

◆ **Students or faculty report that service-learning improves students' ability to apply what they have learned in the "real world":**

Bacon, 19978 (dissertation); Balazadeh, 1996; Eyler & Giles, 1999; Fenzel & Leary, 1997; Foreman-Wood, 1996; Gray, et al., 1998; Hall, 1996 (dissertation); Kendrick, 1996; Oliver, 1997; Markus, Howard, & King, 1993; McElhaney, 1998 (dissertation); Miller, 1994; Nigro & Wortham, 1998; VCU, 1997.

◆ **The impact of service-learning on student academic learning as measured by grades or GPA is mixed:**

✓ Some studies have shown a positive impact of service on academic learning:

Astin & Sax, 1998; Markus, Howard, & King, 1993.

✓ Other studies show no difference between service-learning and non-service-learning control groups:

Boss, 1994; Hudson, 1996; Kendrick, 1996; Miller, 1994; Parker-Gwen & Mabry, 1998.

◆ **Service-learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking and cognitive development:**

Batchelder & Root, 1994; Boss, 1994; Eyler & Giles, 1999; Eyler, Root, & Giles, 1998; Osborne, Hammerich, Hensley, 1998; Schmiede, 1995.

D. Career Development

◆ **Service-learning contributes to career development**

Astin & Sax, 1998; Astin, Sax, & Avalos (in press), Driscoll, Holland, Gelmon, & Kerrigan, 1996; Fenzel & Leary, 1997; Greene & Diehm, 1995; Keen, & Keen, 1998; *McElhaney, 1998 (dissertation); Sledge, Shelburne, & Jones, 1993; Tartter, 1996; VCU, 1997; Western Washington University, 1994.*

E. Relationship with Institution

- ◆ **Students engaged in service-learning report stronger faculty relationships than those who are not involved in service-learning:**

Astin & Sax, 1998; Eyler & Giles, 1999.

- ◆ **Service-learning improves student satisfaction with college:**

Astin & Sax, 1998; Berson & Younkin, 1998; Gray, et al., 1998.

- ◆ **Students engaged in service-learning are more likely to graduate:**

Astin & Sax, 1998; Roose, Daphne, Miller, Norris, Peacock, White, & White, 1997.

F. Process examined in Qualitative Studies

- ◆ **There is a growing body of studies that attempt to describe the process of student development involved in service-learning:**

Bacon, 1997(dissertation); Dalton & Petrie, 1997; Dunlap, 1997; Dunlap, 1998; Freidus, 1997; Hall, 1996 (dissertation); Hones, 1997; Ostrow, 1995; Rhoads, 1997; Schmiede, 1995; Smith, 1994; Ward, 1996; Wade & Yarborough, 1996.

II. What We Know: The Effects of Particular Program Characteristics on Students

A. Placement Quality

- ◆ **Placement quality has a positive impact on student personal and interpersonal outcomes:**

Eyler & Giles, 1999; Mabry, 1998.

B. Reflection

- ◆ **Written reflection has an impact on student learning outcomes:**

Eyler & Giles, 1999; Gray, et al. 1998; Greene & Diehm, 1995; *Loewen, 1998 (dissertation)*; Mabry, 1998.

- ◆ **Discussion reflection has an impact on student learning outcomes:**

Eyler & Giles, 1999; Gray, et al., 1998; Mabry, 1998.

C. Application of service

- ◆ **Application of service to academic content and vice versa has an impact on students, particularly learning outcomes:**

Boss, 1994; Batchelder & Root, 1994; Eyler & Giles, 1999.

D. Duration and Intensity of Service

- ◆ **Duration and intensity of service have an impact on student outcomes:**

Astin & Sax, 1998; Astin, Sax, & Avalos, (in press), Mabry, 1998.

E. Exposure to Diversity

- ◆ **Diversity has an impact on students, particularly personal outcomes of personal development & cultural understanding:**

Eyler & Giles, 1999; Gray, et al., 1998.

F. Community voice

- ◆ **Community voice in a service-learning project has an impact on student cultural understanding:**

Eyler & Giles, 1999; Gray, et al., 1998.

III. What We Know: The Impact of Service-learning on Faculty

A. Faculty using service-learning report satisfaction with quality of student learning:

Berson & Younkin, 1998; Fenzel & Leary, 1997; Hesser, 1995; Sellnow & Oster, 1997; Serow, Calleson, & Parker, 1996; Stanton, 1994.

B. Faculty using service-learning report commitment to research:

Driscoll, Holland, Gelmon, & Kerrigan, 1996.

C. Faculty report lack of resources as barrier to providing nature of service-learning:

Gray, et al., 1998; Hammond, 1994; National Association of State Universities and Land Grant Colleges, 1995; Robinson & Barnett, 1998; Stanton, 1994; Wade & Yarborough, 1997; Ward, 1996.

D. Faculty increasingly integrate service-learning into courses:

Campus Contact, 1998; Gray, et al., 1998; *Martin, 1994 (dissertation)*; Oliver, 1997; Robinson & Barnett, 1998, 1996; Sagaria & Burrows, 1995; Stanton, 1994; Ward, 1996.

IV. What We Know: The Impact of Service-Learning on Colleges and Universities

A. Colleges and universities report institutional commitment to service-learning curriculum:

Bringle & Hatcher, 1997; Gray et al., 1998; Campus Contact, 1998; National Association of State Universities and Land Grant Colleges, 1995; Robinson & Barnett, 1998, 1997; Sagaria & Burrows, 1995; Oliver, 1997; Scott & Ludwigh, 1995; Sellnow & Oster, 1997; Serow, Calleson, & Parker, 1996.

B. Colleges and universities report availability of service-learning programs:

Bringle & Hatcher, 1997; Campus Contact, 1998; Gray et al., 1998; National Association of State Universities and Land Grant Colleges, 1995; Robinson & Barnett, 1998, 1997; Sagaria & Burrows, 1995; Scott & Ludwigh, 1995; Sellnow & Oster, 1997; Serow, Calleson, & Parker, 1996.

C. Few colleges and universities require service-learning in the academic core:

Antonio, Astin, & Cress, (in review) ; Gray et al., 1998; Sagaria & Burrows, 1995.

D. Community service affects student retention:

Astin & Sax, 1998; Roose, Daphne, Miller, Norris, Peacock, White, & White, 1997.

E. Institutions report enhanced community relations:

Driscoll, Holland, Gelmon, & Kerrigan, 1996; Gray et al., 1998.

V. What We Know: The Impact of Service-Learning on Communities

A. Satisfaction with student participation:

Cohen & Kinsey, 1994; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Foreman-Wood, 1996; Gray, et al., 1998; National Association of State Universities and Land Grant Colleges, 1995; Nigro & Wortham, 1998.

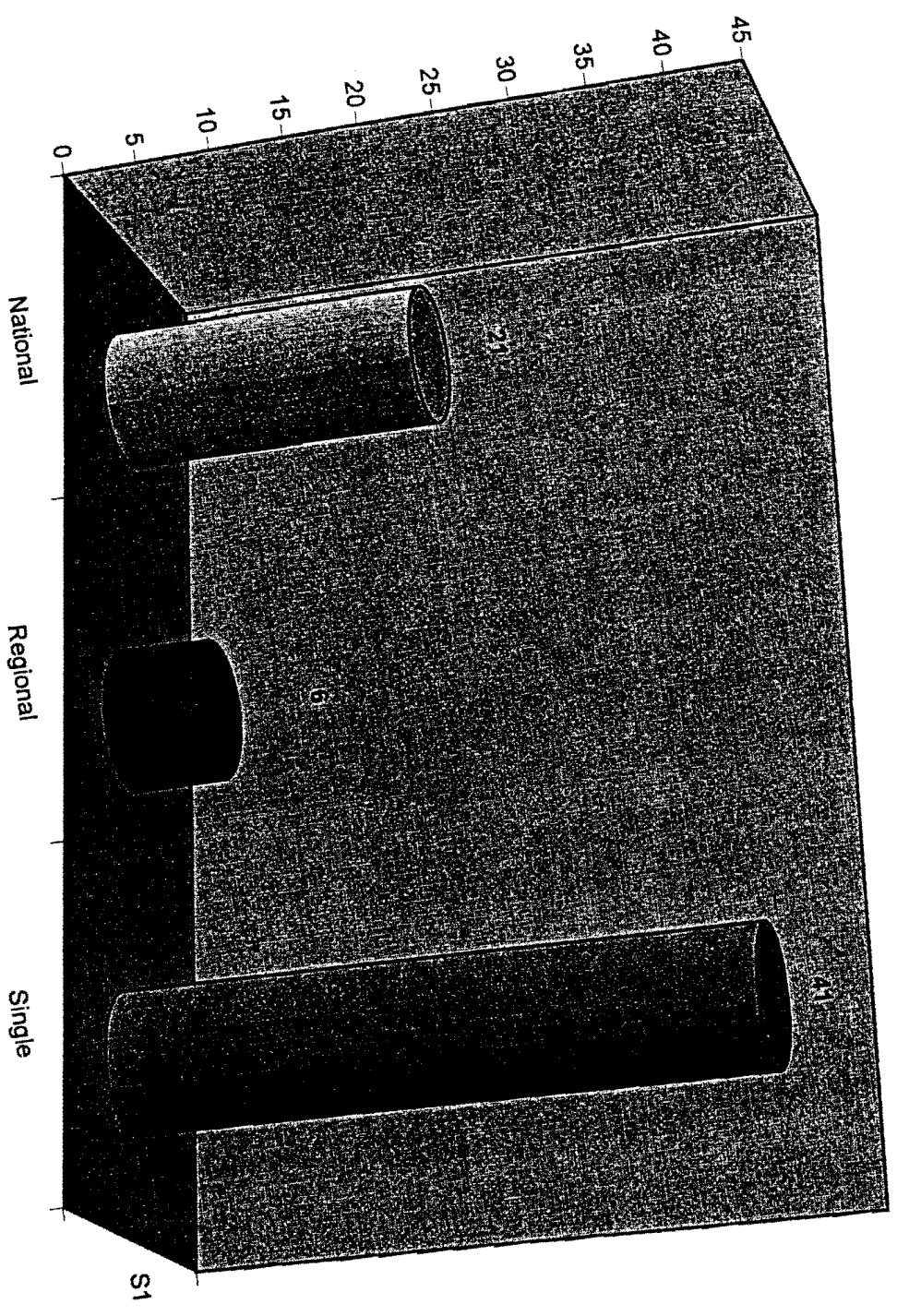
B. Service-learning provides useful service in communities:

Cohen & Kinsey, 1994; Bringle & Kremer, 1993; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Gray et al., 1998; Henderson & Brookhart, 1997; Nigro & Wortham, 1998; Western Washington University, 1994.

C. Communities report enhanced university relations:

Driscoll, Holland, Gelmon, & Kerrigan, 1996; Gray, et al., 1998.

Institutional Sample (out of 68 studies)

