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**STUDENT PERCEPTIONS OF SERVICE-LEARNING IN THE
COMMUNITY COLLEGE**

By

Ruben Michael Flores, B. A., M. S.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirement

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

May, 2001

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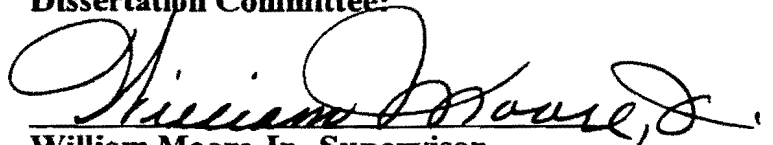
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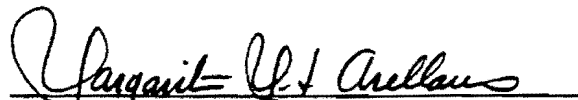
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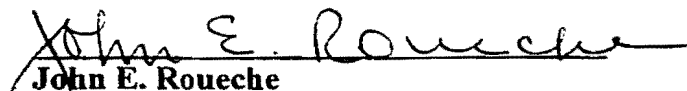
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DEDICATION

This study is dedicated to my loving wife Martha. Our relationship started in December, 1995, shortly before I began the Community College Leadership Program at the University of Texas at Austin in August, 1996. Without her continued encouragement and support I would not have been able to complete the coursework or this examination. Martha, thank you! Now, it's your turn! A final note of thanks to my loving parents, Ruben and Acenete Flores, who have always stressed the importance of community and the value of education. I want to thank all three of you, for always believing in me.

ACKNOWLEDGEMENTS

An endeavor this big is not accomplished alone. Indeed, many individuals assisted me in completing this examination. First, I would like to thank the mentors of the Community College Leadership Program (CCLP) at the University of Texas at Austin, Drs. John Roueche, William Moore Jr., and Donald Phelps. Second, I would like to thank the members of my dissertation committee, Drs. William Moore Jr. (Chair), John Roueche, Rosalie Ambrosino, Margarita Arellano, and Jay Scribner. Their comments were helpful throughout this examination, which was the most gratifying academic experience I have ever undertaken. A special note of thanks is extended to the other students of CCLP Block 52. In particular, I would like to thank Peter Battaglia and Brenda Leonard for their advice, fellowship and support. Thanks are also extended to CCLP staff members, Ruth Thompson, Jo Schum and Reid Watson. Their assistance was as valuable as the assistance that Sarah Cale-Jimenez provided in the Department of Educational Administration throughout my enrollment at the University. Finally, I would like to thank Dr. Margarita Arellano for her assistance while I was employed at the Office of the Dean of Students and throughout my enrollment at the University. Many many thanks to the individuals cited above for their assistance in this important endeavor. I could not have done it without you!

**STUDENT PERCEPTIONS OF SERVICE-LEARNING IN THE
COMMUNITY COLLEGE**

Publication No. _____

Ruben Michael Flores, Ph. D.

The University of Texas at Austin, 2001

Supervisor: William Moore Jr.

United States Census Bureau projections predict that Whites' share of the population should decline from 75% in 1990 to 68% in 2010. Thus, mechanisms must be employed to facilitate cooperation and support among and across people from different ethnic and racial groups. This examination seeks to determine if service-learning is such a mechanism. The researcher utilized student experiences and perspectives, through a mixed qualitative/quantitative study, to determine the impact that a service-learning course had on a diverse group of students attending an urban community college.

The researcher originally sought to determine whether a community college service-learning course changed students' perceptions of those from different ethnicities and races and assisted in facilitating intergroup relations. However, the service-learning experience resulted in several different outcomes for the examined community college students. In particular, this examination revealed that service-learning facilitated a more active role for students in their studies and community.

In this study, six broad themes emerged inductively from student interviews

and an analysis of artifacts. These six themes included: *bringing the book to life, career development, competing pressures and perseverance, a helping hand and a full heart- connection with service agency population, dealing with difference, and educational navigator*. In turn, these six themes had twenty subthemes. In an effort to obtain a uniform quantitative data set, the researcher received permission to administer two attitudinal surveys (pre- and post-experience) to students enrolled in two Introduction to Social Work sections (n=24). The attitudinal surveys allowed for a uniform quantitative analysis of student outcomes across six developmental domains (academic, career, personal, social, civic, and ethical development). An analysis of variance (ANOVA) was then conducted to determine if there was a significant improvement in any of the six domains as a result of the semester-long service-learning experience. The ANOVA found that out of the six domains, only the academic and career domains were significant at the .05 level. These results are encouraging and are consistent with the six themes and twenty subthemes that emerged from the qualitative data analysis. The study concludes with a discussion of the implications raised by the study, five specific recommendations for the examined institution, and directions for further study.

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CHAPTER ONE

INTRODUCTION

Over the past several years, it has become cliché to cite the nation's increasing ethnic and racial diversity. American Demographics magazine trumpets this change in stories titled "The Declining Majority" or "The Trend You Can't Ignore." Citing Census Bureau projections, Demographics writer Thomas Exeter observes that Anglos share of the U.S. population should decline from 75 percent in 1990 to 72 percent in 2000 and 68 percent in 2010. Continuation of this trend will result in a vastly different America. Nowhere is this demographic shift more apparent than in our educational institutions.

Indeed, enrollment trends in educational institutions reflect the nation's increasing ethnic and racial diversity. One Third of a Nation enrollment projections indicate that by the year 2000, one-third of all school-aged children will be African American, Hispanic, American Indian and Asian Americans. Currently, Anglos constitute a minority in the California, Texas, New Mexico, and Hawaii public schools. In institutions of higher education, federal Department of Education statistics demonstrate that Anglos constituted 77.5 percent of total undergraduate enrollment (universities and community colleges) in the Fall 1990 but only 72 percent in the Fall 1995. In community colleges, Anglos constituted 75.5 percent of total enrollment in the Fall 1990 but only 72 percent in the Fall 1995. This

demographic shift is even more dramatic when one looks beyond ethnicity and race. According to Levine and Cureton (1998), 55 percent of all university and community college students are female, 44 percent are over twenty-five years old, 54 percent work, and 43 percent attend college part-time. Increasing diversity means that colleges and universities must respond to the needs of the students they admit. Because, too often, institutions have welcomed new populations of students while failing to serve their unique needs (Roueche, Baker, OmahaBoy et al., 1987).

Community colleges, in particular, should pay attention to the needs of their students. Community colleges are positioned to play a critical role in the process of upward mobility in American society. Often referred to as the “people’s colleges” or “democracy’s colleges,” community colleges have provided increased access to post-secondary education to the poor, the working-class, and ethnic and racial minorities (Shaw, Rhoads, and Valadez, 2000). In 1997, 44% of all students enrolled in higher education (5.4 million students) were enrolled in community colleges. This figure is more significant when one considers that 55% of Latinos, 55% of Native Americans, 46% of African Americans, and 46% of Asians are enrolled in community colleges. 46% of first-time freshman are enrolled in community colleges (American Association of Community Colleges, 2000). 10% have family incomes below \$15,000 and 25% have a high school grade-point average of a C-plus or lower. The diverse students attending community colleges bring with them an array of experiences and attitudes, which distinguish them from

more traditional students (Shaw, Rhoads, and Valadez, 2000). Indeed, compared to traditional students enrolled in other sectors of higher education, the lives of community college students are more likely to be defined by complexity. In contrast to these “traditional” college students, community college students are more likely to be employed full- or part-time; to have spouses, children, or both; and to encounter financial or logistical difficulties that make attending college difficult (Shaw, 2000). Yet, despite these and other obstacles many community college students succeed.

Gary G. Austin and Rachel Carranza, for instance, are two community college students who succeeded. Both Gary and Rachel graduated from San Antonio College (the host institution for this examination) in May 1999. Gary graduated from high school in 1972 but did not begin college studies until 1996. During his enrollment he took several service-learning classes, which led to his participation in the peer educators program where he conducted HIV/AIDS awareness outreach and was inducted into the Phi Theta Kappa Honor Society before earning an Associate in Applied Science degree. Rachel raised her family and with the support of her husband and daughter, began to further her education at age 43. She began her studies with developmental courses and through dedication earned an Associate in Arts degree. Rachel credits her success to the encouragement and support she received from her family and the counselors in the College’s Women’s Center and Student Support Services Program office. Rachel

plans to transfer to the University of Texas at San Antonio to earn a bachelor's degree in Education (San Antonio College Seventy-First Annual Commencement Program, 1999).

The key to success is to engage more students like Gary and Rachel in and out of the classroom by providing increased contact with their peers, faculty and staff members. This contention is supported by Tinto's model of student persistence, which, although tested primarily with students at four-year colleges and universities, emphasizes the importance of academic and social integration within the college community. Tinto (1993) argued that students who were more involved and connected to their classes, fellow students and campus, as Gary and Rachel were, are more likely to persist. One study that included community college students was conducted by Terenzini (1992), who explored student transition to college through focus group interviews with 132 students at four different types of higher education institutions- a community college, a liberal arts college, an urban university and a residential research university. Terenzini's discussion questions focused on five areas: pre-college information, expectations and reality, significant people and events, the transition, and general effects. Although some of the 22 students in the community college focus group expressed feelings of self-doubt, positive experiences in and outside of the classroom reinforced their self-esteem and perceptions of themselves as learners. Further, Pascarella and Terenzini (1991) found that the community college students became more involved and excited

about learning when they participated in class activities. This contention even applies to minority students. A study by Nora and Cabrera (1996) of minority students at a predominantly Anglo commuter university found that the factors that most positively affected academic success were positive interactions with faculty and academic staff and encouragement from parents. However, in a study of 227 Latino students at three Texas community colleges, Nora and Rendón (1989) found different results: neither perceptions of academic nor social integration affected their retention.

Confronted with these research findings (Tinto, 1993; Pascarella and Terenzini, 1991; Nora and Rendón, 1989), community colleges have implemented several curricular restructuring efforts to engage students in and out of the classroom by providing increased interactions with their peers, faculty and staff. One such strategy are learning communities, which are an instructional pedagogy where groups of students take two or more classes together that emphasize: active approaches to learning, interdisciplinary content, group work and team teaching. Although learning communities have been successful at four-year universities such as the University of Washington and Evergreen College they have also been successfully implemented at community colleges such as Seattle Central Community College and LaGuardia Community College in New York City. Both are urban institutions characterized by diverse student bodies (Belton, 1998). Another strategy is service-learning which is an instructional methodology by

which students learn and develop through active participation in organized service experiences designed to meet actual community needs (Corporation for National Service, 1990). Service-learning has been successful at four-year universities such as the University of California at Berkeley or Brown University. However, urban community colleges, characterized by a diverse student body, such as Miami-Dade Community College and Truman College in Chicago have also successfully implemented service-learning at their institutions.

Service-learning is particularly appropriate at this time because of the popularity of volunteerism. Levine and Cureton (1998) found that nearly two-thirds of all undergraduates were involved in volunteer activities. A majority of students at all types of institutions- four-year colleges and universities as well as community colleges- are volunteering (as demonstrated in the table on the following page).

TABLE 1
CHARACTERISTICS OF STUDENTS INVOLVED IN SERVICE
(1993)*

Student Characteristics	Percentage Participating
All undergraduates	64
At community colleges	59
At four-year colleges	67
At universities	68
Full-time undergraduates	65
Part-time undergraduates	59
Males	62
Females	66
Commuter students	58
Residential students	75
Anglos	65
African Americans	65
Latinos	61
Asian Americans	55
Students 25 or younger	65
Students over 25	63
Students working more than 20 hours weekly	61
Students working less than 20 hours weekly	68

*Excerpted from Levine and Cureton (1998)

Indeed, the table illustrates how there is little variation in participation rates by age, ethnicity, race, or gender. It does not even matter whether students attend part-time or full-time or work while going to college. Faced with these findings, Levine and Cureton (1998) contend that students are serving in record numbers.

What type of activities do these students perform? According to Levine and

Cureton (1998), students are most likely to engage in: fundraising- which includes clothing and food drives (27 percent), working with children (24 percent), and activities with religious sponsorship (24 percent). But they are also involved with the environment (9 percent), the elderly (9 percent), hospitals (7 percent), the homeless (7 percent) and other causes and populations.

When undergraduates were asked why they got involved in service, they emphasized the social contribution, stating that they received personal satisfaction from helping people (80 percent), and felt it was their responsibility to correct societal problems (54 percent). Many students also noted that they were initially “volunteered” by course assignment or membership in an organization with a compulsory service project (56 percent). Others noted that service is a great way to meet new people (49 percent) (Levine and Cureton, 1998). Indeed, participating in service-learning activities during the undergraduate years also has positive effects on socializing across ethnic and racial lines and being committed to promoting ethnic and racial understanding (Astin, 1996; Saddlemire, 1996). The effectiveness of the service-learning pedagogy in the improvement of ethnic and race relations can be attributed to increased contact. Indeed, the contact hypothesis developed by social psychologists posits that contact between individuals from different groups will reduce intergroup bias and conflict (Gaertner, Dovidio, and Bachman, 1996). Thus, these individuals act as cultural workers.

Society often portrays artists, writers and media producers as cultural

workers because they use images and words to produce and transform culture. Giroux (1992), however, expanded the traditional definition of cultural workers to include individuals in other fields such as: architecture, education, law, medicine and social work. Rhoads (1994) went further in extending the work of Giroux by conceptualizing students as cultural workers. Rhoads proposed that students also have the capacity to produce and transform culture (as cited in González, 2000). Indeed, for purposes of this examination, the researcher asserts that all individuals are cultural workers.

The purpose of this examination is to capture and communicate the effect of the service-learning pedagogy on intergroup relations, realizing that all individuals are cultural workers.

Purpose of the Study

The purpose of this mixed qualitative/quantitative case study is to examine, based on student experiences and perspectives, whether a community college service-learning course can improve intergroup relations among students of different ethnic and racial backgrounds? To examine the research question, the experiences of four community college students were chronicled as they progressed through a semester-long service-learning course. Therefore, the researcher assembled data primarily from interviews. Secondary data consisted of

observations on campus in class and in the community at their service-learning site. Further, interviews and observations were complemented by document analysis. All three sources were assembled to provide a detailed description. This qualitative data was complemented by a pre- and post-survey developed by Furco (1997) that was administered to student participants in the two course sections of Introduction to Social Work that were monitored during the Spring 1999 semester at San Antonio College.

Research Question

The following question served to guide the design and scope of this study:

- What impact does a community college service-learning course have on students' perceptions of those from different ethnicities and races?

Chapter Descriptions

This examination is presented in five chapters. Chapter one provides an introduction and reviews the purpose of the study. Chapter two reviews the literature pertinent to the study. It briefly discusses the current student ethnic and racial segregation that characterizes institutions of higher education and reviews the historical and philosophical underpinnings of service-learning. The chapter examines the need to create a sense of community and current service-learning initiatives initiated to create that community and foster intergroup relations. The

chapter also examines the current national service-learning infrastructure and concludes by examining the benefits derived from service-learning.

Chapter three introduces the mixed qualitative/quantitative methodology employed to capture and communicate the effect of the service-learning pedagogy on intergroup relations. The chapter provides the rationale for using a qualitative and quantitative methodology, indicates the specific type of design, reflects on the researcher's role, discusses data collection procedures, identifies data analysis procedures, and specifies verification steps.

Chapter four provides an overview of the case study institution, service-learning courses, and participants involved in the examination. The chapter then addresses the research question and provides the results from the study. Chapter five summarizes the results of the study and presents overall conclusions related to the use of service-learning as a mechanism to improve intergroup relations. It also presents possible avenues for further research.

CHAPTER TWO

LITERATURE REVIEW

There are great benefits for everyone concerned if we continue to learn from each other. The opposite is also true. To remain static is to die. I have grown... because I have dared to step outside my sphere.

Rudolfo Anaya

Overview

Today, many college students are reluctant to heed Rudolfo Anaya's call and step outside their sphere. This reluctance has led to ethnic and racial segregation on college campuses nationwide (Elfin and Burke, 1993). Indeed, while each college has a general school community- perceived as mostly Anglo- an African-American, Latino, and Asian community also exist (Cardozier, 1987; Loeb, 1994). The result is often the same, several communities existing side by side on the same campus.