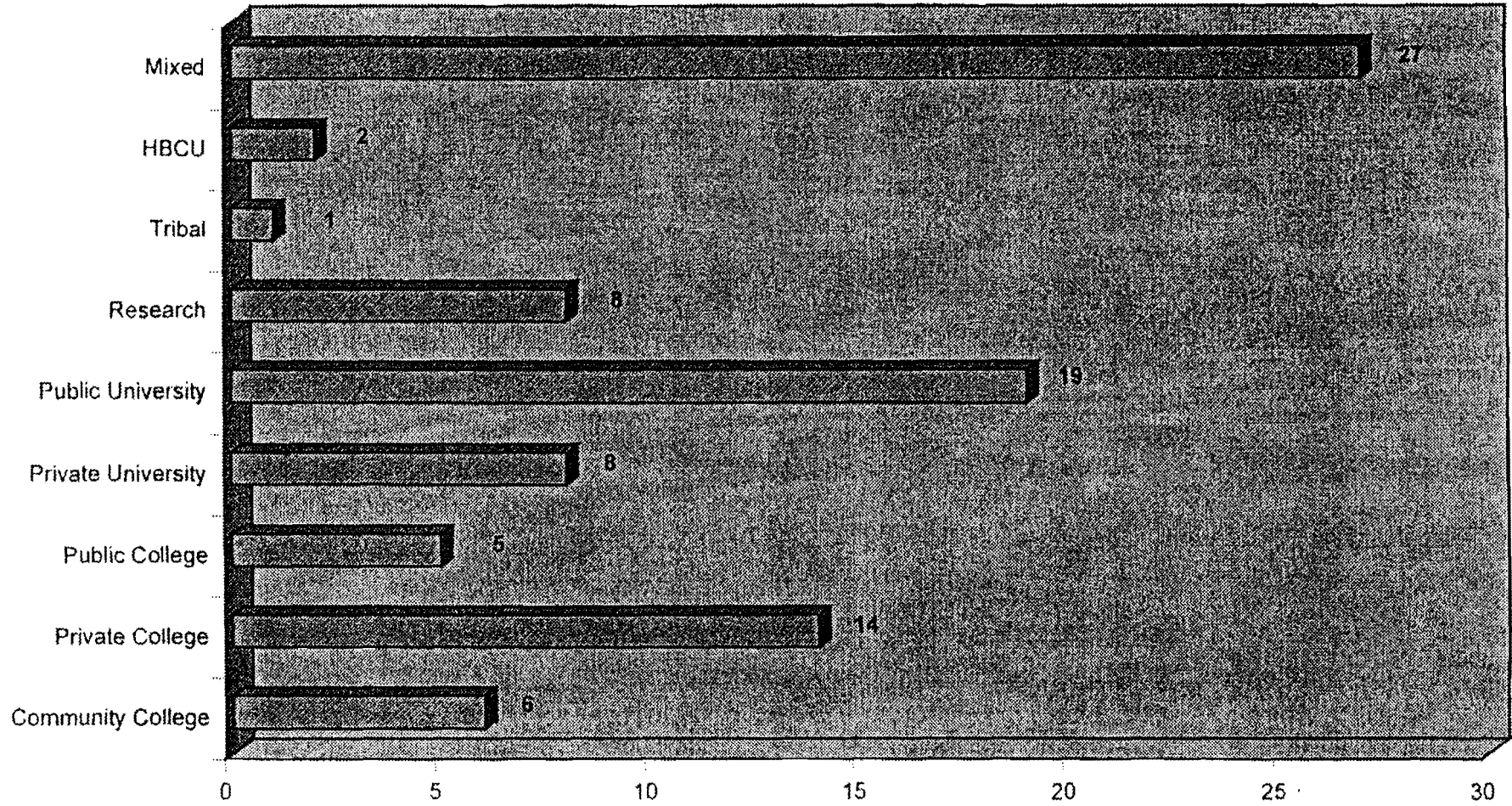


▣ National
■ Regional
■ Single

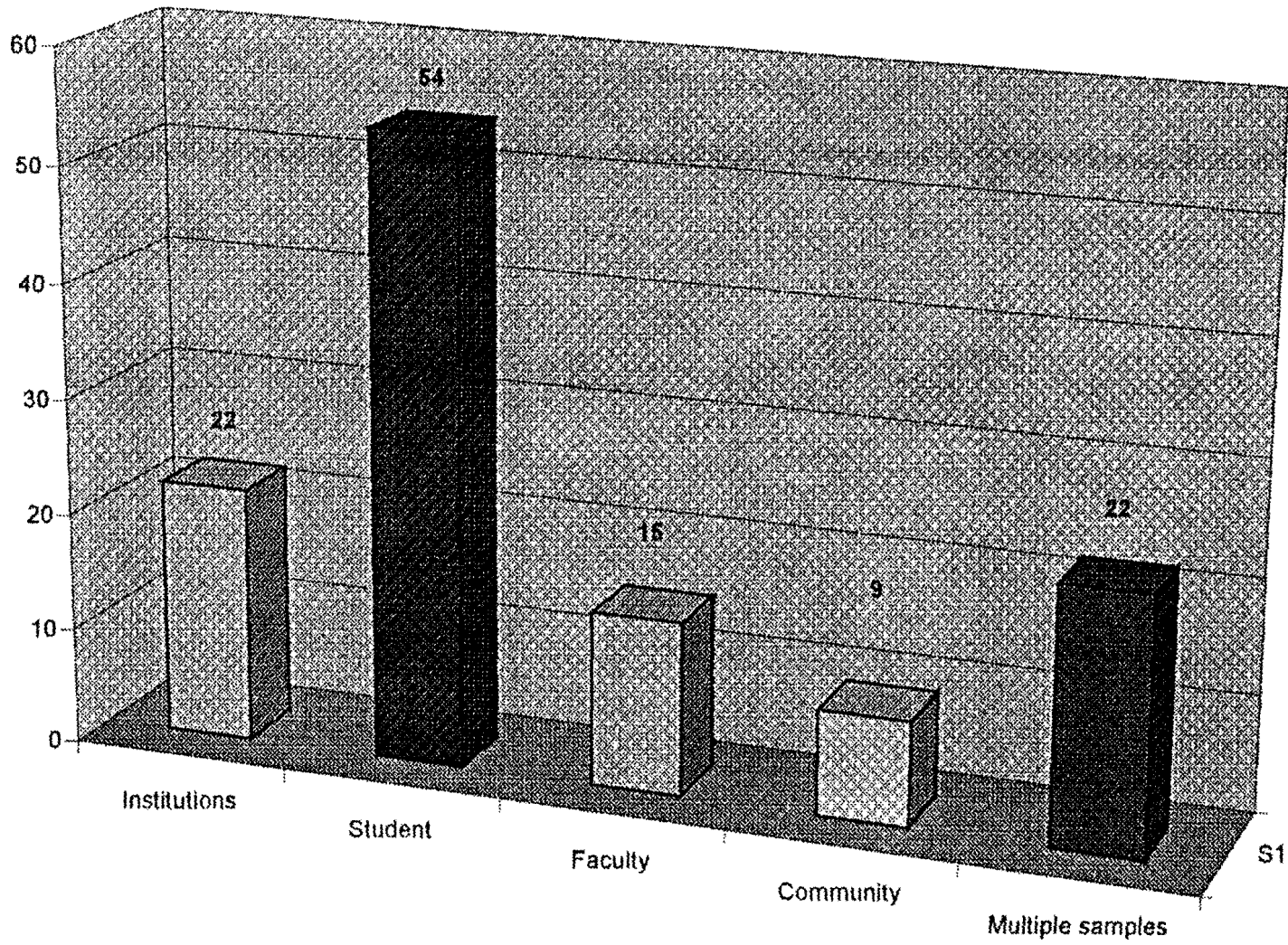
S1

Institutional Type

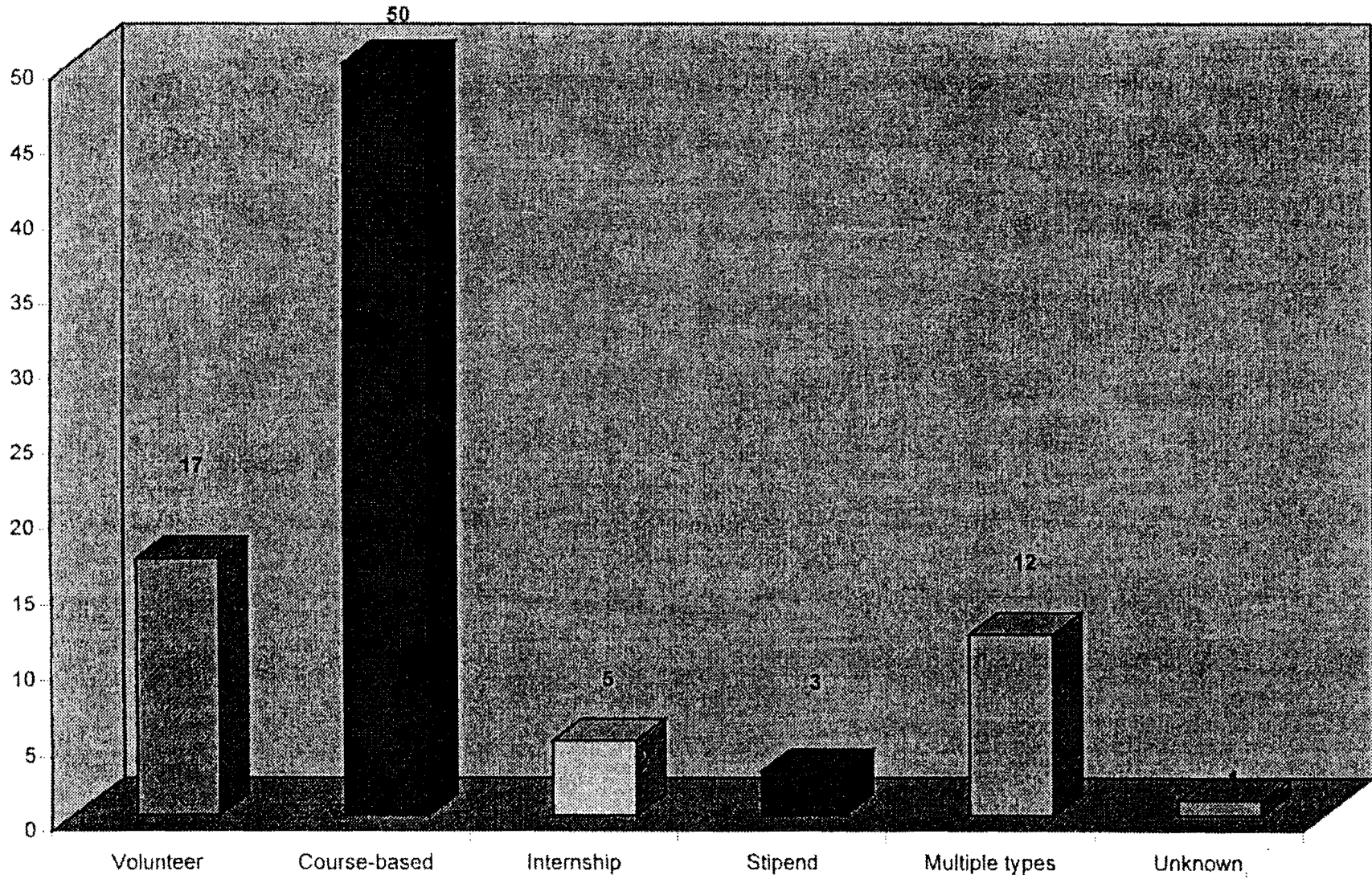
(out of 68 studies)



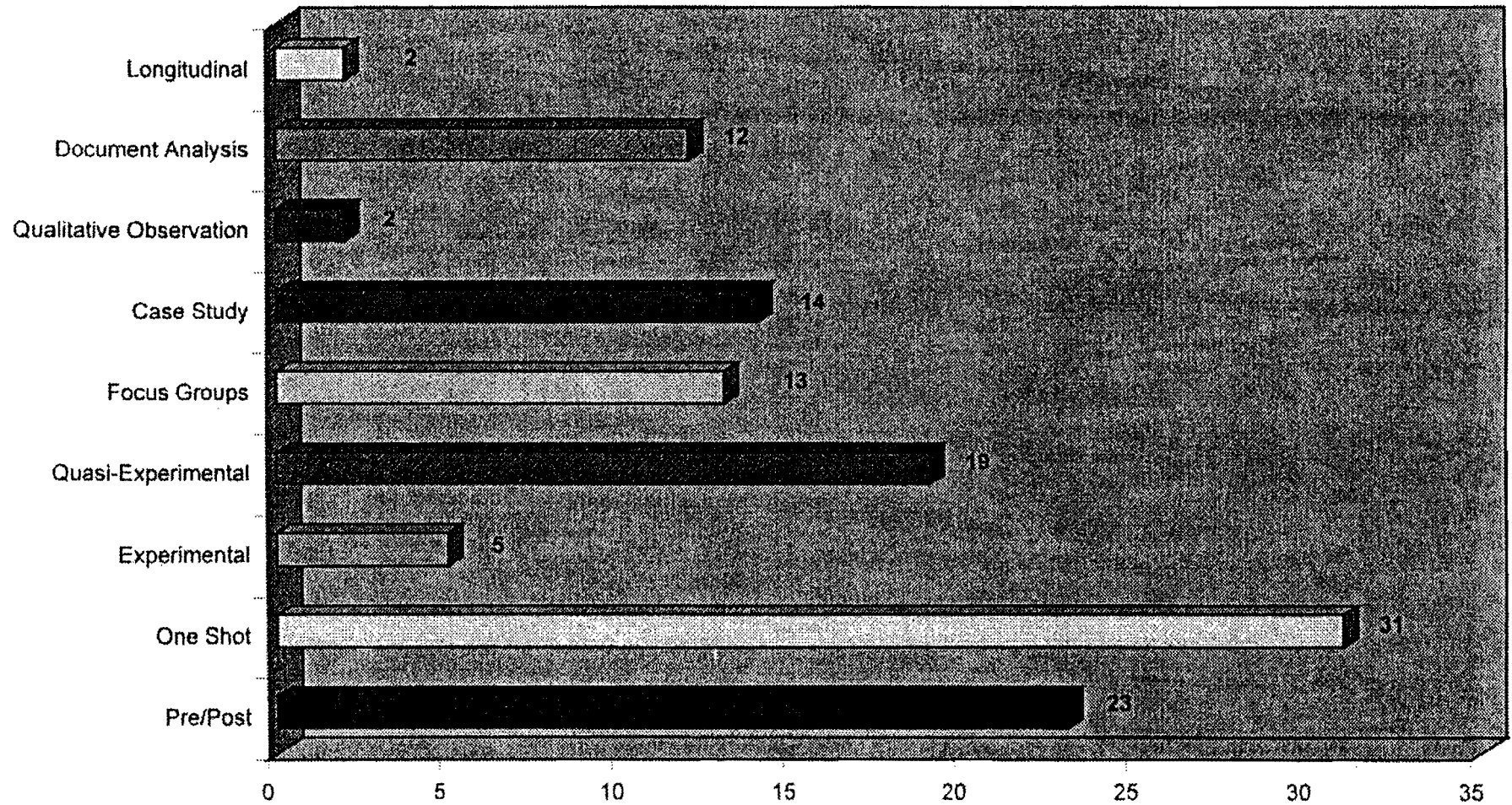
Sample Focus
(out of 68 studies)



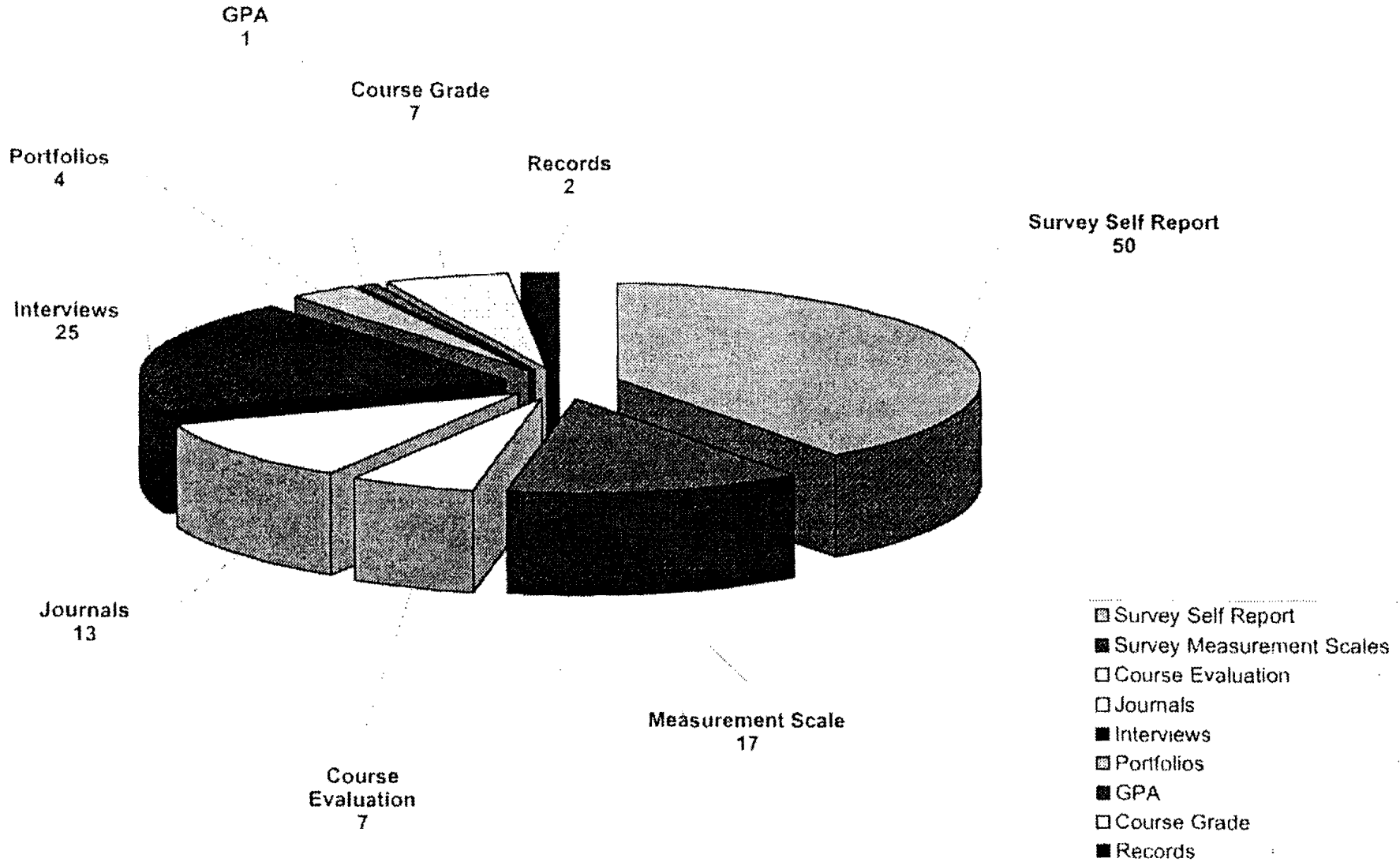
Program Type



Study Design

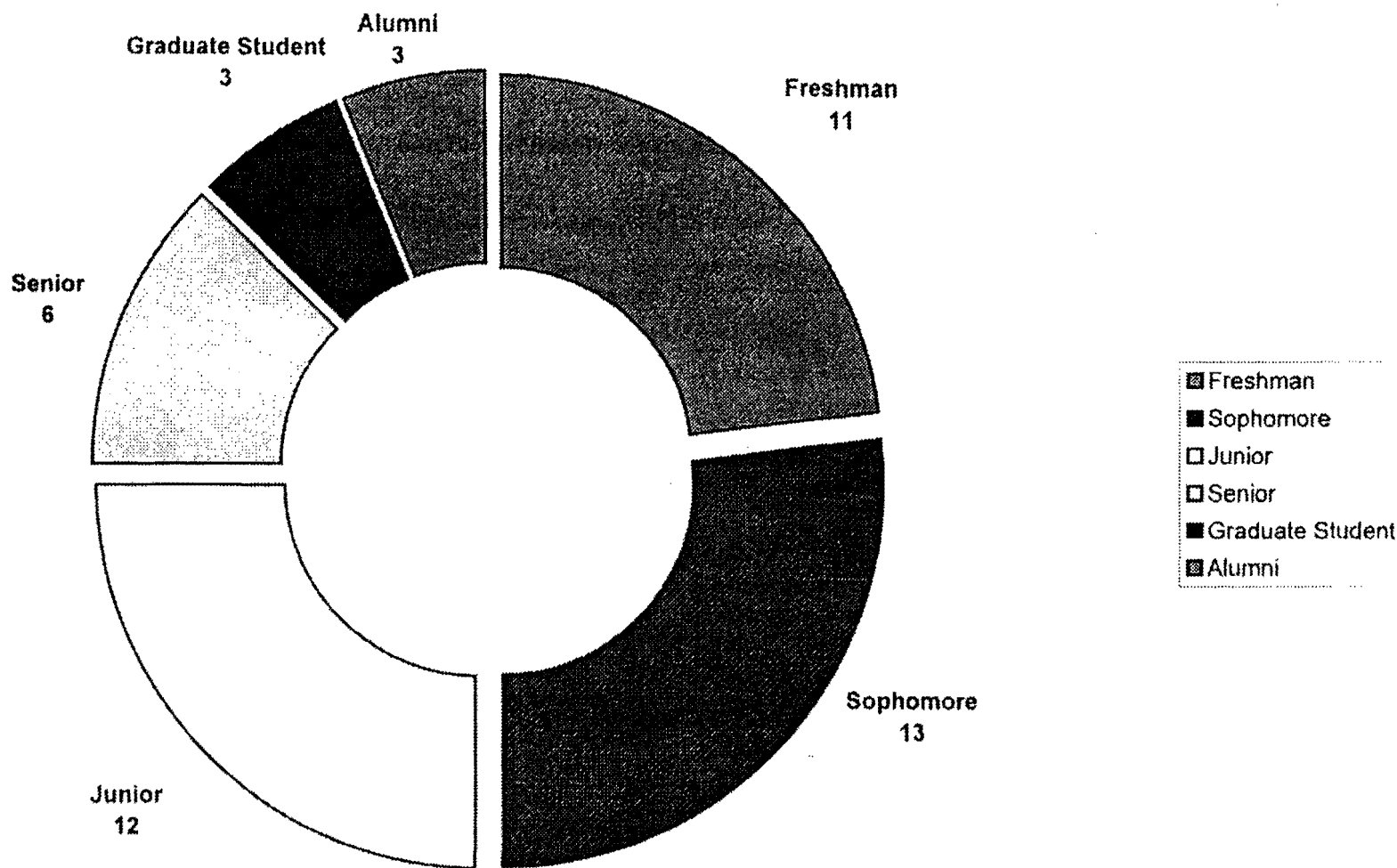


Study Measures



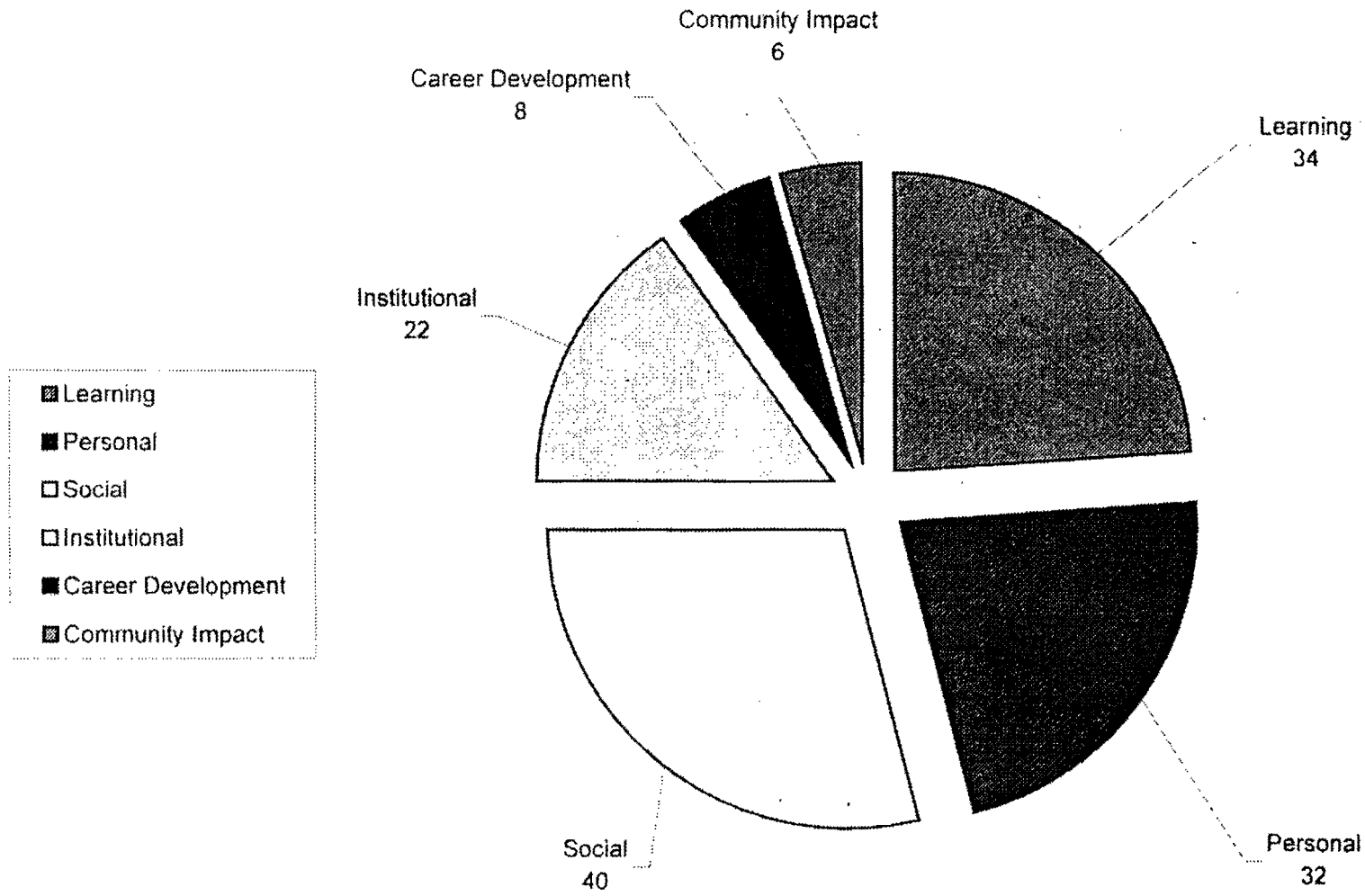
Student Sample

(31 out of 54 studies did not indicate kind of student)



Student Outcomes

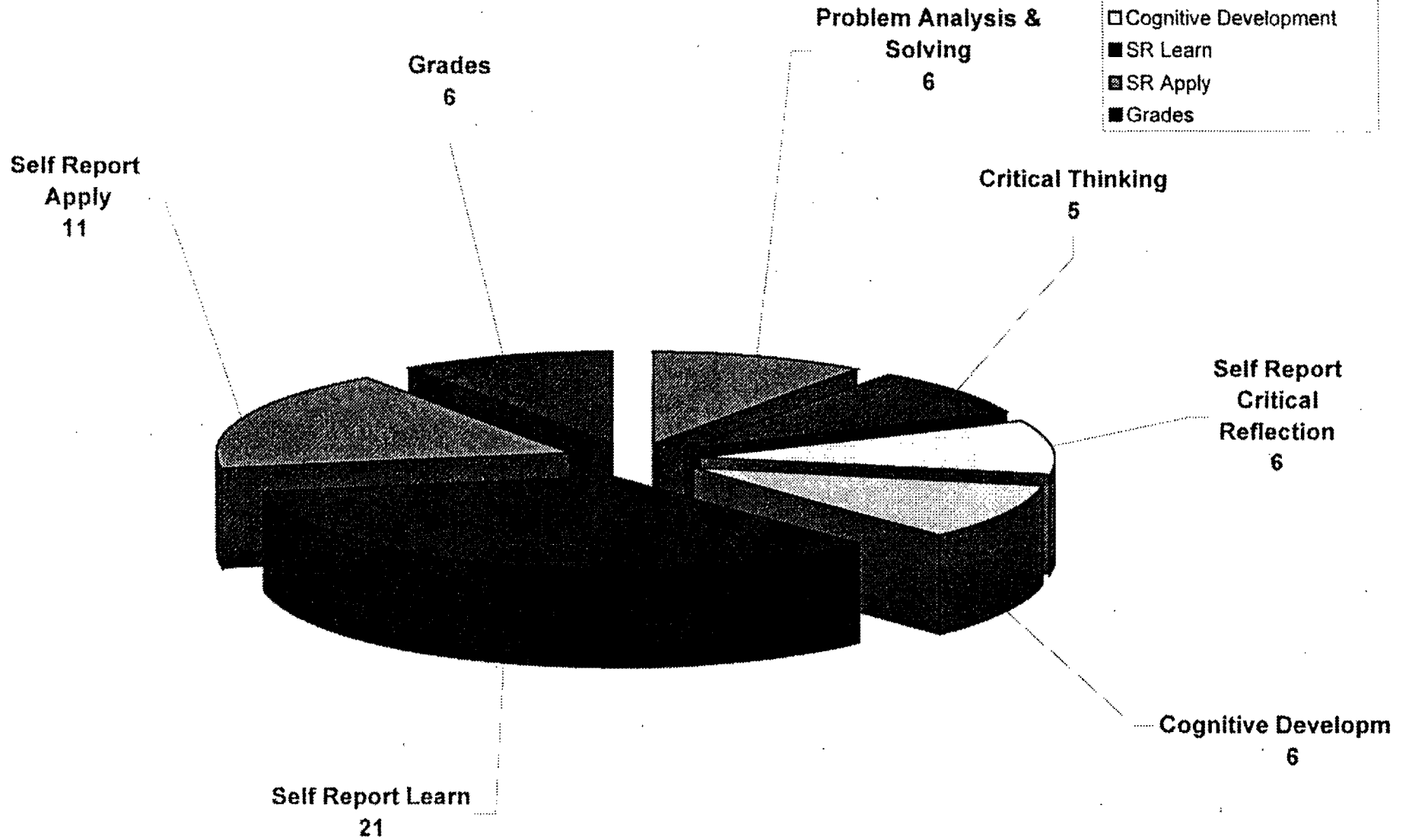
(Out of 54 studies focusing on students)



Student Learning Outcomes

(out of 34 studies)

- Problem Analysis & Solving
- Critical Thinking
- SR Critical Reflection
- Cognitive Development
- SR Learn
- SR Apply
- Grades



Annotated Bibliography of Service Learning Research, 1993-99

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Explanation of terms used in the boxed summaries

Quantitative- quantitative study which examined the impact of service learning on outcomes.

Descriptive - quantitative study which drew from descriptive statistical data.

Qualitative-qualitative study which examined outcomes.

Process-qualitative study which examined the process of learning through service.

NR - sample amount not reported

(#%) - response rate in sample

Antonio, A. L., Astin, H. S. & Cress, C. H. (under review with *Review of Higher Education*) Community Service in Higher Education: A Look at the Nation's Faculty.

Methodology: Quantitative

Sample: Full-time faculty

Original Sample: 143,816

Final Sample: 33,986 (23%)

Study design: One shot

Measures: Survey, self-report

A national survey of faculty by The Higher Education Research Institute at UCLA yielded a sample of 33,986 faculty from full-time undergraduate teaching institutions. The survey examined and assessed faculty behaviors and beliefs related to community service. The independent variable was community service while controlling for gender, race, ethnicity, academic rank, discipline, public or private control, and type of institution.

Behavior about community service was assessed based upon the number of hours of community service; whether community service was performed; whether faculty advised students involved in community service; and whether faculty required community service or not in their courses. Beliefs about community service were examined through these questions: whether community service should be a graduation requirement or given weight for admission; whether faculty aspired to provide community service personally or encourage students towards involvement; and whether colleges should be involved in solving social problems or citizenship should be developed in undergraduates.

Results indicated that 80% faculty engaged in some of community service, while 40% faculty advised students involved in community service. Women faculty scored substantially higher than male faculty in measures of community service, engaging in social problems, and developing students' civic responsibility. Among ethnic groups, African American faculty showed the highest levels of commitment and involvement in community service. Lower ranking faculty also demonstrated that they were more involved in community service, as were those with a humanistic orientation.

When institutional settings were compared, faculty at four-year colleges conduct, utilize, and value community service at higher rates than do university faculty. Four-year college faculty are 44% more likely than university faculty are to endorse the goal of instilling commitment community service among students. Also, higher ranking faculty, older faculty, and faculty with a strong intellectual orientation are the least likely to be involved in or committed to community service. The authors suggested that these findings support the notion that institutional culture may be a key factor in an institution to encourage faculty to view community service as vital to their role as professors.

Astin, A. W., & Sax, L. J. (1998). How Undergraduates Are Affected By Service Participation. *Journal of College Student Development*, 39(3), 251-263.

Methodology: Quantitative	Sample: Students	Original Sample: 11822
Study Design: Pre/post survey, Quasi-experimental	Measures: Survey self-report, Institutional records	Final Sample: 3,450 (29%)
Outcome Variables: Civic responsibility, Educational attainment, Life skills.		

This national study sponsored by Learn and Serve America (LSAHE) surveyed 42 institutions. LSAHE programs engage students in tutoring, working with homeless, poor and elderly, improving neighborhood environments and community health, and preventing crime. Using data from the Cooperative Institutional Research Program Freshman (CIRP) Survey, SATs, ACTs, and enrollment information, thirty-five student outcomes were measured from five student cohorts from 1990-1994 along with follow-up surveys in 1995. Service participation was the independent variable while controlling for freshmen year pre-tests, service propensity, major, race, ethnicity, gender, and structural characteristics of the institution.

All 35 student outcome measures were favorably influenced by service participation; academic outcomes (GPA, retention, degree completion, amount of interaction with faculty, and increase in knowledge), civic responsibility (commitment to life goals of helping others, promoting racial understanding), and life skills (critical thinking, interpersonal skills, leadership skills, social self-confidence, knowledge of different races or cultures, and conflict resolution skills). Increase in knowledge, civic responsibility and life skills were measured by student self-report.

Other results indicated the more time devoted to service the more positive the effect on students. Whether a student volunteered in high school was the most important predisposing factor for students who participated in service-learning. Other factors included leadership ability, involvement in religious activities, commitment to participation in community action programs, tutoring other children, being a guest in a teacher's home, and being a woman.

Astin, A. W., Sax, L. J., & Avalos, J. (In press, *Review of Higher Education*) Long Term Effects of Volunteerism During the Undergraduate Years.

Methodology: Quantitative	Sample: Students & Alumni	Original Sample: 27,064
Study Design: Pre/post survey, Experimental	Measures: Survey self-report	Final Sample: 12,376 (29%)
Outcome Variables: Behavioral outcomes, Values		

A sample of 12,376 alumni was gained from data drawn from three surveys through the Cooperative Institutional Research Program (CIRP) of Learn and Serve Institutions. The first survey was conducted in 1985 with entering freshmen, the second survey taken four years later in 1989, and the third survey in 1994-95. Freshman inputs of behavior, value, and reasons for entering college were controlled in data analysis. The independent variable was volunteerism.