Segregation is now commonplace on college campuses, with differences in student's cultural attitudes and considerable social distance among students of different ethnic or racial backgrounds (Boyer, 1990; Hurtado, 1992; Saddlemire, 1996). Indeed, a Carnegie Foundation report (1990) found that students were increasingly separating themselves in "unhealthy" ways (Boyer, 1990). A survey taken by U.S. News & World Report of college newspaper editors at larger

institutions showed a statistically significant relationship between the degree of self-segregation by ethnicity and race and the number of ethnically and racially motivated incidents (Elfin and Burke, 1993). The “embodiment of intolerance,” these hate crimes consist of an act of violence against a person or property based on the victims race, color, gender, national origin, religion, sexual orientation or disability (White House, 1997, p.1). At the recent White House Conference on Hate Crimes, President Clinton stated that young adults account for a significant proportion of the country’s hate crimes-- both as perpetrator(s) and victim(s) (White House, 1997). Researchers have documented the casualties of these ethnic and racial conflicts (Hurtado, 1992; Loeb, 1994; Springer, Palmer, Terenzini et al., 1996). Investigations reveal that over one million college students experience ethnically or racially motivated harassment or violence annually. Indeed, a quarter of minority students on college campuses report ethnically or racially motivated assaults, vandalism, or harassment (Hurtado, 1992; Loeb, 1994; Springer, Palmer, Terenzini et al., 1996). Hurtado (1992) contends that instances of overt ethnic and racial conflict can no longer be viewed as aberrations or isolated incidents, but rather as indicators of a more general problem of unresolved racial issues in college environments and in society at large. These incidents occur, according to Bunzel (1992), because students have already been socialized into American society and bring onto campus the very attitudes they have been exposed to. Jeffrey Ross of the Anti-Defamation League asserts that these incidents are part and parcel of an

ongoing culture. Ross in testimony to the U.S. Commission on Civil Rights stated that the occurrence of incidents on-campus were analogous to the appearance of potholes in streets (as cited in Bunzel, 1992). According to Ross:

Potholes are a phenomenon, which one-day you don't see and the next day...there is a big hole in the ground. The question is, what happened yesterday to create the hole in the ground? But the hole in the ground wasn't created yesterday. It only appeared today. What you have had for years and years is subsurface erosion. I think that is really what we have been seeing on our campuses. (as cited in Bunzel, 1992, p. 6)

Roy L. Brooks (1996) attributes ethnic and racial hostility on college campuses to a lack of understanding and empathy among ethnic and racial groups. Faced with this situation, colleges have sought to facilitate cultural awareness through various curricular and/or programmatic initiatives. The University of California at Berkeley, for example, requires that all students take an "American Cultures" course that focuses on the contributions of different ethnic or racial groups. Another institution, the University of Maryland at College Park requires that departments promote diversity through cultural activities. Cose (1997) questions whether these activities are promoting harmony or division. He cites a University of Maryland report, which asserts that even opinions about the values of such activities are racially polarized. The report stated:

Some of the survey results indicate a type of backlash occurring against

UMCP's efforts to promote diversity, where white students view the efforts as 'too much' and other students view the same efforts as 'too little.' (as cited in Cose, 1997, p. 91)

This perceptual gulf demonstrates that members of different groups can see events very differently (Cox, 1993). Indeed, Dovidio maintains "two people, or two groups of people with different histories, experiences, and expectations will look at the same events and see them quite differently," (as cited in White House, 1997, p. 2). Further support comes from Hurtado (1992), who surveyed African American and Latino students and found that only twenty-eight percent believed that their colleges were supportive of minority students. This view was not shared by their Anglo counterparts. Hurtado (1992) reported that sixty-eight percent of Anglo students believed that their colleges were supportive of minority students. Indeed, Brooks and Sedlacek (as cited in Deppe, 1989) submit that Anglos view race relations as a minority problem. This might explain the indifference reported in certain findings. The University of California at Los Angeles' Higher Education Research Institute's national survey (1999) of college freshman, for example, found that only thirty-four percent of respondents would help to promote racial understanding on their college campus (Astin, Korn, Mahoney, and Sax, 1999).

Reflecting the current milieu, Springer, Palmer, Terenzini et al. (1996) suggest that in an "era of declining opportunities and resources, college students tend to view classmates from different backgrounds as competitors rather than

partners.” Hurtado et al. (1999) found that while diversity on a college campus may help students be more accepting of people of different ethnic and racial groups it was also associated with more competitiveness among students. Stephan and Stephan (1996) posit that greater intergroup competition for scarce and valued resources intensifies prejudice among groups. Thus, the challenge is to change the societal and college paradigm from a strategy of competitiveness to one of collaboration, from a perspective of scarcity to one of sufficiency and inclusion (Gabelnick, 1996). The purpose of this examination is to determine, What impact a community college service-learning course has on students’ perceptions of those from different ethnicities and races? This question is of particular importance to community colleges because they are a microcosm of contemporary society. Indeed community colleges, more closely than any other educational institutions, mirror the American population and the communities in which they reside (Perez, 1996). Before examining whether service-learning can improve intergroup relations it is important to understand the definition and development of service-learning and how it is employed.

A Pedagogy of Connection and Community

What is Service-Learning?

Practitioners and researchers have struggled for years to determine how to define service-learning. According to Liu (1995), “we continue to struggle for a

definition of service-learning that is authentic enough to elicit broad consensus and usage in the field,” (p. 5). Indeed, Furco (1997) notes that the definitions for service-learning are as varied as the schools in which they operate. Hence, it is not surprising that Kendall identified 147 different definitions of the term (as cited in Jacoby, 1996; as cited in Pollack, 1997). What is important about the diversity of language, according to Kendall (as cited in Varlotta, 1996), is that most individuals have come to the same conclusion ‘that there is something uniquely powerful about the combination of service and learning,’ (p. 26). This symbiotic relationship between service and learning is symbolically reflected in the hyphen placed between the words “service” and “learning,” (Jacoby, 1996). Ironically, Rappoport notes that there have been hour-long discussions on whether to have the hyphen placed between the words “service” and “learning” (personal communication, April 22, 1998).

Robert Sigmon, a service-learning practitioner and researcher, contends that a precise definition is needed ‘if we are to establish clear goals for service-learning and work efficiently to meet them,’ (as cited in Furco, 1997, p. 3). Thus, for purposes of this examination, the researcher utilized the definition employed by the Corporation for National and Community Service (CNS). The CNS defines service-learning as an instructional methodology and philosophy by which students learn and develop through active participation in organized service experiences designed to meet actual community needs. These experiences are integrated into

the students' academic curriculum and enhance what is taught in school by extending student learning beyond the classroom and into the community (Corporation for National and Community Service, 1990).

The Foundation of Service-Learning

The foundation of service-learning can be traced to at least three sources: experiential education, citizenship education, and the philosophy of communitarianism. Service-learning is experiential education in that students are engaged in the phenomena they study (Kupiec, 1993). This is significant because many practitioners and researchers (Cone & Harris, 1996; Dewey, 1938; Kolb, 1984) contend that the acquisition of knowledge is not a passive process. Indeed, service-learning operates on the premise that student participation in the learning process should be as active as possible (Furco, 1997). Hence, service-learning supports John Dewey's contention that every educative process begins by doing something (Dewey, 1938).

Educational philosopher John Dewey believed that when students actively participate in their learning, they are able to construct knowledge that is personally meaningful (as cited in Furco, 1997). In contrast to the top-down "information-assimilationist" model inherent in the conventional lecture/discussion format, service-learning emphasizes a "bottoms-up" approach in which lessons are drawn inductively from direct personal experiences and observations (Markus, 1993; University of Pittsburgh, 1996). Thus, service-learning allows students to believe

that their own ideas and experiences, and those of their peers, have merit (Ambrosino, 1997).

Service-learning is citizenship education because it prepares students for participation in a democracy (Dimock, 1990; Morton, 1993). Indeed, citizenship is often cited as the purpose of education in general and service-learning in particular, according to Eyler and Giles (1999). Through service-learning, schools act as incubators for student's democratic values (Sehr, 1997). Service-learning can be seen as an essential building block of community and a defining act of citizenship. Thus, according to Morton (1993), to serve and to be a citizen are consistent and synonymous acts. Promoting a "scholarship of engagement," service-learning suggests to students that they can create and sustain community rather than simply 'consuming' the 'products' of public institutions (Morton, 1993, p. 8).

Communitarianism, the philosophical foundation of service-learning, seeks to foster this sense of civic responsibility. According to founder Etzioni, communitarianism seeks to strike a balance between our rights as individuals and our social responsibilities to our communities. This means the constant self-awareness that no one is an island unaffected by the fate of others. Etzioni asserts that, as a nation we have forgotten the basic truths of our democratic social contract and what we need is a revival of the idea that small sacrifices by individuals can create large benefits for everyone. Indeed, at the heart of the Communitarian movement is the idea of reciprocity-- each member of the community owes

something to all the rest, and the community owes something to each of its members (1993). Author Michael Roche (1990) supports this endeavor in his article *The Undergraduate Experience and Community Service: Education as Transformation*, where he states, "that one of the great deficiencies of the undergraduate experience has been that it focuses too exclusively on individual effort and not enough on the spirit of community," (p. 203). This "spirit" can improve the quality of learning and living in a community, on- and off-campus.

Building Community

Service-learning is touted as an effort to build and strengthen community. A community, according to the American Heritage Dictionary (1984), is a group of people living in the same locality. In addition, a community may constitute a group of people sharing common goals, If so, then institutions are those vehicles created by the community to achieve those goals, be they educational, commercial, or cultural (DeRienzo, 1995).

Throughout their history, community colleges have been committed to addressing the educational, commercial, or cultural needs of people in the local community. In fact, the transition from the use of the term "junior college" to "community college" was primarily related to the notion that these institutions would be vitally involved in the community. This is perhaps why President Emeritus Robert McCabe of Miami-Dade Community College proclaims, "Community is our middle name," (McCabe, 1995). But, what characterizes this

involvement in the community? Two reports *Campus Life: In Search of Community* (Carnegie Foundation for the Advancement of Teaching, 1990) and *Building Communities: A Vision for A New Century* (Commission on the Future of Community Colleges, 1988) may assist in answering this question. *Campus Life: In Search of Community*, issued by the Carnegie Foundation for the Advancement of Teaching, declared that the need to build community on America's college campuses is the greatest challenge currently facing higher education. To address this challenge, the report proposes that colleges adopt six principles emphasizing the need to have: a caring community, a celebrative community, a disciplined community, an open community, a purposeful community and a just community.

While *Campus Life* focused on the college campus, *Building Communities: A Vision for A New Century* emphasized the need to build community on the college campus and beyond. According to the Commission on the Future of Community Colleges, a "community" is more than a region to be served it is "a climate to be created," (p. 7). This broader understanding of community, according to Middelstat (1994), has implications on the micro level in the classroom and office and on the macro level in the local, state, national and world community.

Nemerowicz and Rosi (1997) have embraced this broader understanding of community by urging colleges to move beyond what they identify as a concentric circle or particular partnerships model to form more encompassing communities through the adoption of a collaborative community model. In the concentric circle

model, the college community is at the center radiating influence, information and example outward. The model fits best with the characteristics of a small residential college, an isolated enclave composed of a full-time resident population of traditional-aged students and faculty who live nearby. This model is consistent with the responsibility of institutions of higher education to provide resources to surrounding communities. The service is generally one-way, from the college to the public. The particular partnerships model moves beyond the one-way flow of services implied by the concentric circle model to connect in partnerships with specific sectors of the larger community (i.e. corporations and government). This reciprocal relationship between the college or university and private or public partners, for example, could be based on research of mutual interest. Nemerowicz and Rosi assert that relationships in the particular partnerships model are largely functional, involve limited sectors of the college or university, and do little to build community.

The collaborative community model presents a new configuration of relationships with a broader representation of community interests. To accomplish this, colleges must facilitate collaborative problem-finding and problem-solving linkages with people and interests beyond the institution to provide the basis for community within the institution. Indeed, James MacGregor Burns asserts that what extends beyond the college to the community often returns (as cited in Couto, 1998). The collaborative community model can be employed in many different

initiatives, including service-learning. A service-learning class that exemplifies the collaborative community model is “Nonviolence, Peace and Community” jointly offered by Cayuga Community College and Empire State College of Auburn, New York.

Troubled by ethnic, racial, economic and political tensions in the community. And, specifically alarmed by race-hate incidents in a local public high school. Two faculty members (one from each institution) sought to create a space where community members could search together for answers by creating “Nonviolence, Peace, and Community” to examine, *How can Auburn become more peaceful?* The faculty facilitators also tried to make the course from the community rather than bringing the course to the community. Herman and Shortell (1996) state:

From the beginning, “Nonviolence, Peace, and Community,” in contrast to a traditional academic course, was based on collaborative learning and on the idea that we would try to let the learning emerge from the community developing among the participants themselves. Further, since the participants would themselves be representative of the surrounding community, the course would grow from the diversity of voices in that community and the participants would not presume, as academics and other experts sometimes do, to understand the community and its need better than its residents. We

thus hoped the achievements in our course could be a microcosm of what the larger community could achieve.

Techniques used in the course included inclusive community participation, collaborative self-directed learning, a Socratic approach to group discussion, and an open planning process. This investigation not only yielded understanding but also community service projects. Unlike traditional service-learning courses where the faculty set up and supervise service projects, students developed and implemented their own. For instance, some participants created a workshop on conflict resolution and presented it at local public schools; while other participants decided to help prison inmates complete their associate degrees. Included among the forty participants were community activists, clergy, government officials and workers, schoolteachers, tradespeople, and students (high school, undergraduate, and graduate). Some of the participants were matriculated college students seeking credit and some had never before been to college. Herman and Shortell (1996) note that “each of us was more used to our own fragment of society than to understanding...the interdependence of our diverse spheres of life. We needed to learn how to turn aggregation into a community,” (p. 129).

A local service-learning initiative that exemplifies the collaborative community model is the Overtown Neighborhood Partnership created by then-Miami Dade Community College Medical Center Campus President Tessa Martinez-Pollack. In 1987, Dr. Martinez-Pollack sought to develop a relationship

between the Medical Center Campus and the economically depressed Overtown neighborhood. Embracing the concept of a broader community-based role for the campus, Dr. Martinez-Pollack engaged students, faculty, staff and residents towards a shared vision of making Overtown a better place to live. Dr. Martinez-Pollack felt that the Medical-Center Campus and Miami-Dade Community College had "an obligation to reach out and use its assets" to help the Overtown community. An example is the Growing Up Healthy program, which pairs service-learning participants with faculty and staff to provide physical examinations and immunizations and compile a personal health record for children in the Overtown public schools, This collaborative partnership with Dade County Public Health Department, Dade County Public Schools and their Parent-Teacher Associations served approximately 750 students (McCabe, 1995). Both "Nonviolence, Peace, and Community" and the Overtown Neighborhood Partnership Growing Up Healthy program illustrate how community colleges can employ service-learning in the collaborative community model to build community. Most importantly, both initiatives demonstrate how service-learning participants can create social capital (Berson, 1994; Corporation for National Service, 1993).

The Creation of Social Capital

Social capital exists in addition to market capital and government capital and is mobilized in times of need (Eyler and Giles, 1999). Social capital comprises those features of social organization, such as networks, norms and trust, that

facilitate coordination and cooperation for mutual benefit (Putnam, 1993). Thus, social capital is critical to the well-being of a community because it increases people's ability to work together to solve problems that cannot be addressed by individuals working in isolation. According to Chang (1997), social capital is needed to ensure cooperation and support among and across people from different ethnic, racial, and linguistic groups. Social capital is integral to a group's ability to develop and retain their individual identities and histories as well as to find the common ground that can bind them together. In a diverse society, this means helping people to see themselves as members of a larger, multicultural community, not just being tied to those with whom they share an ethnic, racial or linguistic background. Indeed, Chang (1997) challenges Americans to design strategies that will foster the creation of social capital within and across the diverse groups living within the United States. Service-learning may be such a strategy. It could be used to create what Swindler (1997) terms a civic community, a community that can link us to those unlike ourselves. This underscores John Dewey's contention that only action really unifies (1938).

A History of Community Service

Service has a long tradition in the United States. At the turn of the century, William James' (1910) proposed in his essay "The Moral Equivalent of War," that youth be recruited to serve their country in the fight against social injustice. James

equated this experience with military service because he believed it would provide youth with a sense of community and commitment to a cause higher than themselves.

William James' essay stimulated considerable interest in community service. That interest was reflected in two initiatives that were part of President Franklin D. Roosevelt's New Deal, the Civilian Conservation Corps and the National Youth Administration. Established during Roosevelt's first 100 days, the Civilian Conservation Corps (CCC) enrolled approximately 3 million young men over its nine year history (1933-1942). Corp members were placed in rural work camps for an average term of 10 months and were paid a monthly wage of \$30.00. During enrollment, corp members participated in public works projects such as forestry and flood control. Established in 1935, the National Youth Administration (NYA) enlisted 2.7 million young men and women over its nine year history (1935-1944). The NYA enrolled youth in their own communities part-time to work on public works projects such as the construction of public buildings and maintenance of parks (Danzig and Szanton, 1986). Both programs demonstrate the allure of service.

Many have called for a revival of James' proposal. The historical roots of the most recent call to service are found in the 1960s and early 1970s. During this time period, there was great interest in getting college students involved in community service. The first major national domestic effort was Volunteers in

Service to America (VISTA), which was created by the Economic Opportunity Act of 1964. Administered by the Office of Economic Opportunity, VISTA sought to eliminate "poverty in the midst of plenty" by placing full-time volunteers with community-based organizations to help find solutions to the problems caused by urban and rural poverty (Volunteers in Service to America, p. 1, 1988). Volunteers were provided with a subsistence allowance that varied with the cost of living in their places of assignment. Since 1969, over 100,000 Americans have performed community service as VISTA volunteers. In 1971, VISTA and the Peace Corps were combined to form the federal agency ACTION (Reeve, 1988).

A similar regional effort was administered by the Southern Regional Education Board (SREB). SREB, which started in 1967, sought to connect higher education to community development efforts focusing on economic and social change. The SREB community development internship model placed students in internships with community-based organizations in fourteen states (Myers-Lipton, 1994). While students had faculty sponsors, most of the learning was facilitated by the community, technical agencies and the staff of the SREB. The success of the SREB initiative led to the creation of the Resource Development Internship Program (RDIP). Financing from the federal Economic Development Administration (EDA), allowed the SREB to export the community development internship model throughout the nation by creating similar regional entities in New England, the Midwest, and the West. This RDIP network was able to establish over

4000 projects throughout the nation linking community service/development activities with higher education (Pollack, 1997).

The National Student Volunteer Program (NSVP), was according to Pollack (1997), the first instantiation of a direct federal role in the field of service-learning. Established by executive order by President Nixon in 1969 and housed in the Office of Economic Opportunity, NSVP was created to assist in the development and improvement of student volunteer programs by functioning as a clearinghouse and providing technical assistance to the student volunteer movement that had arisen on college campuses in the 1960s. Indeed, NSVP contributed greatly to the emergence of a coherent field of service-learning in the 1970s through its clearinghouse and technical assistance role. This is symbolically reflected in the agency being renamed the National Center for Service-Learning in 1979. During its tenure, NSVP worked directly with approximately 1700 volunteer offices. NSVP is primarily known for publishing a quarterly journal, *Synergist*. Published from 1971-1982, *Synergist* became the central source of information exchange among experiential educators. In its 13 years of existence, NSVP's budget grew from \$250,000 to \$600,000, a majority of which was used to publish *Synergist*. In 1971, NSVP became part of VISTA in the newly created federal agency ACTION (Pollack, 1997).