Results indicated that students who spent six or more hours a week in volunteering during their last year of college nearly doubled the chances that they would be volunteering after college. Nine years after graduating, the frequency of volunteering still correlated with amount of volunteering during

high school. Volunteering had a significant effect on the following thirteen behavioral and value outcomes: attending graduate school, donating money to undergraduate college, frequency of socializing with diverse people, helping others in difficulty, developing a meaningful life philosophy, promoting racial understanding, participating in community action programs, participating in environmental cleanup, a sense of efficacy, highest degree earned, hours spent volunteering, career preparation, and degree aspirations.

Balazadeh, N. (1996). Service-Learning and the Sociological Imagination: Approach and Assessment. Paper presented at the National Historically Black Colleges and Universities Faculty Development Symposium, Memphis, TN.

Methodology: Mixed: Quantitative; Qualitative	Sample: Students	Original Sample: 84
Study Design: One shot; Quasi-experimental	Measures: Grades	Final Sample: 26 (31%)
Outcome Variables: Learning; Cultural awareness		

Undergraduate sociology students at Rust College, a historically black college, were given the opportunity to connect with elderly in institutional settings, thus making a generational connection between the college and a local nursing home. During the 1995-96 academic year, students in three sociology courses participated in service-learning activities during a semester. Within each course, students elected a traditional program or a program that included a structured service-learning component (26 out of 84) as an independent variable. The service-learning package was designed to constitute 30 percent of the student's final grade and was a formal part of the curriculum.

Overall, the instructor reported that students in service-learning performed better in grades than their peers who selected the standard option of instruction and grading. Ten of 26 service-learning students received a course grade of "A", while eight of 58 non service-learning students received an "A". Another ten of 26 service-learning students received a course grade of "B", while nine of 58 non service-learning students received a "B". Grades in the control group were based upon different assignments and are thus are not comparable.

Student assessment of learnings indicated that the experience expanded their sociological imagination. Exhibits include a course description and evaluation instrument, description of the service-learning experience, required student journal entry form, student reflection paper outline, and final evaluation report form.

Barber, B. R., Higgins, R. R., Smith, J K., Ballou, J. K., Dedrick, J., & Downing, K. (1997). Democratic Theory And Civic Measurement: A Report On The Measuring Citizenship Project. Paper presented at the Campus Contact, Denver.

Methodology: Quantitative	Sample: Students	Original Sample: NR
Study Design: Pre/post survey; Quasi-experimental	Measures: Survey self-report	Final Sample: 551
Outcome Variables: Civic skills		

This report includes results from a national study that administered the Whitman Center Measure at 22 college, nonprofit, high school and military service programs. It focused on data from seven college service-learning programs (volunteers=202, non-volunteers 287), 3 Public Allies programs—an affiliate of Americorps (n=62). The study includes five historically black, colleges and universities (HBCUs). Civic skills was the dependent variable and service-learning was the independent variable.

Researchers used an instrument, the Whitman Center Measure, which measured relatively subtle short term changes in action skills of respondents in their views on democracy, civic skills, alienation from local government and racial tolerance. They found broad preferences among service learners, both youth and college, for a participatory view of democracy and a significant increase among college service learning volunteers in their self-estimation of civic skills. Service learning volunteers also demonstrated small improvements in their mean scores for religious tolerance, racial tolerance, civic participation while non-service learning volunteers showed little improvement. They discovered a significant decrease in political alienation among Americorp-affiliated youth service program. African Americans were more significantly alienated from local government than whites on both pre and post scores. Women showed greater preference for participatory view. Short-term intervention of service learning produced significant increases in civic skill estimation.

Batchelder, T.H., & Root, S. (1994). Effects Of An Undergraduate Program To Integrate Academic Learning And Service: Cognitive, Prosocial Cognitive, And Identity Outcomes. *Journal of Adolescence* 17, 341-355.

Methodology: Quantitative	Sample: Students	Original Sample: 226
Study Design: Pre/post survey; Quasi-experimental	Measures: Survey self-report; Journals; Essays	Final Sample: 96 (42%)
Outcome Variables: Decision making process; Level of Reasoning; Occupational Identity		

This research study at a private college compared service-learning students (48 students in each group) to a traditional class controlling for pre-test differences. The purpose of the study was to examine the influence of service-learning and the kinds of service-learning experiences (the independent variables) on student moral cognitions through the decision making process students used in response to needs, the level of reasoning used, and development of occupational identity. The study tested the hypothesis that students' perceptions of characteristics of service-learning courses were significant predictors of changes in these dependent variables.

Student journals were scored for prosocial decision-making, level of prosocial reasoning, and occupational identity processing. Through pre/post assessments, students also wrote for thirty minutes about Responses to Situations (RS) where their responses were scored on eight dimensions that reflected higher order complex thinking. Finally, students completed an Evaluation of Service-learning (ESL).

The study found significant gains for the service-learning students on complex cognitive variables, including greater resolve to act in the face of acknowledged uncertainty and greater awareness of the multiple dimensions and variability involved in dealing with social problems. Service-learning students significantly increased in their prosocial decision making, prosocial reasoning and occupational identity processing. Both on-site supervision and academic factors, such as instruction,

were important mediators of service-learning outcomes. The quality of instruction, measured through a combination of questions from the ESL, influenced students' awareness of obstacles to solutions and how to address these problems. Likewise, the quality of on-site supervision affected students' complexity of thought and awareness of multiple solutions.

Berson, J. S., & Younkin, W. F. (1998). Doing Well By Doing Good: A Study Of The Effects Of A Service-Learning Experience On Student Success. Paper presented at the American Society of Higher Education, Miami, FL.

Methodology: Quantitative	Sample: Students	Original Sample: 286 Final Sample: 286 (100%)
Study Design: One shot; Quasi-experimental	Measures: Survey self-report; Grades; Focus groups; Course evaluation; Interviews; College records	
Outcome Variables: Grades; Satisfaction; Attitudes; Faculty Expectations.		

This study examined 286 students in six-paired community college courses across disciplines with a 20 hour per semester service-learning requirement (the independent variable) for experimental group. The courses in the study were American History, Sociology, College Preparatory English, and Introduction to English Composition. The control group was taught traditional subject matter. Students self-selected into sections without knowledge of the service learning requirement. Multiple measures were used such as grades, class attendance, course evaluations, and assignments. Data was collected through surveys, college records, focus groups and interviews. Faculty expectations were also assessed about outcomes, faculty reflections and students' attitudes about the course.

Results indicated that service-learning students achieved significantly higher mean final course grades (.26 difference) when compared to the control group, however composition of grades is not calculated in the same manner for each course. They also reported at a significant level greater satisfaction with the course, the instructor, the reading assignments and the grading system. Faculty reported class discussions were more stimulating, included more student involvement and were more challenging academically.

Boss, J. A. (1994). The Effect Of Community Service On The Moral Development Of College Ethics Students. *Journal of Moral Development*, 23(2), 183-198.

Methodology: Quantitative	Sample: Students	Original Sample: 71 Final Sample: 71 (100%)
Study Design: Pre/post survey; Experimental	Measures: Survey self-report; Grades; DIT- Measurement Scale	
Outcome Variables: Moral development; Grades; Class Participation		

An experimental group of students was randomly selected from one section of a course and were required to complete 20 hours of community service per semester and keep a journal. The other section was the control group. Total group was 71 students; 37 females and 34 males. The mean age was 20.3. The dependent variables were moral development and community service was the independent variable.

On post-test, experimental students in the service-learning course scored significantly higher on their Defining Issues Test (DIT) scores than the control group (pre- to post- mean gain was 8.61 for first group, 1.74 for the second). In experimental group, 51% students were using principled moral reasoning compared to 13% in control group. Grades were similar for both classes. Class participation through discussion was positively correlated to the experimental group ($p < 0.01$) with the students' DIT test scores. Students in the experimental group also assigned higher ratings of their improvement as moral people in course evaluations.

Bringle, R. G., & Hatcher, J. A. (1997). Institutionalization of Service-learning in Higher Education. Unpublished manuscript.

Methodology: Descriptive	Sample: Institutions	Original Sample: 179
Study Design: One shot	Measures: Survey self-report	Final Sample: 179 (100%)

Representatives from 179 institutions who attended the 1995 National Gathering—a service-learning forum for faculty and staff—and the 1995 Colloquium on National Service completed a measure based upon the Comprehensive Action Plan for Service-learning (CAPSL). CAPSL is a means for assessing the developmental status of service learning among each constituency (students, faculty, institution, and community). Respondents were asked to provide student and institutional demographics and prioritize ten activities ranging from planning to institutionalization. Thus evidence of more of these activities is an indication of the institutionalization of service learning.

Several hypotheses guided this study: activities such as planning and awareness would be rated as having higher levels of achievement than activities such as research or evaluation; institutionalization occurs faster in colleges and universities than communities; evidence of institutionalization is associated with campus planning activities and presence of a centralized office supervising service-learning which reports to an academic officer.

Their findings reflected greater institutionalization among those who attended Campus Contact planning institute, established a central office, funded that office with university funds and located the office under the chief academic officer.

Bringle, R.G.; & Kremer, J. F. (1993). Evaluation of an Intergenerational Service-Learning Project for Undergraduates. Educational Gerontology, 19 (5), 407-16.

Methodology: Mixed: Quantitative, Process	Sample: Students	Original Sample: 44
Study Design: One shot, Quasi-experimental, Focus group	Measures: Survey self-report, Interviews	Final Sample: 44 (100%)
Outcome Variables: Attitudes, Client Satisfaction		

Fourteen students received training and visited homebound elderly eight times as a part of an Intergenerational Service-learning Program. In another group, ten students were required to meet with an older person at least twice for at least three hours. A third group of students were enrolled in an upper-level social psychology class but were not involved in service-learning (20). Students completed several measures: a differential scale with contrasting descriptive concepts focused on the

elderly (awful-nice, powerful-powerless); a questionnaire about evaluating their attitudinal changes regarding elderly; and a quiz called "Facts on Aging".

Results indicated that compared to the non service-learning group, both visitation groups had significantly more positive attitudes toward the elderly and in their views of their own aging. Telephone interviews were also conducted with the elderly clients and the majority of their reactions were very positive about the helpful nature of student visits.

Campus Compact. (March, 1998). Service Matters: Engaging Higher Education in the Renewal of America's Communities and American Democracy. Campus Compact, Providence, RI.

Methodology: Descriptive	Sample: Community Colleges	Original Sample: 575
Study design: One shot	Measures: Self-report survey	Final Sample: 289 (50%)

A Campus Compact survey revealed that 289 (out of 575) Campus Compact schools reported that 10,800 faculty taught 11,800 service-learning courses. Of those who reported, 96% institutions reported some form of faculty involvement, averaging 8% faculty per campus. The average number of service-learning courses per campus was sixteen. Students averaged 3 hours per week in community service.

Cohen, J. & Kinsey, D. F., (1994). "Doing Good and Scholarship: A Service-Learning Study. Journalism Educator, 48 (4), 4-14.

Methodology: Quantitative	Sample: Students	Original Sample: 220
Study design: One shot; Quasi-experimental	Measures: Self-report survey; Portfolios	Final Sample: 167 (76%)
Outcome Variables: Self report learning and application		

Two hundred twenty students enrolled in a course were given the option of participating in a service-learning project and were then divided into experiential and non-experiential service project groups led by seminar leaders. Experiential service groups interacted directly with students in elementary and high school classrooms. Non-experiential service groups did not have direct contact with the community; rather they analyzed media for content or prepared public relations materials. One hundred sixty seven then completed a twelve-item questionnaire after completing their projects (88-experiential service; 79 non-experiential service). Students attended a weekly seminar and were graded based upon team efforts. The independent variable was service-learning. Researchers also gathered and analyzed evaluations from site representatives, seminar leaders, and course instructors.

Within in this sample, nearly one-half of the students indicated that compared to other assignments, their projects were more useful in placing classroom material in a meaningful context. Three-fourths of the seminar leaders agreed. 84% of students rated the projects as "very" or "somewhat helpful," while 58% seminar leaders rated the projects as "very helpful." 69% students reported the projects contributed about the more or same amount of learning, while 75% seminar leaders reported that either more or the same amount of learning occurred through the projects.

At a significant level, the experiential groups reported that through their projects: they developed a sense of the relationship of communication principles to the real world; learning exercises were more effective and more learning occurred; and the projects placed learning in a more meaningful context than other assignments. In their evaluations, students in experiential groups also reported at a significant level their positive motivation to work on community projects and that it was an effective use of time. Evaluations from seminar leaders in experiential groups were comparable to these results. Responses from site leaders indicated unanimous encouragement to continue in the university/ community relationship and interest in continuing community projects.

Dalton, J. C.; & Petrie, A. M. (1997). The Power of Peer Culture. Educational Record, 78 (3-4), 18-24.

Methodology: Process	Sample: Students	Original Sample: 7
Study design: Focus group	Measures: Interviews	Final Sample: 7 (100%)

Seven college students at Florida State University recognized on campus for exemplary character and service were interviewed about how college student peer groups both inhibit and encourage development of character and civic responsibility. Volunteering was highly regarded by respondents. The positive peer ethos around community service was an important source of motivation and becoming more involved in leadership.

Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institutions. Michigan Journal of Community Service-learning, 3,66-71.

Methodology: Mixed: Qualitative; Process; Quantitative; Descriptive	Sample: Students, faculty, community, institution	Original Sample: 4 classes
Study design: Mixed: Pre/post; Document Analysis; Case Study; Focus Groups	Measures: Mixed: Interviews; Survey; self-report	Final Sample: 4 classes
Outcome Variables: Mixed for varied sample groups		

These researchers present a comprehensive case study model of service learning assessment at Portland State University as a response to the need to measure impact of service-learning among four constituencies: students, faculty, community and institutional. These case studies blend qualitative and quantitative measures in order to determine the most effective and practical tools for measuring the impact of service-learning. A pilot study was conducted in four service-learning courses.

Researchers identified multiple variables, indicators and measures to respond to hypotheses that participation in service-learning will have an impact on all four constituencies. They identified three methods of data collection: in-person assessment, independent reflection measure, and review of existing documentation.

The authors suggested that preliminary findings showed support for predicted impact variables for students, community and faculty. Service-learning affected students in their awareness and involvement in the community, personal development, academic achievement, and sensitivity to diversity. The impact on community was evident in the perceived capacity to serve clients, economic and social benefits, and satisfaction with student interactions. Faculty variables reflected that

community service experience influenced scholarship for research as well as conference presentations and publications.

Dunlap, M. (1997). The Role Of The Personal Fable In Adolescent Service-Learning And Critical Reflection. Michigan Journal of Community Service-learning, 4, 56-63.

Methodology: Process	Sample: Students	Original Sample: 44
Study design: Case study	Measures: Content Analysis of Journals	Final Sample: 27 (61%)

This study explored the prevalence among older adolescence in the desire to accomplish a heroic mission. Twenty-seven reflection journals of college students engaged in service-learning were content-analyzed with 85 themes. Students served 2-4 hrs/week at a placement for 12 weeks of 16-week semester.

Results indicated that 30% of service-learning students saw themselves as heroes and desired to make a significant contribution to the quality of life for children and families; 50% expressed guilt over awareness of their privilege and opportunity; and 56% expressed awareness of the complexity of social problems within the community.

Dunlap, M. (1998). Voices of Students in Multicultural Service-learning Settings. Michigan Journal of Community Service-learning, 5, 56-67.

Methodology: Process	Sample: Students	Original Sample: 44
Study design: Case study	Measures: Content Analysis of Journals	Final Sample: 30 (68%)

Thirty journals of child developmental students, guided by semi-structured questions, were analyzed for multicultural themes that emerged from service learning course "Introduction to Child Development: Social World of the Child" during a semester. The researcher identified three predominant themes from their journals: 1) awareness of personal philosophy regarding racial issues, 2) concerns regarding specific multicultural or race-related incidents, and 3) resources that they relied upon to put their experiences into a larger perspective.

Euster, G.L.; & Weinbach, R. W. (1994). Faculty Rewards for Community Service Activities: An Update. Journal of Social Work Education, 30 (3), 317-24.

Methodology: Descriptive	Sample: Faculty	Original Sample: 115
Study design: One shot	Measures: Survey, self report	Final Sample: 92 (80%)
Outcome Variables: Value of faculty activities; Value of service activities		

This study was based upon replication of a 1981 study that examined the importance placed on social work faculty activities, especially community service work, by deans and program directors. Surveys from ninety-two deans ranked faculty activities and the significance of service activities. Results

indicated that there was a significant reduction from 1981 to 1992 in the priority placed on teaching and less value placed on unpaid workshop leadership. In 1981 teaching was ranked as first priority over publication of research, in 1992 it was ranked as a second priority with publication of research ranked as first.

Eyler, J. & Giles, D. E., Jr. (1999). Where's the Learning in Service-Learning? San Francisco, CA: Jossey-Bass, Inc.

Methodology: Mixed: Qualitative, Quantitative	Sample: Students	Original Sample: 2462
		Final Sample: 1535
Study design: Pre/post, Quasi-experimental, Document analysis	Measures: Survey self-report; Problem Solving Interviews, Attitude Measurement Scales	
Outcome Variables: Citizenship skills; Personal Outcomes, Learning; Problem Analysis; Cognitive Development		

This book summarizes results of three studies designed to assess the impact of service-learning and alternative models of service-learning on college students. The data sets included: a pre- post-semester survey of about 1500 (1100 of whom participated in service-learning and 400 of whom did not) students from 20 colleges and universities across the US; in-depth pre/ post-semester problem solving interviews with 66 students from 6 colleges and universities; and in-depth interviews of 65 college students from 6 other institutions which explore student views of the nature of reflection in service-learning. The first two studies were sponsored by FIPSE; the last was sponsored by the Corporation for National Service. Analysis was conducted with hierarchical multiple regression controlling for SES, gender, previous service, minority status, the pre-test measure and closeness to college faculty. Analysis of the survey showed that service-learning had a positive impact on such outcomes as personal development, social responsibility, interpersonal skills, tolerance and stereotyping, learning, and application of learning.

A second analysis, which examined the impact of program characteristics on outcomes using only the service-learning sample of 1100 students, showed that quality does make a difference. Program characteristics such as a placement quality, link between the academic subject matter and service, written and oral reflection, diversity and community voice were also predictors of many of the outcomes measured.

In the problem solving interviews, students had the chance to demonstrate their analysis of a social problem linked to their service. Over the course of a semester, students in service-learning classes, where service and academic study were continuously and closely linked, showed significantly more change in the complexity of their problem analysis, their assessment of the locus of problem and solution and in their critical thinking ability than students in programs with little linkage between the service option and the course of study or students with no service options. In the survey and the single interviews, students reported greater learning when they have higher quality experiences; in the pre/post-semester interviews they also demonstrated that this is so.

Eyler, J. S., Giles, D. E., Jr., & Braxton, J. (1997). **The Impact Of Service-Learning On College Students.** Michigan Journal of Community Service-learning, 4, 5-15.

Methodology: Quantitative	Sample: Students	Original Sample: 2462 Final Sample: 1535
Study design: Pre/post, Quasi-experimental	Measures: Survey, self-report, Attitude Measurement Scales	
Outcome Variables: Citizenship Skills; Personal Outcomes; Learning.		

The Comparing Models for Service-learning FIPSE research project gathered data from over 1500 students at 20 colleges and universities. T-tests for independent samples compared service and non-service students on pre-test measures. Hierarchical linear multiple regression was used for analysis of service-learning impact over semester. Group equivalence was achieved by statistically controlling for rival hypotheses to service-learning impact.

Several studies are included in project; this study reports on the impact of service-learning on outcomes and pre-service differences. Students who chose service-learning differed from those who do not in the target attitudes, skills, values and understanding about social issues. Participation in service-learning and closeness to faculty increased student's belief in personal efficacy, and that they are connected to it and can solve problems.

Service-learning was a predictor of a career of valuing people, volunteering and influencing the political system. Service-learning was a predictor for the student's post-test assessment of their political participation skills and their tolerance for others. Service-learning was a positive predictor of students' ability to place themselves in someone's shoes and to remain open to new ideas. Recommendations included adding service-learning into core curriculum rather than as a co-curricular option. Service-learning may also facilitate faculty-student relationships.

Eyler, J. S., Root, S., & Giles, D.E. Jr. (1998). **Service-Learning And The Development Of Expert Citizens: Service-Learning And Cognitive Science.** In R. G. B. & D. K. Duffy (Eds.), With Service in Mind: Concepts and models for service-learning in psychology . Washington D. C.: American Association for Higher Education.

Methodology: Qualitative	Sample: Students	Original Sample: NR Final Sample: 24
Study design: One shot	Measures: Problem Solving Interviews	
Outcome Variables: Dimensions of expertise		

Twenty-four students from four colleges were interviewed. Three students were not participating in service, seven were beginners or novices, seven were benchmark students who had been involved in extensive service and were leaders in community service, and seven students were involved in community service and a course-based service-learning program, the last two groups were considered "experts."

In interviews, students were asked to identify and analyze causes of a social problem that came from their community service. Interviews were analyzed for dimensions of expertise. Four dimensions

emerged that differentiated novice and expert student responses to questions about community problems: 1. The elaborateness of their representation of a community problem and whether they represented the problem in historical terms; 2. Problem source/locus; 3. Inclusiveness and depth of their solution; and 4. The sophistication of their procedural knowledge.

Fenzel, L. M.; Leary, T. P. (1997). Evaluating Outcomes of Service-Learning Courses at a Parochial College. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Methodology: Mixed: Quantitative; Qualitative	Sample: Students	Original Sample: 190
		Final Sample: 190 (100%)
Study design: One shot; Quasi-experimental	Measures: Survey, self-report; Interviews; Journals; DIT Social & Personal Responsibility Scale (SPRS);	
Outcome Variables: Social responsibility; Moral development		

Two studies were conducted at a parochial college to address the benefits to students who performed service as part of their curricular studies. In the first study, 28 students in an introductory philosophy course with service and reflection through journals were compared with 28 students in a course without service-learning. The measures used to assess dependent variables of social responsibility and moral development were interviews, course evaluations, the Social and Personal Responsibility Scale (SPRS) and the Defining Issues Test (DIT). The independent variable was service-learning for the first study.

In the second study, 134 students in six service-learning classes at different course levels (84 in 100 and 200 level courses, 50 students in 300 level course) completed questionnaires that rated their service experiences, the extent and quality of the training they received and whether service contributed to their course material learning, and the likelihood of continuing service. Pretests indicated that 48% students had no previous service involvement, 25% reported 1 or 2 prior service experiences, and 27% reported 3 or more previous service experiences.

Results from the first study's quantitative analysis of the SPRS and DIT indicated that students in the service section did not show greater gains in attitudes toward personal and social responsibility or in moral judgement. Qualitative analysis of the interviews revealed that students reported more compassion toward the disadvantaged, more commitment to community work, and a greater belief that they could make a difference. Also content analysis suggested that courses which include reflection as a central feature stimulate students' thinking about issues of justice and faith and can effect student decisions about postgraduate plans. From course evaluations, students also reported that they were more satisfied with their service-learning courses.

In the second study that students enrolled in upper level courses reported, at a significant level, that they integrated experience and philosophy through application of theory to real-life situations when compared to students in lower level courses. Most of these students had more experience with service as leaders. Seventy-six percent of students rated the community service component as "very good", and 69% of students reported interest in continuing their participation in service.

Foreman, Chris Wood (1996). Service-Learning in the Small Group Communication Class. Paper presented at the Annual Meeting of the Speech Communication Association, San Diego, CA.

Methodology: Process	Sample: Students	Original Sample: 25-30 Final Sample: 25-30
Study design: Case study	Measures: Journals	<i>* Author does not specify exact sample size.</i>

In a case study involving an experiential learning project, five community non-profit agencies were invited to a small group communication class and described a "problem" they could use assistance in solving. Most of the problems were related to do with image, communication, or publicity. After listening to agency presentations, students selected one organization to serve and small groups were formed. This study examined the value of service learning in a small group communication class.

To determine if students learned anything from the experience, two written projects, a journal and a final reflection paper, were assigned. In the journal writing assignment, students responded by noting specific details about individual and group development. In the final paper assignment, students detailed specific lessons learned about small group communication. Faculty reported from their assessment of written works that most students learned by applying communication principles in the group experience. During the final class presentation, students presented their projects to representatives from community agencies. Students indicated an overwhelming positive response to the learning experience. Likewise, feedback from community agencies was positive with regards to the services provided.

Freidus, H. (1997). Reflection in Teaching: Development Plus. Paper presented at the Annual meeting of the American Educational Research Association. Chicago, IL.

Methodology: Process	Sample: Students	Original Sample: NR Final Sample: 5
Study design: Case study	Measures: Portfolios	

Case study methodology is used to explore the progress of one cohort of graduate students at Bank Street College of Education (New York) in a service learning experience. It documented the ways in which the portfolio process facilitated reflective teaching. The portfolio process included artifacts, themes and presentations. Data for the study were gathered from a subgroup of five 1996-97 portfolio candidates, who had completed their supervised field work and were working full or part-time in school, daycare, or community service settings. As students reflected in discussion peer group meetings, several themes emerged: trust in self, in others, and in the process. Only when they began to feel safe, were students willing to take risks. A second theme was synergy; as students bonded with each other, their energy provided support for one another. Third, students began to understand the development of the process. The findings suggest that reflective practice develops in the context of conversations that occur in an environment of trust.

Giles, D. E., & Eyler, J. S. (1994). The Impact Of A College Community Service Laboratory On Students' Personal, Social And Cognitive Outcomes. *Journal of Adolescence*, (17), 327-339.

Methodology: Quantitative	Sample: Students	Original Sample: 72 Final Sample: 72 (100%)
Study design: Pre/post	Measures: Survey, self-report; Attitude Scales	
Outcome Variables: Social/Personal Responsibility; Perceptions of community participants		

Seventy two students in a course entitled "Community Service Laboratory" at Vanderbilt University engaged in the first five weeks of small seminar groups talking with representatives from social service agencies. During the final eight weeks, students volunteered three hours per week. The dependent variable was social and personal responsibility, and the independent variable was service-learning.

Students responded to surveys based upon the Social and Personal Scales from the Markus study (1993), and also responded to open-ended questions related to conceptions of issues which clients faced, their own learning expectations and perceptions. These surveys were administered three times: beginning of the semester; five weeks after students site selection; and conclusion of the course.

Students showed a significant increase in their belief that people can make a difference, that they should be involved in community service and particularly in leadership and political influence, and in their commitment to perform volunteering activities. They developed a more positive perception of the people they worked with and an increased commitment to continue service.

Gorman, M. (1994). Service Experience and the Moral Development of College Students. *Religious Education*, 89 (3), 422-31.

Methodology: Quantitative	Sample: Students	Original Sample: 70 Final Sample: 70 (100%)
Study design: Pre/Post, Quasi-experimental		
Measures: DIT-Measurement Scale		
Outcome Variables: Moral Development		

This study reported the impact of service-learning on the moral development of 70 undergraduate students involved in two different classes: one service-learning (10-12 hours per week) and one non service-learning. The Defining Issues Test (DIT) was used to determine the impact of service-learning on moral development. Results indicated that students in the service-learning experience showed a significantly higher rate of growth on a moral development measure than those who did not participate.

Gray, M.J., Ondaatje, E. H., Fricker, R., Geschwind, S., Goldman, C. A., Kaganoff, T., Robyn, A., Sundt, M., Vogelgesang, L., Klein, S. P. (1998). Coupling Service and Learning in Higher Education: The Final Report of the Evaluation of the Learn and Serve America, Higher Education Program. RAND.

Methodology: Mixed: Quantitative; Qualitative	Sample: Students, community, institutions	Original Sample: HERI Survey NR RAND Survey -3376 stud. Institutions-1245 Communities - 1347
<i>Note: Study includes HERI study from Astin & Sax, 1998</i>		
Study design: One shot; Focus Groups; Qualitative Observation		Final Sample: HERI surv. - 2172 (21%) stud. RAND surv -1320 (41%) stud. 930 instit. (75%) 847comm. org (67%)
	Measures: Survey, self-report; Interviews; Journals;	

Data was gathered from multiple sources: 930 Learn and Serve America, Higher Education (LSAHE) institutions over three years (1995-97), 847 community organizations (1995-96), and 3492 students from two different surveys . The independent variable was service-learning. This summary report identified five questions: What work did LSAHE programs perform? What are the impacts of the participation in LSAHE on service providers? What is the impact of the work performed by LSAHE programs on service recipients? What are the institutional impacts of LSAHE? What is the return on the LSAHE investment?

Through the Annual Accomplishments Survey from institutions, data indicated that the most common capacity-building activity was course development. Between 1995-97, there was an increase of 3000 service-learning courses offered, two-thirds of the LSAHE programs requested technical assistance, and four out of five respondents involved students in direct community service. On average 60 students per program participated in course-based service-learning and 10 students per program participated in co-curricular service-learning for an average of 12 weeks a semester. Over 75% of the LSAHE grantee respondents created new service-learning courses, while a third of respondent institutions added service activities to new student orientation during 1995-1997.

Another survey for students conducted in the spring 1997 compared 725 service-learning students to 597 non-service-learning students. Service-learning respondents were more likely to enroll because of interest in subject matter. These two groups did not differ in their perceptions of the course impact. Students who reported strong effects of service on their development were more likely than others to report that course content linked their service experiences. The impact of service-learning on student outcomes demonstrated the service-learning group had slightly higher grade point averages, were more satisfied with their courses, and that they engaged in some kind of reflection either through writing or discussion. Students who volunteered more than 20 hours per semester, applied course principles to their service experiences, and discussed these experiences in class, demonstrated the greatest impact on academic and life-skills outcomes

Through focus groups, community organizations gave high marks to student volunteers from LSAHE institutions, and these students were perceived as being more effective than other volunteers were. Ninety percent of the community respondents indicated that the benefits of working with student volunteers outweighed the costs.

Greene, D., & Diehm, G. (1995). Educational And Service Outcomes Of A Service Integration Effort. Michigan Journal Of Community Service-learning, 2, 54-62.

Methodology: Quantitative	Sample: Students, community	Original Sample: 40 Final sample: 40 (100%)
Study design: Pre/post; Quasi-experimental	Measures: Survey, self-report; Interviews	
Outcome Variables: Attitudes regarding health and aging; Community satisfaction		

Forty students of a survey course on human diseases participated in a quasi-experimental study, between-group design. Twenty four students elected to participate in the service-learning component and were randomly assigned to two groups: one group involved weekly journal writing with written feedback (11); the other group involved weekly journal with feedback only given as a check mark (13). Sixteen students with no service-learning were the control group. Service-learning was the independent variable.