ACTION was created during the Nixon administration by the Domestic Volunteer Service Act of 1973, which centralized all domestic volunteer activities

sponsored by the federal government. ACTION served as the administrative home for VISTA, the Peace Corps, the Foster Grandparent Program, and the Retired Senior Volunteer Program (RSVP) (Shafritz, 1993). As a national center for community service, ACTION developed a nationwide network and distributed grants. One of its projects was the University Year for ACTION (UYA) which placed college students with community-based organizations for one year. Heavily influenced by the experiences of earlier federal volunteer programs, particularly the Peace Corps and VISTA, UYA sought to combine service and learning in an integrated one year project, provide effective manpower to work on poverty problems, and encourage university involvement in local communities. Although legislation required universities to award a full year of academic credit (30 credit hours), the actual mechanisms were left to be determined by participating institutions. This approach ranged from those that were entirely centralized, offering the student 30 credit hours from a central, university-recognized source; to those that depended on the proclivity of the individual professor and their relationship with a particular student (Pollack, 1997). During the early 1970s, UYA placed more than ten thousand students from over one hundred colleges and universities. Indeed, many college community service programs were started during this period. However, when federal money disappeared so did most of these programs (Jacoby, 1996). Nonetheless, Pollack (1997) contends that the program was important for two reasons. First, UYA represented a major investment of

federal resources in the service-learning field accounting for \$31.5 million of \$35 million in federal government funds devoted to service-learning programs between 1972 and 1977. Second, the UYA experience led to the overall growth of the service-learning field. UYA volunteers were pioneers in the quest to gain broad acceptance for and legitimate service-learning in institutions of higher education.

The latest call to service began in the 1980s and 1990s. In 1984, a group of college students formed the Campus Outreach Opportunity League (COOL) to encourage students to serve their communities. Currently, COOL works with approximately one thousand colleges and universities and thousands of students to start, strengthen and expand community service programs (Loeb, 1994). COOL accomplishes this through the provision of on-site technical assistance and the facilitation of state, regional, and national meetings (Campus Outreach Opportunity League, 1998). In 1985, the Education Commission of the States (ECS) began Campus Compact: The Project for Public and Community Service with the support of several college and university presidents. The initial goal of Campus Compact was to encourage students from the "me generation" to become more involved in community service. To accomplish this objective, Campus Compact urged administrators and faculty to create an expectation of service as an integral part of the college experience and to develop more opportunities for students to become involved in service. Compact works on a national level to develop resource materials, fund programs, facilitate workshops, and support a national network of

twenty-two state and two institution specific centers. Today, Campus Compact is a national coalition of over 575 college and university presidents that seeks to foster a sense of civic responsibility among students to contribute to the welfare of their communities (Campus Compact: The Project for Public and Community Service, 1996). A 1998 Campus Compact Survey of members revealed that approximately 10,800 faculty members were involved in teaching 11,800 service-learning courses (Eyler and Giles, 1999).

In 1990, the Commission on National and Community Service was created through the National and Community Service Act. Sponsored principally by Senator Edward Kennedy, this community service initiative sought to create a national youth service infrastructure that provided funding for college- and school-based community service, youth and conservation corps, and large-scale national service projects. During its short tenure, the Commission awarded funds to over 150 local, state, and private agencies to conduct service programs (Verveer, Armsby, and Mager, 1992). The success of several Commission initiatives led to the eventual passage of the National and Community Service Trust Act of 1993.

The federal successor to ACTION and the Commission on National and Community Service, the Corporation for National and Community Service (CNS) was created by the National and Community Service Trust Act (1993). CNS seeks to tackle the nation's problems by mobilizing Americans of every background through a broad range of community service opportunities, including: AmeriCorps,

Learn and Serve America, SeniorCorps, VISTA, and ACTION. Learn and Serve America is the grant program that supports secondary and post-secondary service-learning programs. Learn and Serve has three primary objectives: (1) to engage students in addressing the needs of the community; (2) to enhance students' academic learning; and (3) to increase the number, quality, and sustainability of opportunities for students to serve.

A report commissioned by Learn and Serve America and conducted by Rand provides some insight into whether the federal corporation and its partners have been successful in achieving the three objectives. Rand found that Learn and Serve was successful in achieving objective number one by sending a message about the perceived responsibilities that students and institutions have to their communities. The community-based organizations that Rand interviewed reported that they were extremely satisfied with the contributions of student volunteers. One-third of community respondents emphasized that service-learning students were good role models, and another third felt that the students enabled the organization to provide more services and/or serve more people than would have otherwise been possible (Gray, Ondaatje, and Zakaras, 1999).

With regard to achievement of objective number two, Rand's study examined student's beliefs about the influence of a service-learning or traditional course on their development in four areas: civic responsibility, life skills, academic development and professional development. Results indicated a strong correlation

between student participation in a service-learning course and civic responsibility, especially that students will continue to do community service and take an active role in addressing societal problems. A statistically significant but slightly weaker correlation emerged between student participation in a service-learning course and life skills, including interpersonal skills and an understanding of people different from themselves. However, no association emerged between participation in service-learning and the development of academic or professional skills. Students were also not likely to report that the course helped them clarify their major or make career plans (Gray, Ondaatje, and Zakaras, 1999).

With regard to the achievement of objective number three, Rand found that Learn and Serve had increased the visibility of service-learning within higher education and provided an incentive for institutions to develop service programs. In fact, nearly 3,000 new service-learning programs were established with Learn and Serve support between FY 1995 and FY 1997 (Gray, Ondaatje, and Zakaras, 1999). In FY 1997, these courses served a median number of sixty students per institution (Eyler and Giles, 1999).

Learn and Serve currently funds service-learning initiatives directly to four-year colleges/universities and community colleges and organizations such as the American Association of Community Colleges and Campus Compact's National Center for Community Colleges (American Association of Community Colleges, 1996).

The National Service-Learning Infrastructure

Many organizations, such as the American Association of Higher Education or the National Society for Experiential Education, are involved in service-learning. However, the most appropriate organizations for this examination are the American Association of Community Colleges and Campus Compact: The Project for Public and Community Service because of their active involvement in capacity building activities. It is important to also take note of a newly established organization that should play a major role in the future, the Invisible College.

The American Association of Community Colleges

The national organization representing the nation's 1,100 community colleges, the American Association of Community Colleges (AACC) is one of the main organizations involved in the service-learning movement. AACC's project, *Broadening Horizons through Service*, seeks to increase the number, quality, and sustainability of service-learning programs in community colleges nationwide. Funded by the Corporation for National Service Learn and Serve America and administered by AACC, this initiative has three components: national data collection and dissemination, service-learning demonstration grants and technical assistance, and an information clearinghouse. Data collection and dissemination enabled the AACC to carry out national surveys in 1995 and 1997 to create a database centralizing information from more than 900 community colleges, their service-learning programs, and participating students, faculty, staff, and community

partners. AACC demonstration grants enabled ten community colleges to implement service-learning programs that address community needs in the areas of education, environmental needs, human needs and public safety. These ten community colleges were selected in a national competition, which awarded grants ranging from \$2,000 to \$12,000 per year as well as technical assistance from experienced service-learning practitioners from five model colleges. In addition, these ten community colleges along with (any AACC member college) can utilize the resources of the AACC Service Learning Clearinghouse. The Clearinghouse provides materials such as course syllabi, college program forms and guides. In addition, the Clearinghouse provides training opportunities, technical assistance and referrals (American Association for Community Colleges, 1999).

The National Center for Community Colleges

Campus Compact's institution specific center is the National Center for Community Colleges (NCCC) located at Mesa Community College in Mesa, Arizona. Opened in 1990 with a grant from ACTION, the NCCC serves as an information clearinghouse and funder of community college service-learning initiatives (Campus Compact National Center for Community Colleges, 1998; Rhodes, 1997). An NCCC initiative was *The Faculty Role: From the Margin to the Mainstream*. Funded by the Corporation for National and Community Service Learn and Serve America, this initiative sought to facilitate the successful integration of principles of good service-learning practice into faculty development

and the academic curriculum. The project design engaged five faculty mentors to encourage and support service-learning on each of their own campuses and ten additional campuses within a specific geographic region. The faculty mentors met with community college faculty individually and in small groups nationwide to exchange information and provide technical assistance. Aware that one size does not fit all, the project faculty oriented their work to the needs and assets that existed within each campus and the interests of each faculty member (Pickeral, 1996).

The Invisible College

Often established organizations such as Campus Compact assist in the formation of other organizations. This was the case with the Invisible College. The beginning of this organization can be attributed to then Chair of the Campus Outreach Opportunity League (COOL) John Wallace at a joint Board-Staff retreat of Campus Compact and COOL in April 1992. Wallace wanted to start a faculty-based organization, which would provide a free space for faculty to explore the issues raised by service-learning such as pedagogy. This organization would also create a national faculty voice that could “speak alongside the COOL’s national student voice and Compact’s national college president voice,” (The Invisible College, 2000).

Aware of the lack of faculty representation in service-learning, Keith Morton of Campus Compact secured funding for staff support and for convening faculty from 1994-1996. This initial funding allowed the organization to recruit interested

faculty, write by-laws, develop a five year strategic plan, launch a monograph project on service-learning in the disciplines, and host the first “National Gathering” of faculty. After funding ended, members decided to become an independent organization and moved operations from Campus Compact offices in Providence, Rhode Island to Portland State University in Oregon. The name of this organization stems from the status of service-learning faculty within institutions of higher education where these individuals are “sometimes marginalized or made invisible” because their views or methods are considered non-traditional (The Invisible College, 2000).

Reducing Conflict Through Contact

Community colleges are microcosms of our greater society. As such they should encourage and enhance the fullest understanding of human rights and responsibilities and should teach the skills that allow their students to effectively participate in a democratic society. The colleges should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.

AACC Statement on Inclusion (1997)

Service-learning may provide a mechanism for community colleges to achieve the principles articulated in the American Association of Community Colleges (AACC) Statement on Inclusion (1997). This is significant, because a healthy institutional climate and peer relationships provide the undergraduate with a support mechanism that helps them navigate through institutions of higher education. Thus, the lack of a supportive culture and community presents a myriad of problems for students (Saddlemire, 1996). Researchers (Hurtado, 1992; Kuh, 1996; Springer, Palmer, Terenzini et. al., 1996) have documented how institutional commitment to diversity can substantially improve minority and Anglo students perceptions of ethnic and race relations on college campuses. Hurtado (1992) reported that expenditures for student aid and student services secure a supportive student development environment, resulting in a favorable climate. Thus, institutional spending priorities are associated with perceptions of an overall

environment of student support that are associated with perceptions of lower racial tension. Researchers have also documented the success of co-curricular experiences (Kuh, 1996) and cultural and racial diversity workshops (Springer, Palmer, Terenzini et. al., 1996) in promoting more favorable attitudes toward diversity among students. Could service-learning experiences foster the same results?

Hurtado (1992) urges campuses to seek opportunities to create student-centered initiatives that will benefit all students. Service-learning is one such initiative. According to Etzioni, service provides an opportunity for individuals from diverse ethnic backgrounds to get to know one another on an equal footing while working together on a common task (as cited in Myers-Lipton, 1994). Indeed, Cose maintains, “only through doing things together- things that typically have nothing specifically to do with race- will people succeed in breaking down racial barriers,” (1997, p. 24). Fortunately, the University of California at Los Angeles’ Higher Education Research Institute’s national survey (1999) found that many students are actively engaged in community service. The 1999 survey reported that seventy-five percent of freshman had performed volunteer work in the previous year, a record high. Fifty-nine percent of students were committed “to helping others who are in difficulty.” Further, twenty-eight percent expressed an interest in becoming a community leader and twenty-one percent exhibited a desire to participate in community action programs (Astin, Korn, Mahoney and Sax,

1999). The challenge is for community colleges to capitalize on the increased engagement of their students and structure service-learning experiences to promote ethnic and racial understanding. In this regard, colleges employing service-learning could create “positive interactions” to reduce the social distance that aggravates ethnic and racial hostility (Saddlemire, 1996, p. 48).

Research to date on the effects of service-learning demonstrate that it can reduce ethnic and racial prejudice. Indeed, researchers have demonstrated that participating in volunteer service during the undergraduate years has positive effects on socializing across ethnic and racial lines and being committed to promoting ethnic and racial understanding (Astin, 1996; Saddlemire, 1996). Keene’s (1975) study of the impact of a high school service-learning course, for example, supports the hypothesis that service-learning can decrease racial prejudice. Keene focused on the effect of a high school service-learning course on student attitudes towards African-Americans. Students in the experimental group attended a sociology course, which included a five-hour per week service-learning requirement. In her comparison group, students were enrolled in traditional economics and political science courses. After examining two successive waves of students over two years, Keene reported that at the end of each year, the experimental group significantly decreased their score on the Anti-Black Scale (as cited in Myers-Lipton, 1994). Other studies, which have examined the effects of service-learning, have come to similar conclusions. Exley (1997), for example,

conducted an examination of the Miami-Dade Community College service-learning program and found that fifty-nine percent of participants reported an increased understanding of cultural and social differences. This understanding, according to Myers-Lipton (1994), may help reduce both ethnic and racial tension resulting in a moderate reduction in ethnic and racial prejudice.

Findings from researchers (Astin, 1996; Exley, 1997; Keene, 1975; Myers-Lipton, 1994; Saddlemire, 1996) have led organizations, such as the Central and South Florida Higher Education Diversity Coalition, to implement service-learning as way of teaching students about ethnic and race relations. The Central and South Florida Higher Education Diversity Coalition is a coalition of 11 colleges and universities in Florida committed to incorporating diversity programs in college activities. The group was initiated by Barry University, a predominantly minority Catholic university in Miami. Because of the composition of Barry's student population, the institution administered several types of diversity programs to promote intergroup relations. After conducting their own diversity programs, Barry administrators decided to exchange information about campus diversity efforts with other colleges and universities in the region. To encourage dialogue and facilitate information sharing among the Coalition's 11 member institutions, Barry applied for and received a one-year planning grant from the Ford Foundation. As part of the Ford grant, Coalition members conducted monthly meetings to discuss college diversity and develop new models for on-campus and off-campus diversity

programs. At the conclusion of the year-long dialogue, the coalition members determined that service-learning was a promising vehicle for teaching students about ethnic and race relations. Each institution then implemented a service-learning program (if they had not already done so) and placed students in neighboring communities (Central and South Florida Higher Education Diversity Coalition, 2000, p. 1).

The Coalition itself is very diverse in terms of institutional makeup. It includes historically black colleges, community colleges, religious schools and traditionally large universities. In addition to Barry, the Coalition is composed of the following institutions: Miami-Dade Community College, Bethune-Cookman College, Florida International University, Florida Memorial College, Nova Southeastern College, Palm Beach Atlantic College, St. Leo College, St. Thomas University, and the University of Central Florida (Central and South Florida Higher Education Diversity Coalition, 2000, p. 1).

The effectiveness of service-learning in the improvement of ethnic and race relations can be attributed to increased contact. Indeed, the contact hypothesis developed by psychologists posits that contact between individuals from different groups will reduce intergroup bias and conflict (Gaertner, Dovidio and Bachman, 1996). According to Dovidio, "simply getting Anglos and minorities to cooperate may go a long way toward erasing prejudice and helping people to see through each other's eyes," (as cited in Cose, 1997, p. 226). This statement is supported by The

Changing Relations Project, a Ford Foundation funded initiative, which examined relations among various ethnic and racial groups in six American communities. The Changing Relations Project found that “shared activities reduce tension and competition and build bonds of trust among groups,” (1993, p. 6). This is critical as the United States becomes a nation where many communities will have no clear ethnic or racial majority (Bradley, 1995). Thus, DeRienzo (1995) contends that a commitment to redefine our relationships with one another through active, collective endeavor, must take place in all communities.

Research (Brewer, 1996; Forbes, 1997; Gaertner, Dovidio and Bachman, 1996) on the contact hypothesis supports the conclusion that intergroup contact can be harmonious. To facilitate positive contact situations there must be equal status between the individuals, a supportive social climate, and cooperative interdependence in pursuit of common goals (Brewer, 1996). All of these factors should be present in a service-learning experience. When present, these factors successfully reduce bias because they help transform members’ perceptions of memberships from “Us” and “Them” to a more inclusive “We,” (Gaertner, Dovidio and Bachman, 1996, p. 279). Thus, the racial biases of some individuals may be attributed to an inability to expand their circle of inclusion when considering other people’s ingroup and outgroup status. Strategies, like service-learning, that expand the inclusiveness of one’s ingroup to include people who would otherwise be regarded as outgroup members may have beneficial consequences for promoting

more positive intergroup attitudes and behaviors (Gaertner, Dovidio and Bachman 1996). Indeed, Brewer (1996) suggests that any positive effects of contact will extend beyond the contact situation to reduce intergroup conflict and prejudice in general.

A Natural Fit: The Community College and Service-Learning

Service-learning is one of the fastest growing pedagogical trends in higher education, particularly at community colleges (University of Pittsburgh, 1996; American Association of Community Colleges, 1996). Currently employed in 236 community colleges in forty-one states, service-learning integrates community service with academic instruction in courses across the curriculum (University of Pittsburgh, 1996; Robinson and Barnett, 1996). Results of a national survey administered by the American Association of Community Colleges in 1995 indicated that eighty percent of community colleges are either actively involved in or interested in offering service-learning on their campuses and seventy percent of community college respondents consider community service as part of their institutional mission (Robinson and Barnett, 1996).

Edmund J. Gleazer Jr. (1990) posits that the community college is a community agency that can put equal emphasis on the service and learning aspects of service-learning. Thus, community colleges may be a natural fit for service learning. Representing the largest segment of American higher education, the

community college network can have a major impact on the implementation and use of service-learning to improve ethnic and race relations nationwide. In the last college census, approximately 10.4 million students were enrolled in credit, non-credit, and continuing education courses. Most of those students attended a local institution and are personally linked to their communities (American Association of Community Colleges, 2000). As a result, any program targeted to community college students is also likely to affect others, including their families and friends. In fact, the influence of what they learn affects their behavior in and the climate of their communities.

An Examination of Service-Learning Models

Many community colleges have developed service-learning programs that seek to reduce the social distance among students from different ethnic and racial groups. Kapi'olani Community College (KCC), for example, has created a service-learning program that seeks to build on the unique cultural capabilities of its students. One of seven community colleges that comprise the community college system of the University of Hawaii, KCC's student population is comprised of Native Hawaiians, Pacific Islanders, Asians, and European Americans reflecting the demography of its Honolulu service area. KCC has utilized grants from the American Association of Community Colleges and Campus Compact: The Project for Public and Community Service to integrate service-learning into three well

established cross-curricular emphases: Writing Across the Curriculum, Thinking and Reasoning, and Kapi'olani's Asia-Pacific Emphasis. The service-learning program is coordinated by seven faculty co-coordinators who receive release time to administer the program. One faculty member works with the community partners, one works with students, one works with faculty and staff, one works on evaluation, two work specifically on an HIV/AIDS service-learning project (because they receive dedicated funding from the American Association of Community Colleges and the federal Centers for Disease Control), and one faculty member serves as the program's webmaster (American Association of Higher Education, 2000).

To receive credit toward their course grade, students must volunteer twenty hours at any one of forty-five participating agencies. The courses have a distinct agenda to develop cultural awareness. At their site, students negotiate through difficult encounters, confronting cultural, ethnic, racial, class and gender differences in their client populations. Site-based experiences are complemented by class sessions that include discussion in reflection sessions and writing through papers and journals (Franco, 1996). Since 1995, more than 1700 students have performed more than 34,000 hours of service in the Honolulu area. Approximately 40 faculty are involved in Kapi'olani's service-learning program which offers 60 service-learning courses and 200 sections annually (American Association of Higher Education, 2000).

One of the most comprehensive service-learning programs is Miami-Dade Community College's. A multi-campus community college district, Miami-Dade's student population is comprised of African Americans, Hispanics, European Americans and recent immigrants from the Caribbean and Latin America. In fact, Miami-Dade has the largest enrollment of foreign-born students of any college or university in the nation (Roueche and Baker, 1987). The College has utilized grants from the American Association for Community Colleges, Campus Compact: The Project for Public and Community Service, and the Corporation for National Service to integrate service-learning into the curriculum. The program has centers on three of Miami-Dade's six campuses. Each center serves its campus (Kendall, North and Wolfson) as well as one additional campus (Medical Center, InterAmerican, or Homestead). The three centers are staffed by full-time coordinators. However, each of the six campuses has a faculty coordinator for service-learning. The faculty coordinators receive release time from courses to fulfill their service-learning duties (American Association of Higher Education, 2000).

To receive credit toward their course grade, Miami-Dade students must complete requirements similar to those of KCC. Since August 1994, more than 130 faculty members have incorporated service-learning into the curriculum. To date, 3,148 students have produced more than 69,206 hours of service at more than 250 agencies. Although, the courses do not have a distinct agenda to develop cultural

awareness it has occurred because of the demographic profile of the institution and community. As stated earlier, fifty-nine percent of participants reported an increased understanding of cultural and social differences (Exley, 1997). Thus, results demonstrate that community colleges utilizing service-learning can address pressing social problems while addressing ethnic and race relations. The use of this program model demonstrates an institutional commitment to develop cultural awareness by the Kapi'olani Community College and Miami-Dade Community College because, according to Kuh (1996), the curriculum is the organizing framework for academic institutions.

The Benefits of Building Common Ground

Service-learning brings a diverse group of students, faculty, and community members together in a common enterprise. These individuals and groupings can be referred to as "stakeholders" because these interested parties' affect, are affected by, experience and conceptualize the service-learning phenomenon (Burgoyne, 1994). This section will examine the interests and resources that stakeholders possess relative to service-learning.

Faculty

According to Roueche and Roueche (1987), the pivotal point in the educational system are the faculty. In fact, faculty are the key to the long-term capacity of institutions to commit to service and learning in the community

(Zlotkowski, 1995). This contention is supported by Kapi'olani Community College faculty member and service-learning advocate Tanya Renner who extorts that "service-learning will survive and thrive when the faculty drive," (American Association of Higher Education, 2000).

In their classes, faculty are interested in helping students achieve subject level competency (American Association of Higher Education, 2000). Thus, any effort to expand service-learning must demonstrate that service-learning aids in the mastery of subject related content. One difficulty in expanding service-learning may be that faculty are skeptical of nontraditional methods of instruction. In the traditional instruction paradigm employing the information-assimilationist model, faculty are primarily lecturers. In this environment, experience-based learning is perceived to be less rigorous than academic learning (Markus, 1993). However, faculty should also be aware of changing student needs. Schroeder, for example, found that a wide gap existed between the ways in which students learned best and the ways in which faculty taught. According to Schroeder, more than half of today's students perform best in a learning situation characterized by direct, concrete experience, moderate-to-high degrees of structure, and a linear approach to learning. Thus, students value the practical and the immediate, with a focus primarily on the physical world. Three-quarters of faculty, however, prefer the global to the particular, are stimulated by the realm of concepts, ideas and abstractions, and assume that students, like themselves, need a high degree of

autonomy in their work. Students, however, are more likely to prefer concrete subjects and active methods of learning. In contrast, faculty are predisposed to abstract subjects and passive learning (as cited in Levine and Cureton, 1998).

Several educational practitioners and scholars (McClenney, 1998; Renner, 1996; O'Banion, 1995) support these findings, by Schroeder and others, and as a result have predicted that the role of the faculty member will soon change. Kay McClenney (1998), for instance, states that because the "traditional role of the lone faculty member lecturing to students sitting in rows in an isolated classroom was never particularly effective educationally" we will soon see faculty spending less time "preparing and professing, and more time facilitating reflection, making meaning, and sharing wisdom- managing the process of education." Further, McClenney cites a term crafted at the Stanford Forum on the Future of Higher Education which suggests that faculty will serve as a "modeler of competence" acting as a master to apprentice by demonstrating how to use human and technological resources to solve problems (McClenney, 1998). Thus, the traditional role of the faculty member in the classroom passively lecturing to students seems ill suited.

There are many other barriers to faculty participation in service-learning (beyond their skepticism to nontraditional modes of instruction). A great amount of time is required for planning a service-learning course and facilitating a student's service experience. Many logistical details, for example, have to be handled such

as contacting agencies, overseeing students' service and tracking hours. Faculty also fear that students will do inconsequential work at their service site. Some faculty are also concerned that they may be ceding control of the classroom to community agencies, their representatives and the students'. In addition, these faculty members may not be comfortable interacting with individuals in the community (University of California at Los Angeles, 2000).

Faculty concerns can be addressed by discussing the benefits of the service-learning pedagogy. Research does indicate, for example, that more active methods of learning are usually more effective (Berson, 1994; Boggs, 1995/1996; Lisman, 1993; Kupiec, 1993; Renner, 1995). Service-learning also results in deeper levels of understanding and better long-term memory (Renner, 1995). In fact, adding a service component may enhance the rigor of a course because students must incorporate the community service experience with the academic material (Howard, 1993). Service-learning also allows faculty to expand beyond the classroom and draw on the community's rich resources to reveal the community as an effective co-educator (O'Banion, 1995/1996). A comparative study conducted by the Michigan Campus Compact, of undergraduate political science students, supports the idea that integrating community service and classroom instruction enhances learning (Kupiec, 1993). Further support comes from lecturer Judith Boss at the University of Rhode Island. Boss conducted a comparative study on two of her ethics classes, one with a service component and the other with more traditional coursework, and

found that service-learning improved students' moral reasoning (Berson, 1994). Thus, service-learning aids in the mastery of subject level competency.

There are additional ways faculty can be encouraged to participate in service-learning. Faculty participation can be aided by having a service-learning coordinator who would handle the logistical details discussed earlier (contacting agencies, overseeing students' service and tracking hours) as well as providing necessary training and resource material. Incentive awards such as mini-grants can also facilitate faculty participation in service-learning (University of California at Los Angeles, 2000). The hope is that service-learning will assist students, faculty, and community members in creating a positive learning environment.

Students

The engagement in community that service-learning requires of students compels them to think about their own responsibilities as members of those communities, and helps them explore how they might contribute to addressing community problems (Jeavons, 1995). This contention was supported by NCCC faculty mentor David Lisman, from the Community College of Aurora, who found that students involved in the institution's service-learning program developed a greater sense of civic responsibility resulting in an increased commitment to address social problems (1993). Further support comes from a survey of Miami-Dade service-learning participants, which revealed that seventy-five percent displayed a positive attitude toward community involvement, and sixty-eight

percent expressed a greater sense of social responsibility (Exley, 1997). Thus, service to others fosters an ethic of care as “students grapple with the lives of those they once knew only as faceless statistics,” (Loeb, 1994, p. 237). In addition, service-learning can give students a sense of place, add meaning to their lives and increase self-esteem (Lisman, 1993; Rifkin, 1996). All these experiences reverberate back into the classroom and campus, creating a more aware and responsive student (Rifkin, 1996). Indeed, service-learning fosters a learner-centered system where, according to Maricopa Chancellor Paul Elsner, students serve as the navigators of their own learning paths (O’Banion, 1995/1996).

Community Members

Any discussion of service learning must deal with the interaction between the provider of service and the recipient of service (Rhoads, 1997). Radest asserts that the community service experience should involve not only the act of giving but the act of receiving as well because both the provider and the recipient(s) teach, and both learn. From such a perspective, community service is viewed as an act of working with individuals in need rather than working to serve them. This concept of mutuality, according to Radest, emphasizes the reciprocal relationship between provider and recipient(s). For those who provide a service, the rewards are intrinsic. For those in need, the service is designed to help meet those needs. Hence, both provider and recipient benefit from the service encounter, therefore both ought to have a voice in how service is structured and needs are met (as cited

in Rhoads, 1997). This is important because in the most prosperous nation on earth, basic social needs are largely unmet because of tight government budgets and a lack of public will (Kolderie and Lerman, 1993). The Carnegie Council on Adolescent Development estimates that approximately seven million youth between the ages of ten and seventeen confront risk factors such as poverty, school failure, substance abuse, or teenage suicide in their daily lives (Franco, 1996). In addition, a Ford Foundation study (1986) found nearly 3.5 million human service positions that the public and private sectors have left unfilled. The study claims that these positions with low profit potential but high civic value could be usefully filled by volunteers (Kolderie and Lerman, 1993). Properly prepared students can augment service delivery for overburdened community agencies, allow closer contact with clientele, and provide needed staff support (Berson, 1994). Students involved in Albuquerque Technical-Vocational Institute's PRAXIS: Service Learning through the Classroom, for instance, produced 7500 service hours at seventy-five community sites during the 1995-1996 academic year (Robinson and Barnett, 1998). Thus, service-learning programs present many benefits for the community by increasing the available volunteer pool for overburdened community-based organizations and addressing unmet social needs.

Discussion

Born distinctive and differentiated, we have to acquire tolerance, civility, and mutual respect. Born a variety of shapes and sizes and colors, we are anything but peers and our equality is a precious acquisition: something to be slowly, often painfully learned. Born distinctive and differentiated, we have to acquire tolerance, civility, and mutual respect. Born a variety of shapes and sizes and colors, we are anything but peers and our equality is a precious acquisition something to be slowly, often painfully learned.

Benjamin R. Barber

As the literature has indicated, service-learning can improve ethnic and race relations on college campuses. Service-learning provides students with the type of transformative experience crucial to addressing a pressing social problem. This transformation occurs when students interact with various groups of people, different from their own background and identity groups, and then reflect on the meaning of those interactions (Myers-Lipton, 1996). More importantly, this “scholarship of engagement” bridges the social distance between diverse individuals and groups by focusing on a common purpose (Taylor and Kingsmore, 1996, p. 17).

At a time when ethnically and racially motivated hostility appears to be increasing, service-learning is an important development. Research to date demonstrates that service-learning results in an increased understanding of cultural and racial differences (Exley, 1997; Guaraci and Cornwall, 1993;

Hurtado, 1992; Loeb, 1994; Saddlemire, 1996), increasing the likelihood that students will socialize across ethnic and racial lines and promote racial understanding (Astin, 1996; Saddlemire, 1996). The next chapter will describe the methodology employed in this examination.

CHAPTER THREE

METHODOLOGY

In terms of the relationship between inquiry paradigms and practice, we suggested that a reciprocal, mutually respectful, dialogic relationship between philosophical frameworks and methodological decisions is most warranted. Regarding the nature of paradigm attributes that matter most in mixed-method contexts, we focused on moving beyond the dead-end preoccupation with age-worn, irreconcilable paradigm attributes (such as objectivity versus subjectivity) to a new analytic space. This new space can encourage creative and imaginative mixed-method conversations, filled with multiple ways of knowing and acting-conversations that are generative and transformative in their potential insights and import. In this troubled era, with social problems of ever-increasing complexity and intractability, multiple ways of knowing and acting are surely needed.

Jennifer Greene and Valerie J. Caracelli, 1997, p. 15

Researchers and practitioners (Furco, 1997; Jacoby, 1996; Myers-Lipton, 1996) have asserted that the service-learning pedagogy is characterized by a conspicuous lack of theory. Hence, a need exists to explore and describe the phenomenon and to develop theory. Creswell (1994) recommends that a qualitative methodology be employed when a need exists to explore and describe the phenomenon and to develop theory. However, while personal interviews and observation may provide a credible base of qualitative information, qualitative analysis, in and of itself, may not be able to capture the total essence of the service experience. The field of service-learning also lacks definitive quantitative findings. Thus, the corroboration of findings derived from a combination of both qualitative

and quantitative approaches can help to answer the research question posed in this examination.

Chapter III describes the mixed qualitative/quantitative methodology employed to capture and communicate the effect of the service-learning pedagogy on intergroup relations. The chapter provides the rationale for using a mixed qualitative/quantitative research design, reflects on the researcher's role, discusses data collection procedures, identifies data analysis procedures, and specifies verification steps.

Rationale for a Mixed Method

The relative advantages and disadvantages of both qualitative and quantitative research methodologies and their respective inquiry paradigms have been well documented (Lincoln & Guba, 1985; Marshall & Rossman, 1995; Patton, 1990). Patton (1990) contrasts these two competing methodological paradigms: logical positivism uses quantitative and experimental methods to test hypothetical-deductive generalizations; in contrast, phenomenological inquiry uses qualitative and naturalistic approaches to inductively and holistically understand the human experience in context-specific settings. In this regard, Patton (1990) suggested, that the decision relative to which methodological paradigm to follow should lie in the appropriateness of the method based on the "purpose of the inquiry, the questions being investigated, and the resources available" (p. 39). Similarly, Guba

and Lincoln (1988) argued that the choice of paradigm should be made on the basis of fit between the “assumptions and postures of a paradigm and the phenomenon being studied and evaluated” (p. 56).

Given the nature of service-learning programs, the researcher sought to collect a wide range of data from a variety of data sources by using qualitative and quantitative approaches. Hence, this mixed-method inquiry intentionally combines different methods to gather different kinds of information. The underlying premise of mixed-method inquiry is that each paradigm offers a meaningful and legitimate way of knowing and understanding resulting in broader and deeper insights. These insights are helpful because different kinds of methods are suited to learning about different kinds of phenomena. Because, all methods have biases and limitations, using multiple methods can help to counteract some of these biases. Indeed, according to Greene and Caracelli (1997), the argument used for triangulation in both postpositivist and interpretivist traditions is that all methods and claims to know are fallible and using multiple diverse methods helps to address this. Thus, mixing different types of methods can often strengthen a given study.

Greene and Caracelli (1997) contend that three stances exist on the efficacy of mixing paradigms while mixing-methods in an inquiry: *purist*, *pragmatic*, and *dialectical*.

- The *purist* stance maintains that different paradigms embody fundamentally different and incompatible assumptions about human

nature, and the world, and that these assumptions form an interconnected whole that cannot be meaningfully divided. Thus, it is neither possible nor sensible to mix different inquiry paradigms within a study.

- The *dialectical* position argues that differences between philosophical paradigms for social scientific inquiry not only exist but are important. These differences cannot be ignored or reconciled but rather must be honored in ways that maintain the integrity of the disparate paradigms. The differences should be deliberately used both within and across studies toward a dialectical discovery of enhanced understandings.
- The *pragmatic* position maintains that there are philosophical differences between various paradigms. But, for the pragmatist, these philosophical assumptions are logically independent and therefore can be mixed and matched, in conjunction with choices about methods, to achieve the combination most appropriate for a given inquiry. Moreover, what should drive methodological decisions in social inquiry are the practical demands of the inquiry. Researchers should be able to work with a given inquiry without being limited or inhibited by philosophical assumptions. Thus, given the inherent complexity of social scientific problems, what will work best is oftentimes a combination of different methods.

Faced with these distinctions, the researcher chose to utilize a pragmatic stance in this mixed qualitative/quantitative examination because it promotes design flexibility and methodological appropriateness.

Research Question

Marshall and Rossman (1995) assert that a research question should serve as a boundary around the study without unduly constraining it. The research question is a statement that identifies the phenomenon to be studied. Hence, one research question was posed to focus on the inquiry:

- 1) What impact does a community college service-learning course have on students' perceptions of those from different ethnicities and races?