Students responded to entrance and exit surveys that measured the degree of stereotypical perception regarding elderly people in a nursing home. Service-learning students paired with an older adult for a weekly visit. Older adults also completed surveys.

Results from the pre/post survey indicated that 70.8% involved in service-learning wrote that their experiences broadened their perspectives on aging; 50% in service-learning indicated positive experience on lessening stereotypical image. There was, however, no significant difference between the service learning and control groups related to the degree of existing stereotype prior to the project. Analysis of variance indicated significant difference between groups (checkmark versus feedback) in the degree to which students perceived that the older adults impacted student learning. Thus, the students receiving written feedback indicated significantly a greater awareness that a contribution to their education was made by older adults. There was agreement between student responses and elderly residents regarding enjoyment, that the experience was a valuable educational opportunity.

Hammond, C. (1994). Integrating Service And Academic Study: Faculty Motivation And Satisfaction In Michigan Higher Education. Michigan Journal Of Community Service-learning, 1, 21-28.

Methodology: Quantitative	Sample: Faculty	Original Sample: 250 Final Sample: 163 (65%)
Study design: One shot	Measures: Survey, self-report.	
Outcome Variables: Motivation; Satisfaction		

A preliminary survey of Michigan colleges and universities asked administrators to identify faculty who used service-learning; twenty three institutions responded. A second survey was sent to 250 faculty asking them to identify characteristics of service-learning courses; support of service-learning; and a profile of faculty who used service-learning. Out of one hundred sixty three faculty who responded, 130 utilized service-learning.

Results from the analysis of variance indicated significant differences with regard to faculty motivations for using service-learning. The strongest motivators for faculty were related to curricular motivation, such as enhancing course relevance or improving self-directed learning. There was a

relationship between initial motivation of faculty to incorporate service and their satisfaction with endeavors which depends on three primary outcomes: sufficient freedom, autonomy and control; belief that work has purpose; feedback which indicates results. Faculty reported concern about difficulty of coordinating people and many tasks; increased time demands; pedagogical adjustments.

Henderson, J. E. & Brookhart, S. M. (1997). Service-learning for Aspiring School Leaders: An Exploratory Study. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, IL.

Methodology: Descriptive	Sample: Students	Original Sample: 35
Study design: Case study	Measures: Survey, self-report	Final Sample: 35 (100%)

This paper presented findings of a study that examined the effects and extent of aspiring administrators' involvement in a service-learning practicum. Thirty-five students in an educational leadership doctoral program completed a service-learning experience as a requirement of the program.

Students submitted a Service Practicum Report that described on the dates, location, and description of the practicum, appropriate number of hours served, estimated number of people expected to benefit directly and indirectly, anticipated benefits to the organization and its clients, benefits the participants derived from the experience, and problems or difficulties encountered.

The authors reported that participation may enhance aspiring school leaders' attitudes toward service-learning, enable them to assess the benefits of service-learning to the organizations and individuals served, and permit future administrators to understand the problems inherent in such programs. The most frequently encountered barriers were time and client resistance.

Hesser, G. (1995). Faculty Assessment Of Student Learning: Outcomes Attributed To Service-Learning And Evidence Of Changes In Faculty Attitudes About Experiential Education. Michigan Journal of Community Service-learning, 2, 33-42.

Methodology: Mixed: Qualitative, Process; Descriptive	Sample: Faculty	Original Sample: 48
Study design: Focus Groups, One Shot	Measures: Survey, self-report; Interviews	Final Sample: 48 (100%)

This study examined forty-eight faculty from 16 different disciplines in 11 colleges/universities. Three hypotheses guided this project: liberal arts and disciplinary learning occurred from field study and service-learning; faculty have more positive attitudes concerning their use of experiential education; changes in experiential education pedagogy can be explained by contextual changes in society and higher education.

Through focus groups, interviews and surveys, faculty reported an increase in student learning, in awareness of culture and racial bias, problem solving skills, and a commitment to service. Eighty three percent of faculty reported that service-learning strengthened the quality of learning in comparison to traditional courses. There was overwhelming support among faculty for service-learning accomplishing liberal arts outcomes and perceiving high capability for problem solving/critical reflection.

Hones, D. F. (1997). Preparing Teachers for Diversity: A Service-learning Approach. Paper presented for Annual Meeting of American Educational Research Association, Chicago, IL.

Methodology: Process	Sample: Students	Original Sample: 6 Final Sample: 3 (50%)
Study design: Case study	Measures: Course evaluation; Interviews; Portfolio;	

This study examined students in "Human Diversity, Power, and Opportunity in Social Institutions," an introductory course that required reading, writing, discussion, and a 10-week (15 hrs/week) service-learning project in the community. The students, mostly middle class, European Americans from small towns and suburbs in Michigan, volunteered in settings that brought them into contact with diverse ethnic, socioeconomic, and linguistic groups. Three students constructed exemplary stories using narrative analysis to describe how their lives were affected by their community experiences. They created stories around the setting of someone whose background differed from their own, and then reflected on diversity and the roles they played in school and community.

Their stories suggested that the narrative is a form through which preservice teachers can better interpret the educational lives of diverse learners and their own roles in those lives. By linking their personal stories with those of children and adults in schools and communities, preservice teachers learned to recognize the needs, aspirations, and contributions of diverse Americans. Other themes that emerged were enhanced career development and heightened awareness about diversity.

Horn, L. J., Premo, M. D., & MPR Associates. (1995). Profile of Undergraduates in U. S. Postsecondary Education Institutions: 1992-1993. Berkeley, CA: MPR Associates.

Methodology: Descriptive	Sample: Students	Original Sample: NR Final Sample: 66,000
Study design: One-shot	Measures: Survey; self-report; Interviews	

The US Department of Education conducted Computer Assisted Telephone Interviews (CATI) that asked students to respond to a survey for the 1992-93 National Postsecondary Student Aid Study. The data from this survey identified comprehensive information about enrollment patterns, student characteristics and educational aspirations, as well as community participation (n=66,000). The sample included students enrolled in public and private four-year and two-year institutions. It profiled what kinds of students performed community service and how much per week. For example, 71% males and 67% females performed no service; the rest volunteered between one to five hours more per week. Asian/Pacific Islanders (77.7%) and Hispanics (76.7%) volunteered at a greater percentage than did American Indian/Alaskan native (64.4%), Black (71.3%) or White (67.2%).

Hudson, W. (1996). Combining Community Service And The Study Of American Public Policy. Michigan Journal Of Community Service-learning, 2, 33-42.

Methodology: Quantitative	Sample: Students	Original Sample: 51 Final Sample: 51 (100%)
Study design: Pre/post; Quasi-experimental	Measures: Attitude scales	
Outcome Variables: Attitudes; Values; Learning		

This study examined impacts on attitudes, value change, and learning in two sections of public policy. Service-learning was a requirement for both sections of American Public Policy (n=32). A European politics course was used as a control group (n=19). Paired t-tests on pre- and post-course scores found no statistically significant differences on any items on the survey. The independent variable was service-learning.

Administration of pre/post tests found no significant impact of the service-learning on student attitudes. Students' perception of how the course affected them increased for those in public policy when compared to the control group. Despite the lack of significant results, the researcher perceived that service-learning students were more empowered.

Keen, C., & Keen, J. (1998). Bonner Student Impact Survey. Bonner Foundation.

Methodology: Mixed: Descriptive, Qualitative	Sample: Students	Original Sample: NR
Study design: One shot; Focus groups	Measures: Survey, self-report, Interviews	Final Sample: 929

The authors reported preliminary results from a student impact survey, focus groups, and interviews indicating that the Bonners Scholars Program (BSP) had strong and positive effects on students involved in service-learning by providing opportunities to cross racial and cultural boundaries. The Bonner Scholars Program selects students who are already active in service. Over 80% students reported that BSP affected their opportunity, capacity, or commitment to interact with compassion with those different than themselves. Students reported that service-learning positively impacted their motivation to serve others, their sense of personal efficacy, sense of leadership effectiveness, and enhanced career development. The survey also documented how critical financial support is to its students.

Kendrick, J. R. (1996). Outcomes of service-learning in an Introduction to Sociology course. Michigan Journal of Community Service-learning, 2, 72-81.

Methodology: Quantitative	Sample: Students	Original Sample: 123
Study design: Pre/post; Quasi-experimental	Measures: Survey, self-report; Grades; Course Evaluation; Attitude Scales	Final Sample: 123 (100%)
Outcome Variables: Social responsibility; Personal efficacy; Application		

Modeled after Markus, King, and Howard (1993) and Giles and Eyler (1994), this study examined effects of service-learning on students in two sections of the same course. Students were given extra credit for participation in service-learning at 20 hours per semester (60 students). Students who selected no service-learning were required to read the NY Times (63 students). Researcher used demographic information to control for effects on learning outcomes. 75% students were freshmen; 63% female; 86% were Caucasian. Service-learning was the independent variable and the dependent variables was social responsibility, personal efficacy, and application.

Students in service-learning course showed greater improvements in measures of social responsibility, personal efficacy, and reported greater ability to apply course concepts to new situations. Seventy-two percent of students from both groups showed low motivation for service-learning by either "disagreeing" or "strongly disagreeing" whether they felt motivated to learn. Service-learning students compared to control group indicated that it was more important to work toward equal opportunity and volunteer time to help others. Service-learning students showed differences in social responsibility and personal efficacy. The control group significantly showed a change in attitudes about their involvement in community, but were less likely to agree that they could make a difference. There was no significant difference between service-learning and control group in their grades.

Mabry, J. B. (1998). Pedagogical Variations In Service-Learning And Student Outcomes: How Time, Contact And Reflection Matter. Michigan Journal of Community Service-learning, 5, 32-47.

Methodology: Quantitative	Sample: Students	Original Sample: 232
Study design: Pre/post, Experimental	Measures: Survey, self-report, Attitude Scales, Interviews	Final Sample: 144 (75%)
Outcome Variables: Civic attitudes, Personal Social Values;		

This study assessed how student outcomes were affected by amount and kind of contact with service beneficiaries, and frequency and variation in reflection. Pre/post surveys administered to students participating in service-learning through 23 different courses (144 students, 68% female; 84% white). 232 initially responded to the pre-course survey, but forty students dropped the course and forty-seven did not complete the survey. There was, however, no significant difference in pre-course variables and demographic characteristics between those who only completed the pre-survey and those who completed both. Independent variables were the amount, extent, and kind of contact with service, and the frequency and kinds of reflection activities.

In the final survey, students were asked to respond to the number of hours they performed service (intervals of five), the extent of contact with those who benefit from service (from "not at all" to "all my service time"), frequency of reflection activities(in/out class) and the kinds of reflection activities (written/discussion). They also reported service-learning's impact on their personal social values, civic attitudes, perceived course influence on their civic attitudes and academic learning.

Students' precourse personal social responsibility and civic attitudes significantly varied by socio-demographic characteristics (women, whites and those with volunteer experience). Men, nonwhites and those with least experience showed significant positive changes in their civic attitudes. Results indicated that service-learning is more effective when student have at least 15-20 hours of service, frequent contact with beneficiaries of their service, weekly in-class reflection, ongoing and summative written reflections and discussions of their service experiences both with instructors and site supervisors.

Markus, G. B., Howard, J. P. F., & King, D. C. (1993). Integrating Community Service And Classroom Instruction Enhances Learning: Results From An Experiment. Educational Evaluation and Policy Analysis, 15(4), 410-419.

Methodology: Quantitative	Sample: Students	Original Sample: 89 Final Sample: 89
Study design: Pre/post; Experimental	Measures: Survey, self-report; Attitude Scales Course evaluation: Grades	
Outcome Variables: Social and Personal Learning		

In an experimental study, two sections of an American politics course were randomly selected to include service-learning. Students were asked to respond to questions about their social and political beliefs and values. The other six sections were the control group and used traditional format of readings and lecture. Students had no knowledge of treatment or control groups and there were no significant differences between these two groups prior to the study. Service-learning was the independent variable.

Students in treatment groups did not feel like they were being treated specially. Service-learning students displayed significant increases in their ratings of personal importance they attached to equal opportunity, volunteering, finding helping career; participation in service-learning had increased their intention to help others in need. Service-learning students significantly more likely to report that they learned to apply principles; they also had significantly better grades.

Miller, J. (1994). Linking Traditional And Service-Learning Courses: Outcome Evaluation Utilizing 2 Pedagogically Distinct Models. Michigan Journal Of Community Service-learning, 1, 29-36.

Methodology: Quantitative	Sample: Students	Original Sample: 658 Final Sample: 125 (19%)
Study design: Pre/post; Quasi-experimental	Measures: Survey, self-report; Grades	
Outcome Variables: Personal and academic growth		

Students from two different classes were offered opportunity for enrollment in a service-learning sections. Twenty-two students (out of 318) selected the service-learning option in developmental psychology (7%). Fourteen out of 340 students selected the service-learning option in social psychology (4%). Remaining students in both classes who did not participate in service were randomly selected as the control groups (n=89). Service-learning was the independent variable, while the dependent variables were personal development, application, attitudes, and academic experience. A questionnaire was administered at beginning regarding demographics and expectations, and a survey at the conclusion of the course asked questions related to hypotheses.

Students who selected service-learning did not substantially differ demographically from the control group. Service-learning students rated their experiences as being significantly more valuable, but did not differ in their reports concerning gains in personal development or in the final grades they received. They did however report an enhanced ability to apply concepts outside of classroom. Students who selected service-learning had higher expectations at a significant level for their service learning experience to be helpful, more valuable, more positively affected educational experience.

Myers-Lipton, S. J. (1996a). Effect Of A Comprehensive Service-Learning Program On College Students' Level Of Modern Racism. Michigan Journal Of Community Service-learning, 3, 44-54.

Methodology: Quantitative <i>Study 1 of 3 (same sample, different measures)</i>	Sample: Students	Original Sample: NR Final Sample: 225
Study design: Pre/post; Quasi-experimental	Measures: Modern Racism Scale	
Outcome Variables: Attitudes regarding modern racism		

The effect of a two-year service-learning program on students' level of modern racism was assessed by comparing three groups of students, using quasi-experimental design with a nonequivalent control group. The experimental group performed 6 hours community service per week and was labeled comprehensive service-learning (CSL). Eleven students from 1993 group (wave 1) and 14 students (wave 2) from 1994 participated in the service-learning group. There was a control group was of students (25 per wave) who performed service that was not linked to course work There was also a control group of no-service students, a random sample of students (150). Pretest results indicated all three groups started off with the same level of attitudes regarding racism. The independent variable was service-learning.

Using the Modern Racism Scale as a measure, the post-test results indicated that service-learning students showed larger decrease in modern racism than the two control groups. There was no support for the hypothesis that political orientation, gender, and race were predictors of change for modern racism.

Myers-Lipton, Scott J. (1996b). Effect of Service-Learning on College Students' Attitudes toward International Understanding. Journal of College Student Development, 37 (6), 659-68.

Methodology: Quantitative <i>Study 2 of 3 (same sample, different measures)</i>	Sample: Students	Original Sample: NR Final Sample: 225
Study design: Pre/post; Quasi-experimental	Measures: International Understanding Scale	
Outcome Variables: Attitudes toward international understanding		

The effect of a two-year service-learning program on students' attitudes toward international understanding was assessed by comparing three groups of students, using quasi-experimental design with a nonequivalent control group. The experimental group performed 6 hours community service per week and was labeled comprehensive service-learning (CSL). Eleven students from 1993 group (wave 1) and 14 students (wave 2) from 1994 participated in the service-learning group. There was a control group was of students (25 per wave) who performed service that was not linked to course work There was also a control group of no-service students, a random sample of students (150). The independent variable was service-learning.