Research Design

Feagin, Orum and Sjoberg (1991) describe a case study as an in-depth multifaceted investigation that often employs qualitative research methods to examine a single social phenomenon. This single social phenomenon, according to Merriam (1998), could be a person, process, program, or institution. Accordingly, a case study “brings us closer to real human beings and everyday life,” (Feagin Orum, & Sjoberg, p. 23). Merriam (1998) asserts that a case study has four essential characteristics, it is: particularistic, descriptive, heuristic, and inductive. A case study is particularistic because it focuses on a particular person, process, program,

or institution. This specificity of focus allows the researcher to seek out what is particular about the case, such as: the nature of the case; its historical background; physical setting; cultural, social, economic, political, and legal contexts; and those informants through whom the case can be known. A case study also provides a rich “thick” description of the phenomenon under study. Lincoln and Guba (1981) state that case study researchers do what critics, essayists and poets have always done. They create, describe, emphasize and portray, for the reader or listener, the sense of having been “there,” (p. 149). Thus, case studies are heuristic because they illuminate the reader’s understanding of the phenomena under study. According to Merriam (1998), case studies confirm what is known and bring about the discovery of new meaning. Finally, case studies are inductive because small amounts of data help develop larger categories, patterns and themes (Whitt, 1992). For these four reasons a case study is well suited to examine the impact of service-learning on intergroup relations.

It is also important to remember that case studies help us look at particular situations so that solutions for more general situations can be hypothesized and developed (Nieto, 1995). Although not meant to generalize to all cases, the particular situations analyzed and presented can help illustrate some general issues (Manning, 1992).

Case Study Site

San Antonio College- responsive education through excellence, accessibility and diversity. San Antonio College is a public community college, which provides for and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility and global awareness.

San Antonio College Mission Statement

The case study site for this examination was San Antonio College (SAC) located in San Antonio, Texas. A member institution of the Alamo Community College District, SAC is the largest single-campus community college in the State of Texas and one of the largest single-campus community colleges in the country. In the Fall 1998 semester, SAC had 20,068 students. Females constituted 57.3 percent of the student population while males constituted 42.7 percent. The college is relatively diverse; Latinos composed 50.8 percent of the student population while Anglos constituted 40.7 percent, African Americans 4.4 percent and Others 4.1 percent. The average age of students is 26.1 years. With regard to age distribution, 12.8 percent of students were 18 years of age and under (includes high school students enrolled in dual credit classes), 28.2 percent of students were 19 to 21 years of age, 34.8 percent of students were 22 to 30 years of age, and 24.2 percent of students were 31 years of age and above. Most students were pursuing academic majors with the goal of attaining an Associate of Arts or Science degree (67.9

percent) compared to 32.1 percent of students who were pursuing a vocational major with the goal of attaining a certificate or Associate of Applied Science degree. A majority of students, 63.4 percent, are enrolled part-time (6 credit hours or less) while 36.6 percent of students are full-time students enrolled for 7 or more credit hours; 37 percent of the students enrolled at SAC were first-time-in-college students; and 51.3 percent of SAC students had some college credit but no degree or certificate. More than half of the students (54 percent) were enrolled to earn credit towards a bachelor's degree (San Antonio College Fact Book 1998-1999, 1999).

Service-Learning Planning Committee

San Antonio College, the case study site, had no formal college service-learning program in the Spring 1999 semester, during the examination. A twelve member planning committee was convened at the college (with representatives from both academic and student services) during the Spring 1999 semester by the Executive Vice President who charged members with developing a plan for the implementation of a formal college-wide service-learning program in the Fall 1999 semester. To achieve this objective the committee conducted a survey to determine how many faculty were already incorporating service-learning into their courses (utilizing the AACC definition). The survey revealed that 32 faculty were utilizing service-learning in their courses. In addition, SAC had been awarded a Bridges to

Healthy Communities grant in September 1998 by the American Association of Community Colleges to utilize service-learning to conduct AIDS/HIV awareness and outreach. Thus, a critical mass of support already existed for service-learning. With this in mind, the committee sought to expand service-learning by promoting the pedagogy to interested faculty members. First, the committee sponsored 2 ninety minute workshops, facilitated by a Pima Community College (Tucson, Arizona) faculty member experienced in utilizing service-learning, during the Saturday Adjunct Faculty Development Day to encourage adjunct instructors to use service-learning. To reach full-time faculty members, the committee sponsored several sessions during the Fall 1999 Convocation Week. These sessions were facilitated by some of the 32 faculty with previous experience in the service-learning pedagogy. The committee also recommended that the institution utilize a model currently used at other colleges and universities in the San Antonio area, the Do It! program. In the Fall 1999 semester, a Do It! service-learning coordinator was jointly funded by San Antonio College and Cooperative Ministries in Higher Education, a consortium of faith-based organizations (Bennet, 1996).

Do It! originated in the Fall 1995 semester at the University of Texas at San Antonio (UTSA) under the sponsorship of the Cooperative Ministries of Higher Education with an initial grant of \$80,000 from the Southwestern Bell Foundation. The Do It! staff handles the administration of the service-learning program: contacting agencies, enrolling and monitoring students, and facilitating reflection.

The success of the Do It! program at UTSA led to implementation at three of the four colleges of the Alamo Community College District, San Antonio College as well as Palo Alto College and St. Phillip's College (Bennet, 1996). Each institution's program and staff support varies, however, due to a lack of dedicated financial resources. This situation recently changed.

The Alamo Community College District submitted a Learn and Serve grant proposal that was funded by the Corporation for National Service in October 2000. The three year \$900,000 grant will allow each college to increase their levels of support for service-learning by hiring a full-time coordinator to assist faculty in the implementation of the service-learning pedagogy. In addition, funds will be available for training and resource materials.

Participant Selection

A strength of the case study is the ability to provide an interpretive account of the way research participants make meaning (Manning, 1992). In her examination of the meaning of and need for multicultural education, Nieto (1995) presents twelve case studies. Nieto (1995) selected these twelve students, from a number of ethnic, racial, linguistic and social class groups, to provide "a concrete means for understanding and addressing issues of diversity," (p. 11). Similarly, Gross (1991) selected four students, representing a number of ethnic, racial, linguistic and social class groups, to examine during their participation in a high

school community service program. According to Gross (1994), these four students were “illustrated examples” of program participants. Adopting the approach utilized by Nieto and Gross, the researcher originally selected six students to profile, but only four students completed the course and both scheduled interviews. However, these four students provided an “illustrated example” of their service-learning experience and its impact on intergroup relations.

Participants were to have been chosen by a purposive method representative of two criteria: having enrolled in their first service-learning course and served at a site where the recipients were ethnically or racially different from themselves. Unfortunately, many students did not select a service-learning site where recipients were ethnically or racially different from themselves. Thus, only the first criterion was met. The researcher, like Nieto (1995) and Gross (1994), selected students that were of diverse ethnic and racial backgrounds. As expected, these four “illustrated examples” yielded the information needed to answer the research question.

Researcher’s Role

In qualitative research studies it is common to acknowledge and examine the conceptual lens that the researcher used to view the issue under study (Manning, 1992). Mainly, how does the researcher locate him- or herself in the context of the research and in the case study. As a Latino, having lived and learned in heterogeneous and homogeneous environments, the researcher has an intense

interest in both the status of intergroup relations in this country and the possibilities presented by the service-learning pedagogy in improving those relations. Being Latino in this research, however, influenced the candor of the participant's remarks. This "bias effect" often occurs in interviewing and polling when respondents react to the interviewers or pollsters ethnicity or race and tell them what they believe that individual would like to hear. Thus, personal characteristics and interests influenced the manner in which the researcher and respondents viewed the knowledge and issue under study.

Ethical Concerns

Ethical concerns must be addressed when the researcher is studying people's lives. First, the researcher explained the purpose of the study, their role in the study and the processes involved the examination. Then, all participants were informed of their right to withhold or withdraw personal information from the study. In addition, the researcher took many steps to protect subjects from harm. These included obtaining informed consent, preserving subjects' anonymity through pseudonyms, and non-manipulation of subjects during the study.

Data Collection

Fontana and Frey (1994) observe that an increasing number of researchers are using multiple methods to achieve better and broader results. Accordingly,

three forms of qualitative data were compiled in this inquiry. The primary data consisted of participant interviews. Supplementary data included exposure to the various sites through observation. Additionally, documents were collected and analyzed which were relevant to the question addressed in this investigation.

Interviewing is one of the most common and powerful ways used to try to understand our fellow human beings (Fontana and Frey, 1994). The primary data collection method utilized in this study was the individual interview. In order to place the students' experience within the school context, the researcher interviewed the students throughout the Spring 1999 semester (January 1-May 30). A total of thirteen individual interviews were conducted during the Spring 1999 term. In most cases, participants were interviewed in person on the college campus or at their community service-learning site. The researcher used an interview guide that provided all participants with a general background of the study and described the data collection process (Refer to Appendix B). The interviews with case study participants were informal with the interview guide's suggested questions used primarily as a catalyst for further dialogue. This guide was generally used in initial interviews. The scheduled interviews ranged from 30 to 75 minutes, and averaged 60 minutes. All individual interviews were audiotaped (with the interviewees' permission) for detailed accuracy and transcription purposes. Interview participants were assured anonymity (as stated earlier), and in all cases, strict confidentiality of responses and recorded materials were maintained. A professional transcriptionist

transcribed each individual interview verbatim. A copy of each transcript was delivered to the person interviewed for member checking (as cited in the Credibility section later). A second copy of each transcript was kept intact and filed for future reference by the researcher. As Bertrand, Brown and Ward (1992) noted, “the major advantage of the transcription method is its completeness. All details are recorded in the original language of the participants. The data remain fresh for analysis, even at a much later time” (p. 201). Thus, the complete transcriptions assisted the researcher in his efforts to obtain the most thorough information possible on which to base the analysis. In addition, the researcher interviewed the participating faculty member, the college’s service-learning coordinator, and the chair of the college’s service-learning committee. The rationale for interviewing these stakeholders follows:

- **Data Collected From Faculty:** To determine how the participating faculty member perceived the impact of service-learning activities on students, the faculty member was asked to participate in an informal interview, which was designed to help provide the researcher with a clearer sense of the nature of the course.
- **Data Collected From The College Service-Learning Coordinator:** The researcher was able to collect data about the program from the college service-learning coordinator through an informal interview. The service-learning coordinator was helpful because he provided valuable information about his perceptions of the individual service-learning courses, participating faculty and community-based organization placements.
- **Data Collected From The College Service-Learning Committee Chair:** The committee chair provided insight into the actors involved in service-learning at the college, the current status of service-learning at the institution and future plans.

Each participating student, and the faculty member, were interviewed two times (beginning and end) during the Spring 1999 term. The college service-learning coordinator and chair of the college service-learning committee were interviewed once.

The researcher also observed student's on-campus in their respective classrooms and off-campus in their community-based service-learning sites. Indeed, observation allowed the researcher to follow the natural stream of everyday life by observing actors who would naturally be participating in the interaction. As such, it draws the researcher into the phenomenological complexity of the world where causes, connections, and correlations can be witnessed as and how they unfold (Adler & Adler, 1994). Combining observations and interviews provided the researcher with insight into student' actions, behaviors, beliefs, and feelings about being service-learning participants and interacting with other service-learning participants and recipients. In addition, the researcher observed and videotaped approximately 25 student presentations at the end of the semester where students discussed their service-learning experience that term.

Artifacts constituted another realm of data collection. Artifacts (i.e. documents) enabled the researcher to discover information, insights, and meaning relevant to the research. A flexible document collection and analysis process was followed to examine documents for the case study institution and community. As the prime instrument for gathering data, the researcher relied on intuition and skills

to determine which documents to collect and interpret (Whitt, 1992). Documents collected and interpreted included the college catalogue; the syllabus from both of the Introduction to Social Work sections examined in this study; the main class textbook entitled *Social Work: An Empowering Profession- Third Edition* (1999) by Brenda Dubois and Karia Krogsrud Miley; the final papers for the participating students and other course materials (i.e. assignments and readings). Document review consisted of gathering and examining college publications and materials (i.e. college faculty/staff newsletter, student newspaper, service-learning committee agendas, and minutes) as well as community-based organization materials (i.e. brochures and flyers). These documents enabled the researcher to further describe the case study institution's service-learning efforts and its impact upon the community and residents.

The pseudonyms of the participants who agreed to be interviewed for this research project follow here (in alphabetical order):

- Audie: 28 year-old Anglo male; single
- Aurora: 48 year-old Hispanic woman; mother of three children
- Columbus: 40 year-old Hispanic woman; mother of two children
- Janie: 34 year-old Anglo woman; mother of six children

Survey

In an effort to obtain a uniform quantitative data set the researcher received permission to administer two attitudinal surveys to students enrolled in both Introduction to Social Work sections (N=24). The attitudinal surveys, created by Andrew Furco during his doctoral dissertation research, allowed for a uniform quantitative analysis of student outcomes across six developmental domains (academic, career, personal, social, civic, and ethical development). The attitudinal surveys (pre- and post-test) included demographic questions, assessed students' attitudes towards school, their community, themselves, the six developmental domains and some open ended questions. The 52 item pre-test (Appendix D) was administered at the start of the term, before the students engaged in their service activity. While, the 71 item post-test (Appendix E) was administered at the time students were ending their service experience. The pre- and post-test, each approximately 25 minutes in length, are identical except for some additional reflective questions on the post-test, which asked students about the effects of service on their lives.

The pre- and post-tests used by the researcher were developed by Furco over a two-year period. Furco initially identified 140 survey items taken from previous test survey instruments (i.e. Rosenberg Self-Esteem Test, Pier-Harris Children's Self-Concept Scale, etc.). An analysis of these items was conducted by Furco to identify and label the constructs that each item measured and then categorize these

constructs into the six educational domains: academic, career, social, personal, ethical, and civic. Furco then grouped the items within these domains. Survey items which measured constructs that fell into more than one domain were marked as multi-dimensional and were considered as items for each of the domains into which they fell. The items in each domain that most directly addressed the goals of service programs were marked as “dominant” items. While, items that addressed the goals more indirectly were marked as “secondary” items. All remaining items were eliminated by Furco.

Based on this analysis, a 60-item pre-test survey was developed. This survey was piloted among 25 high school students. Based on feedback from these students, the pilot survey was revised to create the 52 item pre-test and the 71 item post-test, which were administered in Furco’s examination to 283 students.

The pre- and post-test consisted of the following constructs:

- Academic domain: the survey sought to measure changes in students’ attitudes and motivation toward school and learning, understanding of relevance of academic content, and overall school performance.
- Career domain: the survey sought to measure changes in students’ formulation of career plans and emphasis on finding a career that was personally rewarding and/or beneficial to others;
- Ethical domain: the survey sought to measure changes in students’ attitudes toward standing up for what is right, willingness to participate on behalf of

justice, and their ability to better distinguish between right and wrong, and good and bad.

- Social domain: the survey sought to measure changes in students' ability to work with others and attitudes toward those who are culturally and racially different.
- Personal domain: the survey sought to measure changes in students' self-esteem, self-concept, sense of self-empowerment, and overall leadership skills.
- Civic participation domain: the survey sought to measure changes in students' awareness of societal issues and willingness to take an active role in the community.

A reliability test of the 52 item pre-survey was conducted by Furco. This process produced reliability values for each domain and indicated which survey items would contribute to the internal consistency of each of the six domains. The items, which were found to contribute most to the survey's reliability, were employed for the final data analysis; the remaining items were eliminated. Table 2 indicates the results of the reliability tests for each of the six domains (conducted by Furco).

TABLE 2
RELIABILITY TEST OF SURVEY ITEMS

DOMAIN	ORIGINAL # OF ITEMS	# OF ITEMS IN FINAL ANALYSIS	CRONBACH ALPHA
Academic	9	8	.67
Career	10	8	.54
Ethical	8	7	.72
Social	9	8	.43
Personal	14	13	.59
Civic	7	6	.71

Data Analysis

Data analysis, conducted during the data collection process, aided the researcher in discovering the patterns and themes in the information shared by the respondents (Manning, 1992). Thus, the individual interview transcripts constituted the “raw data” for the initial identification of themes. Utilizing the margin coding method, the researcher searched for emergent themes in the data. As certain words, phrases, and ideas became recurring regularities in the data, these were assigned themes (Bogdan & Biklen, 1992). Transcripts had intentionally been formatted with wide margins and numbered lines to accommodate this manual coding and sorting process. Initial thematic codes were developed as first level margin codes, then, these codes were refined by identifying patterns among the level codes. The researcher then reviewed the appropriateness and meaningfulness of emergent themes and the placement of data in thematic categories. After all

interview data codes were examined and refined, the coded data were grouped by thematic categories. This became the indexing system that directed a cut and paste process for data analysis. Secondary data analysis of these thematically arranged data yielded a categorically organized data set used for interpretation and response to the research question.

Trustworthiness

To ensure the trustworthiness of the research, this examination followed Lincoln and Guba's (1985) criteria for evaluating study trustworthiness: credibility and dependability. These two measures are offered as alternative trustworthiness constructs "to the conventional positivist paradigm-internal validity, external validity, reliability, and objectivity" (Marshall & Rossman, 1995, p. 143).

Credibility

The goal of credibility is "to demonstrate that the inquiry was conducted in such a manner as to ensure the subject was accurately identified and described" (Marshall & Rossman, 1995, p. 143). To ensure accurate identification and description triangulation and member checking were utilized. Triangulation, within the context of this research, refers to the strategy of using various and complementary data sources—such as interviewing, observation and document review (i.e. reports, newspaper articles, and other materials)—to provide supporting evidence for the phenomenon under study (Strauss & Corbin, 1990).

Consequently, through the use and synthesis of different data sources collected, triangulation was achieved. Member checking was employed “by having the findings approved by the constructors of the multiple realities being studied” (Lincoln & Guba, 1985, p. 296). Information was taken back to the site and subjected to the scrutiny of the persons who provided the information (i.e. students, faculty, and staff participants). Lincoln and Guba (1985) assert that the objective of member checking is to obtain confirmation that the report has captured the data as constructed by the informants. Thus, participants reviewed the transcripts of their individual interviews prior to the incorporation of themes into this study. This process insured that the themes and case study were co-constructed by the researchers and respondents rather than interpreted only by the researcher (Manning, 1992). Thus, the researcher makes claims that are grounded in the claims of those who make them (Feagin, Orum, & Sjoberg, 1991). Triangulation and member checking were used to provide additional means to compare and analyze the accuracy and veracity of the information collected from all of the data sources.

Dependability

Dependability of the inquiry refers to the researcher’s attempts “to account for changing conditions in the phenomenon chosen for study as well as changes in the design created by an increasingly refined understanding of the study” (Marshall & Rossman, 1995, p. 145). This construct calls attention to the problematic

concept of replication and is in direct contrast to the positivist construct of reliability, which assumes a more static environment in which replication of the study is possible. Marshall and Rossman (1995) assert that qualitative studies cannot by their nature be replicated because the real world changes. Further, Nieto (1995) contends that no research, whether qualitative or quantitative can expect to do so. In response to a concern for dependability, the researcher followed these steps:

1. Kept a reflexive journal during the research which included a daily schedule of events, notes on analytical, methodological, and theoretical observations and decisions, and personal reflections regarding the ongoing process of the research. This allows for others to inspect the procedures, protocols, and decisions.
2. Kept all collected data in well-organized, retrievable form, allowing for easy availability if the findings are challenged or if another researcher wants to reanalyze the data.
3. Conducted member checks after the interviews for purposes of external validation. Participants were asked to corroborate transcriptions. If a discrepancy or an omission was found, participants were asked to make the necessary correction(s) on the draft report (Lincoln & Guba, 1985; Miles & Huberman, 1994).

Assurance of dependability comes partly from the study's previously established credibility. As Lincoln and Guba (1985) explain: "Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter" (p. 316). Thus, it can be argued that the triangulation and member checking techniques used in this study to establish credibility served to establish the study's dependability as well. Lincoln and Guba (1985) refer to this procedure as "overlap methods."

This chapter provided the rationale for choosing a mixed qualitative/quantitative research methodology; reviewed participant selection; described the study's overall design, reflected on the researcher's role; examined data collection and data analysis methods; and addressed the study's trustworthiness measures. The next chapter will provide an overview of the service-learning courses and participants involved in the examination. The chapter then addresses the research question and provides the results from the study.

A Final Note

Before embarking on this journey, the researcher reflected on the following passage from Traub's (1994) case study of the City University of New York City College:

The questions that I needed to answer were "Why did City work so well in the past?" and "It is working now, and for whom?" And what did it even mean for a college like City to "work"?...Could City serve as an antipoverty program or a fine liberal arts college, but not both? The only way to answer these questions was to become a part of City College's daily life, to sit in on classes and read papers and talk to students and teachers and administrators.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS OF THE STUDY

Chapter Four presents the findings from this mixed qualitative-quantitative study examining how participation in a service-learning course impacts students. Multiple data sources, including a pre- and post-survey, individual interviews, participant observations, and artifacts revealed the students' perceptions with regard to the service-learning pedagogy. To that end, one research question was examined in this study:

1. What impact does a community college service-learning course have on students' perceptions of those from different ethnicities and races?

This chapter has been divided into three main sections. Section One contains a description of classroom activities in both Introduction to Social Work sections, and profiles the student research participants. Section Two examines the findings that emerged from the study. Section Two is divided into subsections that discuss the findings related to the themes that emerged in the individual interviews, papers, presentations and the results of the pre- and post-survey. Lastly, Section Three summarizes the study's findings.

In addition to the struggles inherent in adding the role of student to the already full roster of responsibilities held by these students, they are also defined, and define themselves, as members of particular social categories, such as race, culture, and gender. Indeed, since community colleges enroll disproportionate numbers of women and ethnic or racial minorities, identification with such categories is particularly relevant within the context of these institutions. This interplay of assumed roles and social categories interact to produce an experience of identity that is multifaceted, situation-specific, and fragmented. In short, community college students are engaged in a juggling act of sorts with an array of identities.

Kathleen M. Shaw, 2000, p. 153

Section One: Classroom Activities and Student Research Participant Profiles

During the Spring 1999 semester, the researcher examined students enrolled in two sections of the Introduction to Social Work course at San Antonio College. Fifteen students were enrolled in the 1st section taught Mondays, Wednesdays, and Fridays from 8:00-8:50 a.m., and sixteen students were enrolled in the 2nd section taught Mondays and Wednesdays from 4:40-5:55 p.m. Both course sections were taught by the same instructor who followed a similar syllabus. This survey course sought to introduce students to the history, philosophy and practice of social work. Additionally, the course focused on the attributes, values and ethics of the social work profession and the variety of practice settings available to the social worker. Course activities included discussions/lectures, guest speakers, films, individual and group projects, as well as service-learning. The course grade was based on quarterly examinations, quizzes, a research paper, class participation, as well as

completion of service-learning hours and a successful evaluation by the site supervisor.

Defining the Self: Student Profiles

On January 22, the pre-test was administered by the instructor to 12 of the 15 students in the 1st section. On January 25, the pre-test was administered to 12 of the 16 students in the 2nd section. The researcher utilized the sample (n=24) of pre-test participants as a pool from which to select six students to interview and observe during the course of their semester long service-learning experience. The six students were selected following a review of each of the 24 completed pre-tests. The researcher reviewed the completed surveys to help select a diverse group of research participants with regard to age, ethnicity, gender and survey responses. Of the six originally selected, four completed the course and both of the scheduled interviews. The profiles for the four student research participants follow. In this section, the “illustrated examples” of the four students and their service-learning experience during the Spring 1999 term is presented. Each illustration contains three parts: a student vignette, a description of the student’s service-learning site, and an analysis of the student’s experience. During the examination, the researcher asked each student participant to select their own pseudonym to protect their confidentiality. What follows are the profiles for the four student participants: Audie, Aurora, Janie and Columbus.

Audie

Audie is an Anglo sophomore social work major who was enrolled in nine hours during the Spring 1999 semester while working full-time at a law office. He was enrolled in the Introduction To Social Work class on Mondays, Wednesdays, and Fridays from 8:00-8:50 a.m. Audie originally was a psychology major but changed to social work because he felt he would have a greater chance of finding a full-time professional position. He grew up in a small town in Louisiana and attended a university immediately after graduation from high school but lost his scholarship due to unsatisfactory academic performance. Audie readily admits that he was not serious about attending college at the time. He then returned to his hometown and worked full-time for several years. After Audie's uncle died of AIDS, he decided to join the Army to leave his small town and save money for college.

Unfortunately, his stint in the Army was short-lived. Audie was discharged from the Army, for reasons unknown to the researcher. At the time of his discharge, Audie was stationed in San Antonio and decided to stay and search for a full-time job. After several positions, Audie landed in his current full-time position at a law office where he works full-time while attending school part-time in the evenings and weekend. After completing his Associates Degree (he had completed 27 hours in Spring 1999), Audie plans to transfer to Our Lady of the Lake University (a local private Catholic University) and continue to major in social work.

Audie (who selected his pseudonym to honor his site) served twenty five hours in the Oncology ward at the Audie L. Murphy Veterans Hospital. Originally, Audie had intended on volunteering with an AIDS related social service agency to honor his uncle who died from the disease. However, Audie's honorable attempt to locate a AIDS related placement was unsuccessful. Undeterred from this frustrating experience, Audie decided to work with veterans at the Audie Murphy Veterans Hospital in San Antonio. After all, Audie's father was an Army veteran and he had intended to continue that tradition (until his discharge).

Audie spent most of his time at the Oncology Clinic interacting one-on-one with these terminally ill patients by reading to and talking with them. During his service-learning experience, Audie was struck by the sterile atmosphere of the ward, which was further complicated by attitude of the Veteran's Administration (VA) doctors whom he characterized as "storm troopers." According to Audie, "It seems that the doctors always travel in packs. Before they enter a room, they perform a strange little ritual. All the doctors will stand in front of the room and whisper about the patient before entering." Then, "in a flash the doctors storm the room, surrounding the patient. One doctor serves as the spokesman, while the other doctors stand around nodding their heads. Now, I know many doctors receive their first training at the VA, but it seems strange to assume that the patient is comfortable with this behavior," (Conversation with Audie, p. 8, 1999). In contrast to this medical blitzkrieg, Audie asserts that the nurses serve a variety of roles in the

patient's lives, often assuming the roles of a social worker by applying case management strategies and mediating between patients and their doctors. Amid an already difficult situation, two patients died during Audie's service-learning experience. Reflecting on his 25 hours of service, Audie said he felt depressed at times during the semester because of the site and had a "blah" feeling. For his next experience, he would like to work with children. He believes that would be more positive.

Aurora

Aurora (selected her pseudonym because it means dawn in Spanish) is a Mexican-American sophomore social work major. A mother of three adult children, Aurora enrolled in college part-time three years ago. During the Spring 1999 semester, Aurora was enrolled in nine hours while working full-time as a case worker's assistant at the county mental health agency where she has worked for approximately 10 years. Aurora was enrolled in the Introduction To Social Work class on Mondays and Wednesdays from 4:40-5:55 p.m. After obtaining her Associate's Degree, Aurora plans to transfer to Our Lady of the Lake University (a local private Catholic University) and to obtain a Bachelors Degree in social work. Aurora credits her service-learning experience with giving her more encouragement to pursue a Bachelors Degree in Social Work and now even a Masters Degree in Social Work. Previously, Aurora felt she was too old to further her education.

With years of experience working in social service agencies, Aurora wanted her service-learning experience to be with a new population. So, Aurora decided to work with the elderly at the Christus Santa Rosa Hospital Rehabilitation Unit where she served 25 hours during the Spring 1999 semester. Of the four students, Aurora's experience was the most extensive. During her service-learning experience, Aurora assisted in case management for patients. Case management is defined, by Dubois and Miley (1999) as a series of actions and a process to ensure that clients of human services systems receive the services, treatment, care and opportunities to which they are entitled. Aurora's case management consisted of helping assess patients upon their arrival, calling clients families to inform them of their status, attending staff meetings to discuss patients' status with personnel, and helping with discharge planning by determining what equipment and therapy the patient will need when they return home. Aurora also felt useful because she was able to translate for many of the monolingual Spanish speaking patients. According to Aurora, the elderly mostly Hispanic patients were able to relate to her because she was also Hispanic and could speak Spanish. She felt that the experience was helpful in providing the real world setting for social work terms and concepts (i.e. linkage, serving as a resource directory) (Conversation with Aurora, p.10, 1999). Aurora mentioned during the course of the semester that her supervisor gave her direction but also autonomy at her placement site. Her experience was so

transformational that now she would like to work with the elderly population (Conversation with Aurora, p. 14, 1999).

Janie

Janie (pseudonym randomly picked by participant) is an Anglo sophomore sociology major who took 6 hours during the Spring 1999 semester. She was enrolled in the Introduction To Social Work class on Mondays and Wednesdays from 4:40-5:55 p.m. Currently married, Janie has 6 children, 5 of whom are disabled. Most of Janie's adult life has involved the military. Prior to enrolling in San Antonio College, she served four years in the Navy, then the Navy Reserves during which time she was deployed in Desert Storm. Janie currently lives on the Fort Sam Houston base with her husband who is in the Army. In the Summer 1999, Janie plans to move back to her hometown in Ohio and study full-time in the Fall semester at a nearby community college. Janie mentioned that her husband suffers from depression and is concerned that the condition could negatively impact her and the children because her husband does not want to seek treatment.

Janie served at Army Community Services (ACS) at Fort Sam Houston during the Spring 1999 semester. ACS assists service members and their families in many ways. One way is through Army Emergency Relief, which provides financial aid for such items as: food, rent or utilities, transportation, vehicle repairs, funeral expenses, medical and dental bills. Another program is the Relocation Assistance Program (RAP), which helps families plan their move to their next duty

station. RAP provides a wide range of information on all major military installations worldwide and also runs a lending closet. The Exceptional Family Member Program (EFMP) works with families who have children with disabilities to coordinate and provide educational, medical, housing, and other assistance. Soldiers on active duty who have a family member with a physical, emotional, or developmental disability requiring services must enroll in the program so that their needs can be considered in the military assignment process. Another ACS program is Army Family Team Building, which orients family members to the culture of the Army.

Janie stated that she enjoyed her experience at ACS because she was given autonomy as well as given enough material to discuss on her term paper and in her presentation. In addition, Janie served people who were just like her, military personnel or their dependents. In fact, she would have continued serving at that site if she were to enroll at San Antonio College that following Fall 1999 semester (Conversation with Janie, p. 18, 1999).

Columbus

Columbus is a Mexican-American freshman social work major enrolled in 15 hours during the Spring 1999 semester. Columbus, who selected her pseudonym because she said she felt like an explorer during her service-learning experience, was enrolled in the Introduction To Social Work class on Mondays, Wednesdays, and Fridays from 8:00-8:50 a.m. During her first semester, Fall 1998, Columbus

earned a 4.0 while enrolled in 14 hours and was on the Presidents Honor Roll. Columbus lives on the Fort Sam Houston Army Base and has re-enrolled in college after raising two children. A self-proclaimed people person, Columbus has been stationed in numerous posts worldwide with her husband including postings in England, Germany and Korea. During her stay in Germany, Columbus was elected mayor of Sembach Air Base a largely ceremonial and voluntary position. Columbus has also served as a certified child care provider and substitute teacher. But, her proudest accomplishment is serving as “mother of the millenium,” a term affectionately coined by her husband, to her two sons.

During the Spring 1999 semester, Columbus served over 50 hours at the American Red Cross Refill Pharmacy at Fort Sam Houston. The refill pharmacy, which is housed in a non-descript building next to the main exchange, serves active duty and retired military personnel and their families. During her service experience, Columbus would verify a clients prescription against their identification card before releasing the medication to the client. Columbus broke the monotony of the task and the pharmacies in-and-out “conveyer belt” culture by engaging clients in conversation. According to Columbus, the refill pharmacy serves a lot of retired military personnel and their dependents. Thus, for most of these elderly clients, “it may be the only exposure that they have for the day with another person that’s willing to listen to them,” (Conversation with Columbus, p. 12). Columbus

also notes that these people have interesting stories to share. All it takes is for someone to “just stop and listen to them,” (Conversation with Columbus, p. 14).

Section Two: Emerging Themes

The following section addresses those findings that arose from the student interviews. Interviews were held to determine whether, based on student perceptions, A community college service-learning course can improve intergroup relations among students of different ethnic and racial backgrounds? Based on an analysis of the student’s transcripts and artifacts, six broad themes emerged inductively. This section seeks to address the research question directly in the students’ own words. Table 3 highlights the six major themes that reflect the student’s perceptions regarding the research question. Each theme also had several subthemes; table 4 delineates the twenty subthemes within the six themes. A discussion then follows for each of the six themes and the twenty subthemes.

TABLE 3
SIX MAJOR THEMATIC CATEGORIES DERIVED FROM INDIVIDUAL
INTERVIEWS

1. Bringing Book To Life	4. A Helping Hand and a Full-Heart- Connection with Service Agency and Population
2. Career Development	
3. Competing Pressures and Perseverance	5. Dealing with Difference
	6. Educational Navigator

TABLE 4

SIX MAJOR THEMES AND TWENTY MAJOR SUBTHEMES DERIVED FROM INDIVIDUAL INTERVIEWS

Bring Book To Life	Career Development	Competing Pressures and Perseverance	Helping Hand and a Full Heart- Connection with Service Agency Population	Dealing with Difference	Educational Navigator
Learning Concepts and Themes	Relevance of Coursework and Marketability of Social Work Major	Student Pressures	Personal Reason Why They Chose That Site/Population	Selecting Sites With Different Populations	Role of Supervisor in Facilitating Learning
Giving Voice- Sharing Service-Learning stories in class	Orientation to Career	Finding Time for Service-Learning	Outcome- Reaction To Experience	Dealing With Othemess	Choosing a Site To Fulfill RequirementsTo Learn
Comments on Structure of Class	Service-Learning is Career/Major Specific and Useful Only for Helping Professionals	Strategies and Suggestions	Outcome- Population as a Resource	Dealing With Stereotypes	Customer Orientation
		Perseverance	Outcome- Reciprocity: Positive For Students		

Theme 1: Bringing Book To Life

Service-learning seeks to enhance what is taught in school by extending student learning beyond the walls of the classroom and into the community. Thus, the service-learning pedagogy seeks to breathe life into the one-dimensional textbooks that generations of students have used, urging students to use their senses in the multi-dimensional world.

I would have to say that, you can only learn so much from a book. You can only learn so much from talking to your classmates or your professor talking to you, or lecturing you. There is only so much you can learn. To me, the basis of volunteering is that you get hands on...if you take on volunteerism as, as a step to learning, just to add more to what the book has to offer you, I think that's what it would be...it's a completion, you need that in order to put it all together with the book itself and the lecturing, you know. You can't learn how to give of yourself from a book. You just can't. It's something that has to be done.

It's an extension of what you learn in the book. It's a continuation of it.

On the basis that you can only experience phenomenon through feeling. It takes all of the senses. You can't use just one. You have to use them all.

Learning Concepts And Terms

Service-learning also assists by providing real world applicability to theoretical constructs. Service-learning allows students to actively use and directly experience a concept that may have been cited in the textbook and discussed in class.