The International Understanding Cognitive Scale developed by the Educational Testing Service was used as a measure. The scale consisted of several factors: concern for third world problems, desire for international peace, desire to be a member of an organization involved in global issues; desire to find solutions to global problems and awareness of the prevalence of these problems; belief in cooperation; attitude toward the United States. Research results generally supported the hypothesis

that students who are involved in service-learning show larger increases in international understanding than students involved did in volunteerism or no service.

Myers-Lipton, S. J. (1998). Effect Of A Comprehensive Service-Learning Program On College Students' Civic Responsibility. Teaching Sociology, 26, 243-258.

Methodology: Quantitative <i>Study 3 of 3 (same sample, different measures)</i>	Sample: Students	Original Sample: NR Final Sample: 225
Study design: Pre/post; Quasi-experimental	Measures: Civic Responsibility Scale; Locus of Control; Civic Behavior Scale;	
Outcome Variables: Civic responsibility		

The effect of a two-year service-learning program on students' level of civic responsibility was assessed by comparing three groups of students, using quasi-experimental design with a nonequivalent control group. The experimental group performed 6 hours community service per week and was labeled comprehensive service-learning (CSL). Eleven students from 1993 group (wave 1) and 14 students (wave 2) from 1994 participated in the service-learning group. There was a control group of students (25 per wave) who performed service that was not linked to course work. There was also a control group of no-service students, a random sample of students (150). Pretest results indicated all three groups started off with the same level of attitudes regarding racism. The independent variable was service-learning.

This study hypothesized that students who are involved in service-learning will show larger increases in civic responsibility when compared to students involved in community service with no integration into academics and students not involved in community service. Three scales were utilized: the Civic Responsibility Scale, the Locus of Control Scale, and the Civic Behavior Scale. Independent variables included sex, race, political orientation, parents' education, and student group. Results indicated that there were moderate to strong changes for civic responsibility and very strong for locus of control and civic behavior.

National Association of State Universities and Land Grant Colleges. (1995). Urban Community Service at AASCU and NASULGC Institutions: A Report on Conditions and Activities. Washington, D.C.: Author.

Methodology: Descriptive	Sample: Institutions	Original Sample: 290 Final Sample: 186 (64%)
Study design: One shot	Measures: Survey, self-report.	

This study surveyed about 290 institutional members of either American Association of State Colleges and Universities (AASCU) or National Association of State Universities and Land Grant Colleges (NASULGC) located in urban areas. The survey focused on service areas, commitment to community service, barriers to service, approaches for gaining community and institutional cooperation, and professional association support needs. More than half of the members responded (N=186) indicating five concerns: education, economic development, community development, health and human services, and cultural enrichment.

Institutions of higher education placed a greater emphasis on health and human services and cultural enrichment than did their communities. Twelve percent of institutions had formal criteria regarding community service. Nearly 87 percent of respondents indicated that their institution had offices or centers that direct community service. The other remaining respondents indicated little coordination. Twenty-seven respondents noted that lack of adequate resources for faculty to respond to community needs, as well as lack of recognition of community service as a scholarly activity.

Nigro, G., & Wortham, S. (1998). Service-learning through Action Research. In R. G. Bringle and D. K. Duffy (Eds.) Collaborating with the community: Psychology and service-learning. Washington D.C.: American Association for Higher Education.

Methodology: Process	Sample: Students, community, faculty	Original Sample: 4 Final Sample: 4 (100%)
Study design: Qualitative observation; Case Study	Measures: Course Evaluation; Journals	

This study examined student research and community service in two action research projects. In the first project, two students drafted a survey regarding the nature of violence in schools and how it was being addressed. They mailed it out to all elementary and secondary school in the county and then entered this data into SPSS for analysis. In the second project, two students assisted teachers in a new curriculum based upon Howard Gardner's multiple intelligences by observing and interviewing children and families involved in the curriculum.

Observations of these students and practitioners' evaluations of the course offered several insights. Students valued the direct experience they encountered with complex community problems, and the control that they had to take initiative and think on their own. Practitioners appreciated receiving other perspectives and information about their own practices.

O'Brien, E. M. (1993). Outside the Classroom: Students as Employees, Volunteers, and Interns. Washington, D.C.: American Council on Education.

Methodology: Descriptive	Sample: Students	Original Sample: NR Final Sample: NR
Study design: One Shot	Measures: Survey, self-report;	

This survey conducted by the American Council on Education estimated that more than 60 percent of undergraduate students worked in paid positions; 26 percent served as volunteers; and almost 25 percent of undergraduates participated in internship/cooperative work. This paper, which limited its analysis to undergraduate students, summarized the data available on working students and then compared them with students who did not work. Also reviewed was the limited research on students involved in community service or volunteer work and in internships or cooperative positions, as well as an analysis of how students balanced these activities with their studies.

Among the findings are the following: (1) In 1991, 63% of all college students were employed while enrolled in school, representing a steady increase over the past few decades; (2) In 1990, 26% of undergraduates said they were currently performing community service; and (3) Surveys showed that student volunteers are more likely to be women (36% - female; 27%-males), and older (41% students aged 30 years old or older volunteer compared with less than 30% of students under 30 years of age).

Oliver, H. T. (1997). Taking Action in Rural Mississippi: Uniting Academic Studies and Community Service through Project D.R.E.A.M.S. Paper presented at the Annual International Conference of the International Partnership for Service-Learning, Kingston, Jamaica.

Methodology: Descriptive	Sample: Students, Faculty, Institution	Original Sample: 57
Study design: One shot	Measures: Survey, self-report	Final Sample: 57 (100%)

This paper describes an innovative service-learning program developed at Rust College in Holly Springs, Mississippi, a historically black college in a poor rural area. Project DREAMS (Developing Responsibility through Education, Affirmation, Mentoring, and Service) involves college student volunteers serving as tutors and mentors to elementary school students in two local school districts. In the inaugural year, the primary function of the program was to market and define service-learning, to identify and provide technical assistance to faculty, and to assure academic integrity. The program then began to implement service-learning across the curriculum and build service-learning community partnerships. Through a program impact survey, students responded that there was enhanced learning, and a deeper commitment to future service.

Within the institution, five of six academic divisions have incorporated service-learning into individualized program of instruction. In addition, 34% of the faculty have integrated a service-learning component into their courses. A majority of faculty believed that an incentive for incorporating service-learning into teaching should be offered.

Osborne, R. E., Hammerich, S., & Hensley, C. (1998). Student Effects Of Service-Learning: Tracking Change Across A Semester. Michigan Journal of Community Service-learning, 5, 5-13.

Methodology: Quantitative	Sample: Students	Original Sample: 95
Study design: Pre/post, Experimental	Measures: Survey, self-report	Final Sample: 95 (100%)
Outcome Variables: Self-worth; Cognitive complexity; Social behavior; Competence.		

Four sections of a pharmacy communications class were randomly assigned to service-learning or no service-learning (95 undergraduates). Service-learning was the independent variable, while the dependent variables were self-worth, cognitive complexity, social behavior, and competence. Pre-tests indicated no significant difference between samples. The Self Perception Scale, Spontaneous Self Esteem Scale, Remote Associations Test, Texas Social Behavior Inventory, Cognitive Complexity Scale and the Rosenberg Self Esteem Scale were used to measure the impact of service-learning.

Service-learning groups showed significant positive improvements when compared to no-service-learning groups on cognitive complexity, social competency; perceived ability to work with diverse others; and self worth in social situations. There was no significant change in the Rosenberg Self Esteem Scale and service-learning students were more realistic about their sense of self-worth.

Ostrow, J. M. (1995). Self-Consciousness and Social Position: On College Students Changing Their Minds about the Homeless. Qualitative Sociology, 18, (3), 357-375.

Methodology: Process	Sample: Students	Original Sample: NR
Study design: Document analysis	Measures: Content analysis of Journals	Final Sample: 791

This study examined fieldnotes and journals of undergraduates over 4½ years who visited homeless people and then described their perceptions in their journals. Students visited homeless at emergency night shelters and soup kitchens and then described their expectations in anticipation of visiting homeless shelters and then how their attitudes shifted about homeless people following their visits.

Students described their personal transformation as they began to understand the homeless people. They were hyperattentive to their own fears, and experienced a sense of being "on stage" while at the shelters. Their journals underscored the effect of self-consciousness among participants as a barrier between homeless and themselves, as well as the role of social position as it struggles with this self-consciousness.

Parker-Gwen, R.P & Mabry, J. B. (1998). Service-learning as Pedagogy and Civic Education: Comparing Outcome for Three Models. Teaching Sociology, 26, 276-291.

Methodology: Quantitative	Sample: Students	Original Sample: 260
Study design: Pre/post, Quasi-experimental	Measures: Survey, self-report	Final Sample: 260 (100%)
Outcome Variables: Academic and Civic Outcomes		

Data was collected from pre- post-survey examining civic and academic outcomes of 260 students in three different kinds of service-learning courses at Virginia Tech. The first two types of classes followed the placement model in which students chose their community sites, based upon sites selected by the instructor and the Service-Learning Center. One type of placement model offered service as an option (n=121), the other type required service (n=60). Both of these classes included student journaling, in-class discussion, electronic chat room and final reports. The third kind of service-learning class was a consulting model in which the class collaborated on one community project (n=79). This class did not require any student reflection on how the course and service were related, but did require a final report.

Pre- and post-surveys included questions related to personal social responsibility, importance of community service, civic awareness, motives, analytical and problem solving skills, and perceptions of course effects. Mixed results indicated that over one semester, students reported that service-learning had little impact on civic and academic outcomes such as their analytical, problem solving skills and critical thinking ability. Overall, students held slightly less favorable attitudes about community service at the end of the semester compared to the beginning. Students in the consulting model service-learning class reported an increase in their critical thinking ability over the semester.

Peterson, E. A. (1998). What Can Adults Learn from Community Service? Lessons Learned from AmeriCorps. Community Education Journal, 25 (1-2), 45-46.

Methodology: Descriptive	Sample: Students	Original Sample: NR Final Sample: NR
Study design: One shot	Measures: Survey, self-report,	

This abstract reported survey results of the University of South Carolina's AmeriCorps project solicited the opinions of participating college students aged 19-22 and young adults aged 23-35. Through their community service, participants reported that their experiences built self-esteem, developed leadership skills, and fostered compassion.

Raskoff, S. (1997). Group Dynamics In Service-Learning: Guiding Student Relations. Michigan Journal Of Community Service-learning, 4, 109-115.

Methodology: Process	Sample: Students	Original Sample: 53 Final Sample: 25 (47%)
Study design: Case study	Measures: Interviews, Journals	

This study examined the process of group work, individual reflection and supervision in service learning. Eleven students from two courses Women at Work & Bureaucracy and Complex Organizations selected to participate in service-learning project in conflict mediation. They worked at the middle school with the conflict resolution director, wrote weekly in journals based upon journal prompts, met together to discuss experience, and prepared a reflective paper for the course. Other students in the classes were required to write a paper and keep a journal if they participated in service on their own not related to the course. Twenty one (out of 42) students in this second group chose to be involved in community service.

The author reported that analysis of students' notes and journals revealed a connection between group interpersonal dynamics and student motivation. Thus, student interactions, motivations, and experiences during service-learning affected whether students reported positive or negative experiences. Students in the service learning group tended to include blatant references to other students in the group or about situations at the school. Results from the pre-surveys, interviews and debriefing meetings indicated that students' expectations should be identified early in the semester so that appropriate attention and intervention can be attempted..

Rhoads, R. A. (1997). Explorations of the Caring Self: Rethinking Student Development and Liberal Learning. Paper presented at American Education Research Association, Chicago, IL.

Methodology: Qualitative	Sample: Students	Original Sample: NR Final Sample: 374
Study design: Document analysis	Measures: Survey, self-report, Interviews	
Outcome Variables: Ethic of Caring		

This study examined identity exploration of college students. The author hypothesized if individuals have a deep sense of caring for others, it is more likely that they will interact with others in an

meaningful way. Thus, ways to expand student's identity through community service involvement are explored in this paper.

Three objectives addressed are: (1) advance higher education's understanding of the kinds of learning experiences students have through involvement in community service; (2) use theoretical discussions of the "caring self" (a combination of symbolic discussions and feminist explanations of self) as a means to interpret findings on community service involvement; and (3) use interpretations of research to discuss the ideal of community and the role of higher education and community service in advancing community.

Data for this paper were derived from a 6-year qualitative investigation that included interviews, surveys and observations of student participation in community service. From this data, themes were identified such as making connections with self, community and other volunteers. Students reported that they were rejuvenated by their interactions with other volunteers and that through their connections with community the lives of recipients were personalized. It also challenged them to confront generalizations they might have about people. Fostering a sense of self, grounded in an ethic of care, is one of the central challenges of education and becomes increasingly important as society grows more diverse.

Robinson, G. (1996). Results Of AACC Survey On Community Service And Service-Learning Programs In Community Colleges. Paper presented at AACC, Atlanta, Georgia.

Methodology: Descriptive	Sample: Institutions	Original Sample: 1100 Final Sample: 719 (65%)
Study Design: One shot	Measures: Survey, self report	

Eleven hundred community colleges, which were a part of Learn and Serve America Higher Education, were surveyed and 719 colleges responded. While 70% of these schools indicated that service was a part of the institution's mission and nearly half have an office or group that places students in community service opportunities, only one in five promoted college-wide projects. Thirty percent of community colleges surveyed offered service-learning and 71 percent of institutions reported that five or fewer faculty incorporated service-learning into their curriculum. Thirty seven percent of community colleges with service-learning offered specific courses in community service. Community colleges reported that insufficient funding was the primary challenge for sustaining a service-learning program.

Roose, D., Daphne, J., Miller, A. G., Norris, W., Peacock, R., White, C., & White, G. (1997). Black Student Retention Study: Oberlin College. Oberlin College.

Methodology: Descriptive	Sample: Students	Original Sample: 305 Final Sample: 170 (48%)
Study design: One Shot	Measures: Survey, self-report, Interviews	

This broad study examined 15 variables to see which ones predicted retention, such as involvement in community service, changing majors, and summer employment. Interviews were conducted by telephone with African American students from 1987-1991 (170). For those who graduated from

Oberlin, involvement in community service was the factor most strongly correlated with graduation in this entire study.

Sagaria, M.A.D., & Burrows, J. M. (1995). Higher Education Urban Community Service: From Periphery to Core? Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Methodology: Descriptive	Sample: Faculty	Original Sample: 55
Study design: One shot	Measures: Survey, self-report	Final Sample: 45 (82%)

Forty-five accredited colleges and universities in urban areas of Ohio were surveyed for three issues: amount of attention policymaking bodies within the institution give to community service; the place of community service in the curriculum and faculty work; and the influence of the external environment on community service at the institution. Chief academic officers were asked to rate on a Likert scale the significance of community service to ten functional areas of universities and colleges: community relations, institutional mission, institutional goals, academic programs, campus culture, student services, fundraising and grants, student recruitment and retention, state government relations, and alumnae/ni relations.

Chief academic officers rated community service "very high importance" to community relations, institutional mission, and institutional goals. However, community service was not discussed very often by institutional policymaking groups such as student life committees, the governing board, or the president's cabinet. The mean averages indicated that community service was "rarely" or "occasionally" (2.8 out of 5 points) part of course assignments, "rarely" a primary focus of assignments (1.9), and "never" to "rarely" a graduation requirement (1.7).