It's sort of like you're doing your skills and you are doing your theory. You, you have your theory in your book, right, and then you do a little bit of skills and it helps quite a bit.

Sometimes when, like I said before, if you take a class and you don't know anything, except the theory part, it's, I think it's easier to connect when you know how to apply it.

Real world applicability is particularly apparent in the learning concepts and terms that might have been harder to grasp.

The nurses use case management strategies to monitor the progress of the patients. They also serve as mediators between the patients and the doctors. Whether this is by design or not, I do not know. However, I do know why they are able to communicate with the nurse more effectively. The nurses

do not travel in packs like the doctors. Their interactions with the patients are more one on one.

Now mind you I don't know a lot of medication, but I do know certain medication and I do know exactly what they are for. And you can...oh, my gosh, I had no idea that this person was having to take this medicine, you know. And so I've learned definitely, confidentiality.

I'm learning names for some of the conditions, you know. When I hear, when I hear like the retired military come in and say, oh, I can't believe this, I fought in World War II for my country and now look at this and they are making me pay for this, and I'm thinking oh, bureaucratic disenfranchisement, you know, it just kinda comes in to the head. You know, or when you're in OB/GYN and there's a 14 year old girl, and it's like a value judgement and you say uh-uh, no can do, you know. She's in that situation for whatever reasons you know. We don't know. We can't say, you know. But there's a name for it, you know, there's a name for it. There's actually a word for it.

Well, I learned...uh, calling, I know about linkage but you know, you have to really call, like, for example, when somebody was on dialysis and wondering about how to contact dialysis agencies to make sure they were

taken care of....Oh, yes, especially the, you know the linking of services.

Also, uh, you know, showing empathy to the families and the patient.

Giving Voice- Sharing Service-Learning Stories in Class

Not only does service-learning provide real world applicability to theoretical constructs, it also gives voice to student ideas and experiences. Sharing service-learning stories in class allows students to believe that their own ideas and experiences and those of their peers have merit and are worth discussing.

I get to hear theirs too, you know, I get to hear theirs too. And I see that there's such an extreme because I work with, mainly most of the people are in their 60's and 70's most of them, whereas I noticed that a lot of the students in the class are working with children, teenagers or high school children, you know. I have a totally different area from everybody else.

I just thought, wow, I guess I'll just keep on doing what I've been doing 'cause I've already been doing it for so many decades...it's just part of my life. But, now somebody actually wanted to hear my experiences.

Comments on Structure of Class

It is important to note that although service-learning gives voice to student ideas and experiences, it may challenge the traditional concept of what constitutes

course content and the transmission of knowledge during the class session. Thus, there were varied student opinions regarding the structure of the course.

Well, the things that are different is a lot of our projects and discussions centered around the service-learning environment that we were in. So it wasn't as much textbooks and lecture. She tried real hard. She needs to decide not to lecture as much. Because, you know there's not the time to, you can't ask us how we are doing, you know, how is your service-learning going, what's going on and what's not, and then want to lecture for an hour too.

The truth. I'm disappointed in it. I really thought I was gonna have more structure, definitely more structure. I mean, when I see what the syllabus says and the worksheets that we have to do, I think great, I'll get to hear what this other person's supposed to say about this 'cause I want to know what they think about this. Well, it turns out that we may spend the whole fifty minutes talking about something that occurred at someone's site.

Thus, a faculty member must be adept at providing the necessary direction and structure. Institutions must also develop alternative course and credit options.

Theme 2: Career Development

Many of the student participants were interested in Social Work because of the relevance of the coursework and the perceived marketability of the major. Short term, Social Work courses provided individuals with relevant coursework and marketable skills currently sought by social service providers while also allowing individuals to continue their studies at a university and advance to increasingly higher positions.

Relevance of Coursework And Marketability of Social Work Major

Quite honestly, who cares about Aristotle. He's dead. You know, who cares about stoicism, ...because it has nothing to do with what we're living. In this world, I mean, you know. And I look at social work and I think o.k., social work is relevant.

I want to work after I get my Associates....When I get my Associate's, I'll be able to work for Head Start and, you know, things like that. And then I'll go on and get my Bachelor's and, you know, move up the food chain I guess.

I originally started out as a psychology major. Actually, what happened was I got, I went to talk to a counselor here because I was worried that I wouldn't

be able to find a job. Here I was going to work this hard, get this degree and I couldn't do a damn thing with it. He kind of told me about social work and what was involved and how it was a little bit more flexible and I would be able to do more things with it.

Orientation to Career

Fixed on the relevance of the coursework and the marketability of the Social Work major, many students viewed service-learning as an ideal method to orient themselves or other students to the profession.

To me it seems more like an internship, which was a word that was already out there, you know. Because that's what you are really doing. Learning the job skills you are going to use in your career.

It would help everyone....I think it would open doors for some people and it would give like people that have had no experience also an opportunity to decide whether they want to go on with it.

Well, I wanted an overall view of how things went in the, you know, in the social work system.

I think I went ahead because I decided that it's going to help me prepare for what I really want to do.

I found a lot of students that have never even, that didn't know, hadn't even visited anybody, visited a mental health setting and they were like kind of lost. They were scared about what they read in the books of how the patients were. I think that this is what is different about the service-learning, you know what you are working with or what you can work with.

I think if...there was more service learning with the classes, I think it would present the student an overall view of what they are getting into

I think it's a good experience. Especially if she was new...at it, or him. It sort of breaks down to, how would I say not breaking down. Yes, it would be a little orientation of social work.

After several weeks individuals were able reflect on their experience and determine the next step.

I mean, I'm thinking ahead of what I want to do, you know, for a semester and where I want to volunteer because I think I know where I'm going or what part of social work that I'm going to go into.

I have learned that anyone can accomplish, I mean, if I can do it, I accomplished a lot by doing that...I think this is what I'm going to probably specialize in, you know...I've always wanted to work and I have learned that I have a lot of feelings towards the profession.

I want to do the research and the ideas and pass them on. I guess I really don't want to work that closely with the problem. I want to tell people what the problems are, research them and say this is happening here, fix it.

Service-Learning is Career/Major Specific and Useful Only for Helping Professions

Despite some favorable views towards service-learning. A limited scope may still be envisioned for the service-learning pedagogy. Mainly, that service-learning is career/major specific and useful only for helping professions.

If they were planning on going into the field. Only if they are going into a field that serves people, like psychology or social work.

Theme 3: Competing Pressures and Perseverance

The service-learning pedagogy involves a greater commitment of time from students and faculty members. The increased time commitment poses a challenge for college students, particularly community college students. For the students in this examination, college was just one of several activities in which they are engaged every day (i.e. children, spouses, work). For some, college may not even be the most important activity; work and family often overshadow it.

Student Pressures

Well, I, my husband is mentally ill and I'm going, he's got depression, chronic depression, and I'm going home, because in the sociology class I did a report on homelessness and a lot of the people seem to have unstable husbands....And, uh, I realize that, opened my eyes that, you know, staying with my husband who has not controlled, has not stabilized his depression could put me in the streets someday.

They gave us a stress test. Everybody, okay, she asked us these questions. I don't know if you're familiar with it, and every question had a stress point level on it. I scored an 83. The next person 370 something. And everybody else was above 300 and that, 400, 500. And I said, "What is it about my life that makes me so low stress?" And I said, "Okay, you know what is it, number one, in a sense I guess I do have tunnel vision." I know exactly

what I want now and I'm going for it. Number two, I don't have young children to contend with. A big difference for some of the girls in the class. I don't know if some of the people you interviewed, I mean some of them have homes, have husbands, have children, have outside jobs.

We came in and I say her syllabus and she has a lot of project type things too, and when she added the 25 hours on, I thought I could barely squeeze college into my life because I have six children. Which, of the six, five of them are special needs. And, um, adopted and, you know, they were foster kids, and a couple of them are my own. Or, four of them are my own. But, I was horrified thinking I'm never going to be able to squeeze 25 hours in.

But I juggle my classes, like I told (instructor name), next week I will come to your Tuesday class because I need to make up a ceramics class and she said, "Oh sure." So I called my ceramics teacher and said, "Can I take my test on Monday?" So, I've learned to do that too. And I go, now I know why so many young kids fail, because you have to be very disciplined to be able to do all that. Yes, right. And, a, also too, you know, like I try to keep up my grades, I try to keep up my grades but it's not as easy when you have a lot of other things on your mind. I tell my kids, I tell my girls, you better do it right now. Because right now, I figure I make A's and B's, but I can

imagine if I had done it when I was younger, you know, it would have been no problem.

Finding Time For Service-Learning

Faced with conflicting demands, the biggest challenge students face may be finding time for volunteering at the service-learning site.

I don't know that it would have stopped me from doing it because I might have had the false impression that it wouldn't have been hard. Oh, well, twenty five hours, what's that. I put my girls in daycare two days a week. But I didn't realize what I accomplished in those two days a week and by coming over I didn't accomplish them.

I'm stretched real thin. It's like, I took a lot on, let's put it that way. With family and school.

Strategies and Suggestions

Confronted with the need to fulfill service-learning requirements, students offered strategies they used and suggestions for the future.

Since I did not know when I signed up for the class that I was going to have to do volunteer work. I had no idea that we were supposed to. But maybe,

this may also, I don't know where this would go, but when you, before you even sign up for the class it should be in the catalog, where it could be put in that it would require for you to do volunteer work. It's not in the catalog or the bulletin or whatever that is called and people go in there with the notion that okay, we are going to learn this and we are going to learn that and for some people, doing twenty five hours or whatever, it's a lot of extra time, especially if they have children, they have full-time jobs, they go to school full-time. Twenty five hours they have to squeak out of your busy week as it is, it's hard. It can be hard for another person.

Well, maybe you could do, uh, service-learning in the evening. I just think you, to me, it was hard and it was, but it was also challenging because of the fact that I worked forty hours, it was challenging to me because I just had to make time for it. I knew that I had to do it and I just made up my mind I was going to do it.

I not only assumed that any agency would be happy to have me, but that they would work around my schedule. I was wrong on both accounts.

I guess what's going to have to happen is I'm going to have to take a couple of days off work (To complete the service requirement).

Perseverance

Despite sometimes daunting challenges and setbacks, students displayed a remarkable determination and zeal to complete the course and eventually achieve their goals.

I find that age is no barrier to education....and I say that age is no barrier is because I see a lot of the young people, uh, and some of the areas where I have difficulty maybe, I see some of the younger people also having difficulty. So, that's why I said, you know, I don't see age as a barrier.

To go ahead with my plans, you know. At first I thought that well, maybe I should just, you know, before I did the service-learning, maybe I should just forget it and go and do something else. But, no, I said no way.

Because, I'm not stopping. Nothing's going to stop me this time. I figured I'll find a way to do it.

I've learned that I can do it. That I can do it. I can set myself to do something and I can do it. Maybe I have developed too much confidence in myself.

Oh, I look forward to being a social worker. This does not deter me. No, no, no. Nothing is going to do that. Nothing. Because, I know that what I have, not only in my heart, but what I have in my head. I got it. I got it. I know I have it. No doubt about it. I've just been waiting for my time.

I think I have that tunnel vision where I'm not stopping until I get the master's. I'm not even looking at anything else, uh, but looking at you, you have given me a vision. I'm thinking, hmm, Doctor (participant's last name), that sounds nice. And I'm thinking...I had heard of the word dissertation but I never actually knew what it was. I think, well, I'm part of one now and I'm thinking, okay, and I mean now I have ideas rolling around in my head already and I know this is a ways off, but it's in here now.

Theme 4: A Helping Hand and a Full Heart: Connection with Service Agency

Population

To assist students, the social work instructor provided a list of possible service-learning sites at the start of the semester. All student participants, however, selected their site and/or population based on a personal connection they had to the

particular agency or the cause or population for that agency. Thus, personal considerations guided the selection of a service- learning site.

Personal Reason Why They Chose That Site/Population

Well, initially I was kind of happy. I had had an uncle that had died of AIDS in 1992 I believe. And it had a real profound impact on my life. As a matter of fact, it was one of the deciding factors that made me join the Army instead of just staying in a small little town. So, when I say that I thought, great, I can work with AIDS patients, you know, do stuff like that and it would be a way to honor my uncle.

I've called every AIDS place in town. I've come to the conclusion that I'm not going to be able to work at one, despite what I wanted. So, I'm kind of trying to decide what I want to do. We were in class the other day talking about veterans and what they go through. That kind of struck a chord with me because I was a military brat. My dad was in the military and I, myself was in the military. So, I'm thinking if I could volunteer at a veteran's home that might be something that would interest me.

I think if you are going to do volunteer work, you shouldn't be, in my opinion, my way of thinking is, you shouldn't just go in and go through the

motions. It should be something that you are passionate about. It should be something you care about. It should be issues that you've confronted in your life and that, you know, you want to enrich some other people's lives.

Actually, what happened was, when I was in the military I was stationed here at Fort Sam Houston and United Way came down and took us on a tour of the facility. So, as soon as she said that, I said, bam, in my head, I have a place already in mind.

I had worked there many years ago, about nine years ago, I used to be a hairdresser and I would go into the rehab area and I would see the patients there, and I thought about, I would like to work with the elderly. I have, you know, I have certain things that pull me to the elderly and adolescents. But, you know, I just said I'm going to go for the elderly

Outcome- Reaction to experience

The time invested by students had several benefits, one of those was a positive service-learning experience.

I think I've had, I mean, I can't say enough because I think I had a great experience, a very great experience. Like, I mentioned before, I learned a

lot and just the idea of being able to be around these people like, you know, in this setting, like the doctors and nurses and the patients, I think it gave me a good feeling.

Like I said, most of the time it was just handling the medication, but a lot of the times they just kind of wanted to talk. And, not the Pharmacists, they just don't have time for that. They just don't have time, because a lot of the time as you are handing out medicine, more medicine is coming in and then you have to, you have to sort it and then you have to put it in every, each appropriate bin. I was able to do that too. But, I enjoyed it. I really enjoyed it.

They would see you and after awhile they would get to know you. At first it was like, why is she so friendly? You know. They weren't expecting that. They just weren't. But, I really did. It's just that I met so many people that I had met there that were customers, I see them at the commissary, I see them at the PX. You know, I see them at different places here on post, so it's kind of like, oh, well, I mean, it's like I've been acquainted with so many people. I enjoyed that.

Outcome- Population as a Resource

As a result of these positive experiences, students displayed a concern for the needs of their particular population and began to view them as a resource.

Veterans are a unique group. They choose to give their life to their country. How are they rewarded for this? They, as a group are rewarded with an extremely high rate of post-traumatic stress disorder, homelessness, cancer, divorce, and substance abuse.

It's things like that, and then I thought, okay, this is why even I'm thinking that I'm maybe even going into, I guess into the geriatric part of social work. Because, I mean, I know they say children are our greatest resource, but we have, you know, these older adults that are, they're even greater.

I think, like I mentioned before to you, is that I like to work with geriatrics. I like to work with the elderly. I think the way I feel is that they are the people that need the most. In every area because some of them have families but families are too busy. They have their own lives.

Oh, you know, definitely because what I notice is that, the first day that I was there, I noticed that these, the people that work there, it was "Here,

here, here.” Not, “Good morning, how are you today?” Nothing, you know. It was like a line, a rotating little cycle. Come in get your medicine, get out. Come in get your medicine, get out. And these people have stories, I mean, they have lived...if somebody would just stop and listen to them.

I would say one of the very first things that I noticed was, and I think I mentioned this when I did my final...I was looking at a population that had, that just seems to have been forgotten. And, I see that part. I see, I mean we are all going to be that age one day and I think what I learned more from that was seeing them and seeing what they have gone through and what they are going through.

Outcome- Reciprocity: Positive for Students

A key assertion of the service-learning pedagogy is that an exchange occurs between the student and the patient. That assertion was supported in this examination.

It's really just to make a difference in someone else's life and for someone else to make a difference in my life.

A positive, not only for myself, but definitely, I think a positive also for the customers and the employees themselves. A positive for me because, whether people realized it or not I learned from them and they gave me a perspective that I could never have gotten anywhere else, just from them. Their outlook on life.

A lot of these people that come in there, from all walks of life mind you, I get to talk to them. Most of them, it may be the only exposure that they have for the day with another person that's willing to listen to them....I mean, these, I have met so many wonderful people there. I met a gentleman who...was stationed with Elvis Presley.

I was going to make those twenty five hours because that's what I felt I should do. I mean, I was just plain in it. You know, and I continued on and I was still here a day after the class or a week after the class ended.

Theme 5: Dealing With Difference

Service-learning is viewed as strategy to improve intergroup relations (cited earlier). However, individuals may be unwilling to move beyond their comfort zone and select a site where they would interact with people different from them without some direct intervention from the instructor.

Selecting Sites With Different Populations

The statements below confirm that students are often reluctant to select a site where they will have to interact with people different from themselves.

You know, you have kids at that school that lived in a certain environment and they tend to stay there. It's safe, you know. I know how that feels. I know exactly how that feels.

I really think that the instructor has to be very specific on what kind of site, what kind of population, where the population is located. Because like, say, for instance, someone like me who has been in the military environment all her life, not all her life, but for most of it, I think I could have benefited more by doing, say, in the civilian sector, with a population that maybe I have never been exposed to before. I think that would have greatly benefited me. But because I didn't have to, I didn't.

Dealing With Otherness

Students still had to confront issues of diversity (cultural, ethnic/racial, linguistic) at their service-learning site.

There's a lot of the elderly that, when I go in there they realize I'm bilingual and they're more open to me. Because they can get through to me. I talk to them about their needs. They seem more comfortable. But I felt bad, because like for example this lady that I went to therapy with her, she had therapy in the afternoon, and she goes, "Are you going to come back?" And I couldn't because I had to work.