Scott, J. A., & Ludwig, M. (1995). Community Service at Urban Public Institutions: A Report on Conditions and Activities. Metropolitan Universities: An International Forum, 6, (3), 55-70.

Methodology: Descriptive	Sample: Institutions	Original Sample: NR
Study design: One shot	Measures: Survey, self-report	Final Sample: 186

This abstract described results from a national survey of 186 public colleges and universities that indicated substantial community service at almost all institutions. Strategies to access resources and expand the capabilities of service were suggested along with a discussion of principal areas of activity and barriers to accomplishing the institutional mission.

Schmiede, A. (1995). Using Focus Groups In Service-Learning: Implications For Practice And Research. Michigan Journal Of Community Service-learning, 2, 63-71.

Methodology: Mixed: Process, Descriptive	Sample: Students	Original Sample: NR
Study design: Pre/post; Focus groups	Measures: Survey, self-report; Content analysis of Interviews/Focus Groups	Final Sample: 15

This study examined the value of focus groups as a methodology for service learning research. Ten students from a freshman community service laboratory were divided into two focus groups before their involvement in community service. Eight students in the upper-level internship class also participated as a focus group, but three responses were not used. All students from both classes also responded to a pre- and post-survey as a part of the FIPSE study "Comparing Models of Service". Both focus group data and the open-ended questions on the survey were used to establish participants' ability to solve problems using an open-ended coding scheme for complexity.

Written survey responses were coded for both groups and focus group responses were coded for focus group students. According to moderators and analysts who compared written survey responses, forty percent of participants in the focus groups solved problems at a higher level of complexity, twenty-seven percent of the focus group participants responded at the same level of complexity as those who just responded to the survey, and thirty-three percent of focus group students had lower rating. The author suggests that focus groups as a methodology may be more effective in gathering data about problem solving than open-ended surveys.

Sellnow, T.L. Oster, L. K. (1997). The Frequency, Form, and Perceived Benefits of Service-learning in Speech Communication Departments. Journal of the Association for Communication Administration, 3, 190-97.

Methodology: Descriptive	Sample: Faculty	Original Sample: NR
Study design: One shot	Measures: Survey, self-report	Final Sample: 300

This abstract reported a study that surveyed more than 300 university communication departments asking how educators perceived service-learning and whether communication departments made service-learning opportunities available for their students. The survey found widespread availability of service-learning opportunities for students in speech communication departments, reflecting the national trend across disciplines to emphasize service-learning on college and university campuses.

Serow, R. C., Calleson, D. C., Parker, L., & Morgan, L. (1996). Institutional Support for Service-Learning. Journal of Research and Development in Education, 29 (4), 220-25.

Methodology: Quantitative	Sample: Institutions	Original Sample: 118
Study design: One shot	Measures: Survey, self-report	Final Sample: 82 (70%)
Outcome Variables: Institutional support		

This study identified factors associated with support for service-learning among institutions of higher education. The Commission on National Service for North Carolina sponsored this survey and 82 institutions responded. The dependent variable was the index for institutional support that involved efforts for recruiting volunteers, training, and evaluation of service-learning. The independent and control variables included enrollment, public/private control, highest degree awarded, # of service-learning faculty, integration of service-learning into academic core.

In order to account for the influence of institutional structure on service learning, a two-stage multiple regression procedure was used. At a significant level, the strongest predictors of

institutional support for service learning were closely associated with the number of faculty involved in using service learning in their courses (.31 beta coefficients) and emphasis on academic goals in service-learning courses (.37 beta coefficients). Public control and "other development goals" also showed significant beta coefficients.

Sledge, A. C. Shelburne, M., & Jones, R. (1993). Affective Domain Objectives in Volunteer Courses for Postsecondary Teachers. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA.

Methodology: Mixed; Descriptive; Qualitative	Sample: Students	Original Sample: NR
Study design: One-shot; Document analysis	Measures: Survey, self-report; Journals	Final Sample: 43

This paper reviewed a service-learning study and the findings of a survey modeled after the Brevard Community College (Florida) Survey. The Delta volunteers program is course in which students served at a volunteer site for 30 to 48 hours per semester and attended weekly seminars covering such topics as socioeconomic aspects of the Delta region, the role of volunteers in helping agencies, social responsibility, and community resources.

Students kept a journal reflecting on their experience and gave oral report integrating their experience with lifelong goals and expectations. Responses to a questionnaire by 43 students completing the service-learning course indicated that: (1) The volunteer experience confirmed the choice of a major of approximately half the students and had no effect on 40 percent; (2) The most widely cited reasons for joining the volunteer program were motivated by a desire to help others, course credit, personal development, and career exploration; and (3) Students reported improvements in self-confidence, the ability to work and learn independently, insight into their personal strengths and weaknesses, and a sense of personal achievement.

Smith, M. (1994). Community Service-Learning: Striking The Chord Of Citizenship. Michigan Journal Of Community Service-learning, 1(1), 37-43.

Methodology: Qualitative	Sample: Students, community, faculty, institution	Original Sample: NR
Study design: Case study; Document analysis	Measures: Interviews; Focus Groups	Final Sample: 24

This study examined how service learning is incorporated into higher education settings. First, a pilot study was conducted with seven students from a mid-sized public university with pretest interview and focus groups techniques. Each of the students had completed a service learning course. In the pilot, students never referred to effects of service-learning as civic participation/responsibility or citizenship.

Then, a case study of an institution's community service-learning program was conducted to identify intended student outcomes from service-learning participation among administration (1), faculty, (4) community service administrators (1), and service-learning students (11). Individual and group interviews were used. The institutional administrator framed citizenship in a moral context, while two of the four faculty attributed their intentions for service-learning participation emerging from their faith backgrounds. One faculty member had not even considered service learning as a way of

linking citizenship. Eleven students articulated deeply felt experiences when confronting social issues, however unlike faculty did not link service-learning with citizenship.

A comparison of these two studies indicated that if civic responsibility is a priority in higher education, institutions should not assume that students connect their service participation with civic participation and citizenship.

Stanton, T. K. (1994). The Experience Of Faculty Participants In An Instructional Development Seminar On Service-Learning. Michigan Journal of Community Service-learning, 1 (1), 7-20.

Methodology: Qualitative	Sample: Faculty	Original Sample: 12
Study design: Document Analysis	Measures: Interviews	Final Sample: 12 (100%)

Twelve faculty participating in the Campus Contact Institute were assessed on the impact of an instructional development seminar through document analysis and interviews. Six faculty were labeled as “high implementers” who took specific actions in developing service-learning curriculum and instruction with advocacy of service-learning. Three faculty were labeled as “medium implementers” who refined or developed service-learning courses and promoted it to other faculty. Three faculty were labeled as “low implementers” who took little or no action related to the Institute’s goals.

Results indicated that faculty are likely to successfully design, develop and teach a service-learning course, if they have: 1) intrinsic motivation to become acquainted with or deepen knowledge and skills related to service-learning pedagogy; 2) specific goals related to service-learning curriculum design; 3) participated in an intensive interactive seminar/workshop in which they gain an understanding of learning theory, explore models, learn and practice instructional strategies; 4) perceive that their institution places value on teaching; and buffers them from budgetary, promotional and other pressures that impede them.

Stukas, A.A., Snyder, M., & Clary, E. G. (1999). The Effects of "Mandatory Volunteerism" on Intentions to Volunteer. Psychological Science, 10, (1), 59-64.

Methodology (both): Quantitative	Sample: Students	Original Sample: Study 1: 371
		Final Sample: Study 1: 371(100%)
	Measures: Survey, self-report;	Original Sample: Study 2: 63
Study design: Pre/post (both); Quasi-experimental (study 2)		Final Sample: Study 2: 63 (100%)
Outcome Variables (both): Intentions for volunteering; Perceptions of control		

In the first study, three hundred seventy one business student majors from the University of St. Thomas were required to enroll in a service-learning course and completed initial and follow-up surveys. The survey included measures of prior volunteerism, and the extent to which students were involved in service due to the course requirement. Results demonstrated that students with more experience were more likely to intend to volunteer in the future than were students who began with less experience. Thus, past experience had a main effect on intentions for volunteering. Other results

indicated that the effects of experience on students' intentions were moderated significantly by perceptions of external control to volunteer.

The second experimental study compared the situational effects of mandatory and free choices to volunteer, and how these effects were moderated by perception of external control to volunteer. Sixty-three students from the University of Minnesota signed up and completed extra credit for a psychology course by participating in a study of leisure time activities. Students were initially told that they could choose between two activities-entertainment and volunteering. Then, half of the participants were randomly selected and told that they were forced to volunteer, while the other half were induced to volunteer through persuasion. Results indicated that participants who were less inclined to volunteer on their free will expressed greater future intentions to volunteer when they completed service that was chosen. In contrast students, who were inclined to serve freely whether mandated or induced to volunteer, reported greater future intentions to volunteer than those who felt less inclined to serve.

Tartter, V.C. (1996). City College Report to FIPSE. New York: City College Research Foundation.

Methodology: Mixed: Qualitative, Descriptive	Sample: Students, Community	Original Sample: NR
	Measures: Survey, self-report, GPA, Journals	Final Sample: 57 students, 150 elem. children
Study design: One shot; Document analysis		

In a three-year study FIPSE study, 57 inner city undergraduates from New York City mentored and read to second graders, one-on-one, in a Harlem public school. Students' curriculum at City College supported their service learning experiences with acquaintance with of the classics, and understanding literacy. It also aimed to support interest in independent study in related fields and life-long interest in community service.

College students involved in the project indicated a greater commitment to community service, working with children, and/or education careers. The authors also reported that students involved in the first year improved their GPA on average by .14. During the three-year study, the Harlem public school children's reading scores improved enough so that the school was removed from the city's critical list. Based upon measures of change in GPA, writing, course selection and career choice, the researcher suggested program success.

Virginia Commonwealth University. (1997). Service-learning at Virginia Commonwealth University (1997). State Council for Higher Education in Virginia.

Methodology: Descriptive	Sample: Students	Original Sample: 255
	Measures: Survey, self-report	Final Sample: 166 (65%)
Study design: One shot		

Drawing from studies at Vanderbilt, University of Utah, and Virginia Tech, surveys were completed at the end of the semester for 38 students from 2 classes at Medical College of Virginia(MCV) and 128 students from main campus at Virginia Commonwealth University (VCU). The self-report surveys indicated that students: 1) Gain an understanding and able to synthesize the subject matter

through a broader range of experiences such as make connections between the subject matter and service experience (74%-VCU; 63%-MCV), apply things learned in the class to real problems (77%-VCU; 76%-MCV); 2) Understand/appreciate community and diverse populations (83 %-VCU; 92%-MCV); 3) Critically reflect on values and citizenship (72 %-VCU; 73%-MCV); 4) Explore area of study (71 %-VCU; 53%-MCV); and 5) Gain a belief that through actions, they can make a difference (58 %-VCU; 66%-MCV).

Wade, R. C.; Yarbrough, D. B. (1996). Portfolios: A Tool for Reflective Thinking in Teacher Education. Teaching and Teacher Education, 12 (1), 3-79.

Methodology: Mixed: Descriptive, Qualitative	Sample: Students	Original Sample: 287
Study design: One shot, Document analysis	Measures: Survey, self-report; Interviews, Essays	Final Sample: 212 (74%)

This exploratory study examined efforts of 212 college students studying elementary education to think reflectively through the process of constructing portfolios based on their experiences in a community service-learning program. Through interviews, essays, and survey data, the researchers found that the portfolio process facilitated reflective thinking in most, but not all, students.

Results from the survey data indicated approximately 35% of students "agreed" or "strongly agreed" that they felt frustrated in trying to represent their learning in the portfolio. Sixty-five percent "strongly agreed" that they were confused about how to create a portfolio initially. Struggling with the portfolio process was also a theme that emerged in interviews. The authors recommended encouraging student ownership and individual expression while providing some structured aspects to balance the open-ended nature of portfolios.

Wade, R. C., & Yarborough, D. B. (1997). Community Service-Learning In Student Teaching: Toward The Development Of An Active Citizenry. Michigan Journal Of Community Service-learning, 4, 42-55.

Methodology: Mixed: Descriptive; Qualitative	Sample: Students	Original Sample: 255
Study design: One shot; Case Study	Measures: Survey, self-report; Interviews	Final Sample: 255 (100%)

Three Midwest preservice teacher-training programs were examined with 255 student teachers and cooperating teachers through a survey which focused on the impact of service-learning on students and cooperating teachers. Interviews and case studies were also used to understand how the project, relationships, and views of service-learning developed.

Even though students enjoyed positive experiences in service-learning, teachers were concerned with time, and how service-learning affects classroom management negatively. Service-learning had a positive impact if 1) student teachers had initiation; 2) student teachers showed leadership, 3) cooperating teachers were willing to take the back seat.

Ward, K. (1996). Service-Learning And Student Volunteerism: Reflections On Institutional Commitment. Michigan Journal Of Community Service-learning, 3, 55-65.

Methodology: Qualitative	Sample: Students, community, faculty, institutions	Original Sample:
Study design: Case Study; Document Analysis	Measures: Interviews; Focus Groups	Final Sample: 43

This study examined institutional support for service-learning within the framework of service-learning as a part of the national agenda for higher education since the late 1980s. The investigation addressed three concerns: (1) how campus administrators support (or fail to support) service-learning on their campus; (2) how different groups (e.g., faculty, staff, community agencies, students) perceive the support for service on their campus; and (3) what barriers and supports promote service-learning and volunteerism on campus.

Five case studies were completed using individual interviews, student focus groups, and document analysis involving students, faculty, service-learning staff, community service agency personnel and administrators at five different institutional types: a community college, a tribally controlled college, a four-year public liberal arts college, a four-year private liberal arts college, and a state university. Forty three interviews were conducted with organizations involved in Montana Campus Contact. Interviews were guided by structured protocol, tape recorded and transcribed and analyzed for content.

Findings indicated the faculty role in advancing service was tenuous and varied significantly by campus. Lack of funding was mentioned frequently as a barrier to effective implementation of service-learning. All the senior administrators interviewed gave great verbal support to service-learning, although actual supporting activity varied greatly by campus. Recommendations urge involvement of administrators, faculty, and students in planning for service-learning; clear articulation concerning integration of service-learning and volunteerism; and integration of service into institutional structures.

Western Washington University. (1994). Community Service Activity by Western Washington Students: Its Extent, Nature, and Impact on the Surrounding Community. Western Washington University, Bellingham, WA.

Methodology: Descriptive	Sample: Students	Original Sample: 2219
Study design: One shot	Measures: Survey; self-report;	Final Sample: 1513 (68%)

To document the extent and nature of community service activity both as part of course work and as non-course-based volunteer activities by Western Washington University students, a survey was conducted of 1,513 individuals who received a bachelor's degree between fall 1992 and summer 1993. Almost half the students had participated in community service activities such as service-learning experiences that were course projects or internships, or non-academic service projects. Most common service-learning activities were in social, health, and mental health services.

Students at Western Washington engaged in about 4,600 episodes of volunteer service during a typical school year, about half of those are internships or course-based projects, or non-academic

service projects. Most variation in rates of course-based service-learning was explained by the different opportunities provided by different major fields. Graduates felt that their service-learning activities were extremely valuable in providing new awareness and personal self-improvement. The great majority of service-learning participants felt that the university should "definitely" or "probably" increase community service opportunities.