The other day, there was this gentleman that was from here, from San Antonio, and his wife was there, and I go in there and I said, I introduced myself, I said, "Is it alright if I do this, you know, if I get this information from you, is it alright if I speak English or Spanish. He said to me, he goes, 'What's the matter with you, of course I can speak English.'

The woman from Kenya, although all she ever spoke her whole life was English, the accent was very hard. I had to listen way beyond what she was saying to even catch what she said. When she said resume, it took me forever to figure a resume...So she's asking me about computers for a

resume and I can't figure out, I know she needs a computer because I got that word, but I could not figure out. For a...? I don't know what she said. And at the time the other volunteer was answering the phones. It's like three calls came in while I was doing that. But we eventually figured it out, we sent her to Civilian Employment Opportunities. I called her at home that night to tell her about Ms. (Social Work instructor) and ask her if she had been over there. She had and they are going to do her resume. At least I know her resume is done, or getting done. And then there are some people who only speak Spanish, or very little English. I mean she was at least speaking English. I mean it was hard to tell at times, but at least she was speaking English. Some of them speak very little English and they were speaking a lot of Spanish. They'll start talking to you in English but they'll switch to Spanish and I'm lost.

I mean, I had a Hispanic teacher and, I mean, we were the minority for the first time in my life. I'm from Ohio, okay. So you are pretty much Black or White, you know.

No. No. I mean I've seen quite a bit, I've seen so much already. I mean, you name the continent and I've probably lived in it. And so I've experienced a lot. And just being, you know, being here, once I get off this post it's like

being in a totally different world again. And I try not to go off this post very much, but to go visit, you know, my mom, or one of my sisters. Or to go to school, that's it. Because that's what I'm used to. Because out here I already have a mixture of cultures. For instance, my husband, well my husband is half Black, you know, but like my neighbor next door, I mean, they're interracial, they're intercultural, they're inter-religion. I mean we have it all right here in just my little block. I've got the world at my back door literally.

Dealing With Stereotypes

Dealing with individuals who may be different may involve dealing with preconceived notions and misperceptions.

Uh, I don't think I'm a prejudiced person. I don't think I am, but I guess we all are to some extent. Uh, but I noticed that, they look at me and they would automatically have assumptions of me already so they thought that they could talk to me a certain way also. When they realized they couldn't, so then, I think I also was a learning, you know, tool for them where they kind of said, oh, she isn't the stereotypical Hispanic person. You know. Some of the people were actually amazed at, here I was, you know, forty years old and I was back in college...they couldn't believe that.

And people are surprised when they meet me because I'm not what they expect. And I notice that, I will go into a store and people will, they already have a preconceived notion of me that, because of the way I look, I've never been out of San Antonio, I have five or six kids, you know, didn't go to high school, you know, that sort of thing.

Because after about, some of the regular people that would come in, I mean, they would get to know me and they would realize that oh, she has a child that is a senior in college. Or, you know, she doesn't have five children, she only has two and they are ten years apart. So...that was different. I wasn't a high school dropout. There were a lot of things. I'm glad. I'm glad they learned from me too.

Theme 6: Educational Navigator

Service-learning is viewed as pedagogy that involves several different actors, not only students and their instructors but also agency personnel and clients. In this setting students can serve as the navigator of their own learning path with facilitation by faculty and other appropriate individuals.

Role of Supervisor in Facilitating Learning

The site supervisor and staff play a prominent role in service-learning. This contention was confirmed by several of the participants.

Well, she can't really tell us, she can give us an outline for what she wants us to accomplish there. But, she can't really tell us how to do it because that's up to the boss there and me. So, it's just like I said, it allows for more freedom and creativity.

So, my supervisor, I call her my supervisor, she's very good about explaining how, showing me how to link up services, you know, read a book, find all the information, and the codes I have to use, and you know, mostly linking the patient to the services when they leave.

Choosing a Site to Fulfill Class Requirements- To Learn

Students were very adept at selecting a service-learning site that would not only fulfill class requirements (i.e. provide material for class discussion, journal, and research paper) but also assist in learning more about their particular population of interest and determining whether they enjoyed helping people. Some even began selecting sites for the following semester.

I had two places that I went and interviewed and I wasn't happy with. I didn't like how it turned out. One of them was too unstructured, and considering I needed a ten page paper. I needed them to have a solid history. It was called Save Baby, here in San Antonio. They really don't have a mission, I don't think. I think they are struggling to find one. And then, another one was the Exceptional Family Member Program within the Army Community Services, also based at the hospital. I went over and asked that social worker and I went two or three times, called her, and she never called me back. She had said I just need, we need more people in this department and I'm never caught up on my filing, and never this and that. After two or three times calling her, and her not calling back, I decided that she didn't seriously need somebody. I didn't want to have to deal with her schedule because it meant my grade.

If you do your volunteer work at a site where you've already volunteered there before or it's similar to what your job is, then you are really not learning anything. You may be building upon it, but you are not learning, because you are not exposing yourself.

One of the first things that I think really has to be looked at is for them to be more specific on what kind of site you should be able to volunteer at. I was

going to do the Habitat for Humanity and then I'm thinking, you know, you really aren't going to learn a whole lot on that one. But that would have been acceptable.

I went in and I told him. I was straight out honest, because like I said he wasn't contacted by Ms. (Social Work Instructor). I was straight out honest, I only need 25 hours. That's probably all I'll give you and then I'll come back and do 25 more if I take her next course, or another service learning course. And, he told me, o.k., he goes, "That's fine any help we can get around here, you know, we will. We're willing to take it." And, he asked me how I wanted to do it. He say's, "Do you have a particular interest?" Like, there's Family Advocacy, which deals with domestic violence, there's EFMP, which deals with disability services, there's a Lending Closet, you know, for people coming in and their household goods aren't in yet. They can borrow pots and pans and baby cribs and, you know, whatever else. And he goes, "Where do you...", and then there's a front desk reception area, "where do you want to work?" And I said, well, I want to work them all. And he goes, "Fine, then divide up your time, how many hours you think you can do, and I'll slot you in each." You know, for that amount of time. So he introduces me as a student intern versus a volunteer. So that

people realize that I've got the flexibility to be what I want to suit my learning needs.

Since now I already know that I'm pretty much going to be needing to look for a site every semester, uh, I'm already looking ahead.

So, I'm already thinking ahead of what I plan to do every semester. Ms. (Social Work Instructor) said there's a internship that people are eligible for to do in Washington D. C. for the summer, for social policy, social worker. I'm definitely going to put myself up for that. I would like to do that.

Customer Orientation

As more active participants in the educational process, students have higher expectations of institutions of higher education and their faculty members. In this environment of hyper-consumerism, students also want to be treated like customers.

I mean we pay good money so that, o.k. so it's not a lot of money, but nonetheless, you know, you are there, you know, to serve me. I am your customer. You know, in a sense. Because that's just the way I've always looked at everything. You know they're getting paid.

Last year I went in fresh. I knew nobody, I knew no professors, I knew nothing. I happened to luck out with the professors that I had but then from the beginning I said, hey I'm your student, I'm here to learn from you, you're here to teach me. If I'm not learning it's not, you're doing something that is not right. Because I'm not stupid.

Quantitative Findings

The quantitative findings are based on the results of the analysis of variance (ANOVA) for each domain. The ANOVA was used to determine if there were significant differences in each of the six domains before and after the students' service-learning experience. The results of the ANOVA found that out of the six domains, only the academic and career domains were significant at the .05 level of significance. However, it is important to note that the civic and ethical domains had directional significance (refer to Table 5 on the following page).

TABLE 5**ANOVA RESULTS FOR STUDENT SURVEY OUTCOMES FOR PRE- AND
POST SURVEY ON SIX DOMAINS**

Domain	Sum of Squares/ Source of Variation		Degrees of Freedom	F	ETA Square	Mean Square	Prob.
Academic	Between	75.242	4	8.156	.803	18.811	.006
	Within	18.450	8				
	Total	93.692	12				
Career	Between	24.641	6	4.348	.813	4.107	.048
	Within	5.667	6				
	Total	30.308	12				
Ethical	Between	43.595	7	1.343	.610	6.228	.368
	Within	27.883	6				
	Total	71.429	13				
Social	Between	3.000	3	.179	.071	1.000	.907
	Within	39.000	7				
	Total	42.000	10				
Personal	Between	66.167	7	.391	.406	9.452	.869
	Within	96.750	4				
	Total	162.917	11				
Civic	Between	52.062	7	.385	.653	7.432	.385
	Within	27.692	5				
	Total	79.692	12				

Thus, those Introduction to Social Work students engaged in service-learning showed significant gains in developing more positive attitudes and motivation toward school and learning as well as changes in their formulation of career plans and emphasis on finding a career that was personally rewarding and/or beneficial to others (refer to the enumerated listing cited earlier which contains the constructs measured within each domain). These results were significant at the .05 level of significance for two of the six educational domains (academic and career). While it is not known what caused these differences, there is some indication that

the engagement of these students in service-learning provided them with positive academic and career outcomes. These results are consistent with the six themes and twenty subthemes that emerged from the qualitative data analysis (discussed earlier).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS AND CONCLUSION

This examination utilized student experiences and perspectives to determine the impact that a service-learning course had on a diverse group of community college students. The researcher originally sought to determine whether a community college service-learning course changed students' perceptions of those from different ethnicities and races and assisted in facilitating intergroup relations. However, as discussed later in this chapter, service-learning facilitated more than intergroup relations.

To examine this question, the researcher utilized a mixed qualitative/quantitative study. The researcher sought to collect a wide range of data from a variety of data sources by using both qualitative and quantitative approaches. Hence, this mixed-method inquiry combined different methods to gather different kinds of information. Multiple data sources, including individual interviews, participant observations, a pre- and post-survey, and artifacts revealed the students' perceptions with regard to the service-learning pedagogy. Chapter Four described the themes that emerged from this mixed qualitative/quantitative examination. In this final chapter, results from the examination are summarized. In addition, implications raised by the study, recommendations for the institution, and directions for further study are presented.

Summary of the Findings

As discussed in Chapter Four, six broad themes emerged inductively from student interviews and an analysis of artifacts. The following section addresses those six themes: *bringing the book to life, career development, competing pressures and perseverance, a helping hand and a full heart- connection with service agency population, dealing with difference, and educational navigator*. These findings are analyzed in this section.

Bringing Book To Life

As an instructional pedagogy, service-learning seeks to enhance what is taught in school by extending student learning beyond the walls of the classroom and into the community. Thus, service-learning seeks to breathe life into the one-dimensional textbooks that generations of students have used, encouraging students to use their senses in a multidimensional world. In this examination, the researcher discovered that service-learning provides students with real world applicability to theoretical constructs. Service-learning allows students to actively use and directly experience concepts or terms that were cited in the textbook and discussed in class. Service-learning also gives students a voice by allowing them to share their experiences and stories with their peers in class and demonstrating to students that their own ideas and experiences and those of their peers have merit and are worth discussing. However, while service-learning gives voice to student ideas and experiences, it may challenge the traditional concept of what constitutes course

content and the transmission of knowledge during the course. Hence, a faculty member must be adept at providing the necessary direction and structure throughout the term of the course. This point also confirms the need for a strong professional development component to assist in the integration of service-learning at an institution (discussed later in Recommendation Four).

Career Development

Service-learning is often promoted as a type of an internship strongly linked to course content. That was the case in this examination where many students viewed service-learning as an ideal method to orient themselves or other students to the social work profession. This was useful because many of the student participants were interested in social work, which was attributed to the relevance of the coursework and the perceived marketability of the major. However, in this context, a limited scope may be envisioned for the service-learning pedagogy as useful only for majors related to the “helping professions” such as education, nursing, or social work.

Competing Pressures and Perseverance

The service-learning pedagogy involves a greater commitment of time from students and faculty members. The increased time commitment poses a challenge for college students, particularly community college students. Students in this examination had to deal with many other commitments (i.e. children, spouses, work). Thus, college was just one of several other activities competing for their

energy and time. For some individuals, college was not even the most important commitment. Faced with these conflicting demands, the biggest challenge students faced was finding time to volunteer at their service-learning site. Students, however, were creative in the strategies they employed to meet competing personal demands.

A Helping Hand and a Full Heart: Connection with Service Agency

Population

To assist students, the social work instructor provided a list of possible service-learning sites at the start of the semester. All student participants, however, selected their site and/or population based on a personal connection they had to the particular agency or the cause or population for that agency. Thus, personal considerations guided the selection of their service-learning site. The time invested by student participants had several benefits, one of those was a positive service-learning experience. As a result of these positive experiences, students displayed a concern for the needs of their particular population and began to view them as a valuable resource. A key assertion of the service-learning pedagogy is that an exchange occurs between the student and the client. This assertion was supported by student participants in this examination. Service-learning is viewed as a strategy to improve intergroup relations. However, the researcher discovered that students might be unwilling to move beyond their comfort zone and select a site where they would interact with people different from themselves without some direct

intervention from the instructor. Which, by design, did not occur in this examination. Several students commented that they were often reluctant to select a site where they would have to interact with people different from themselves. Nevertheless, students still had to confront issues of diversity (cultural, ethnic/racial, linguistic) at their service-learning site.

Educational Navigator

Service-learning is viewed as a pedagogy that involves several different actors, not only students and their instructors but also agency personnel and clients. In this examination, several students served as the navigator of their own learning path with facilitation by faculty, site supervisors and other appropriate individuals. As an educational navigator, students were very adept at selecting a service-learning site that would not only fulfill class requirements but also assist in learning more about their particular population of interest and determine whether they enjoyed helping people. Some students even began searching for and selecting sites for the following term during this examination. A more active role for students, however, had several consequences. For example, student participants had higher expectations of institutions of higher education and their faculty members. In society's current environment of hyper-consumerism, students want to be treated like customers. The current milieu is reflected in the following statement, "I mean we pay good money...you are there, you know, to serve me."

Quantitative Findings

The quantitative findings are based on the results of the analysis of variance (ANOVA) for each of the six domains (academic, career, ethical, social, personal, and civic). The results of the ANOVA found that out of the six domains, only the academic and career domains were significant at the .05 level. Thus, those Introduction to Social Work students engaged in service-learning showed significant gains in developing more positive attitudes and motivation toward school and learning (academic domain) as well as changes in their formulation of career plans and emphasis on finding a career that was personally rewarding and/or beneficial to others (career domain). The ANOVA also found directional significance for the civic and ethical domains. Thus, students registered modest gains in their awareness of societal issues and willingness to take an active role in their community (civic); as well as their attitude toward standing up for what is right, and distinguishing between right and wrong (ethical). These results are encouraging and are consistent with the six themes and twenty subthemes that emerged from the qualitative data analysis (discussed in Chapter 4).

Conclusion

The researcher utilized student experiences and perspectives, through a mixed qualitative/quantitative study, to determine the impact that a service-learning course had on a diverse group of community college students. The researcher originally sought to determine whether a community college service-learning course changed students' perceptions of those from different ethnicities and races and assisted in facilitating intergroup relations. However, as discussed in Chapters 4 and 5, the service-learning experience resulted in several significant outcomes for the examined community college students. In particular, this examination revealed that service-learning facilitated a more active role for students in their studies and community.

In this study, six broad themes emerged inductively from student interviews and an analysis of artifacts (as displayed in Table 3). These six themes include: *bringing the book to life, career development, competing pressures and perseverance, a helping hand and a full heart- connection with service agency population, dealing with difference, and educational navigator*. In turn, these six themes had twenty subthemes (as displayed in Table 4). In an effort to obtain a uniform quantitative data set, the researcher received permission to administer two attitudinal surveys to students enrolled in both Introduction to Social Work sections (n=24). The attitudinal surveys, created by Andrew Furco during his doctoral dissertation research, allowed for a uniform quantitative analysis of student

outcomes across six developmental domains (academic, career, personal, social, civic, and ethical development). The attitudinal survey contains items that included demographic questions, assessed students' attitudes towards school, their community, themselves, the six developmental domains and some open ended questions. The pre-test (Appendix D) was administered at the start of the term, before the students engaged in their service activity. While, the post-test (Appendix E) was administered at the time students were ending their service experience. An analysis of variance (ANOVA) was then conducted to determine if there was a significant improvement in any of the six domains as a result of the semester-long service-learning experience.

The results of the ANOVA found that out of the six domains, only the academic and career domains were significant at the .05 level. Thus, those Introduction to Social Work students engaged in service-learning showed significant gains in developing more positive attitudes and motivation toward school and learning (academic domain) as well as changes in their formulation of career plans and emphasis on finding a career that was personally rewarding and/or beneficial to others (career domain). The ANOVA also found directional significance for the civic and ethical domains. Thus, students registered modest gains in their awareness of societal issues and willingness to take an active role in their community (civic); as well as their attitude toward standing up for what is

right, and distinguishing between right and wrong (ethical). These results are encouraging and are consistent with the six themes (*bringing the book to life, career development, competing pressures and perseverance, a helping hand and a full heart- connection with service agency population, dealing with difference, and educational navigator*) and twenty subthemes that emerged from the qualitative data analysis. In particular, qualitative and quantitative data analysis revealed that service-learning positively impacted students' understanding of relevance of academic content (qualitative- *bringing book to life* and *educational navigator*; quantitative- academic domain) and career development (qualitative- *career development*; quantitative- career domain).

Implications

The results of this examination hold several implications for community colleges. As demonstrated earlier, the service-learning pedagogy is effective in shaping positive learning experiences for students. In particular, service-learning positively impacted students' understanding of relevance of academic content and career development, connection to population and facilitated a more active role for students in their studies and community. These findings should be welcomed by institutions of higher education under increasing pressure by the general public and public agencies to positively engage students.

The success of service-learning, and other non-traditional modalities such as learning communities, demonstrates the limited effectiveness of the traditional role of the faculty member passively lecturing to students in class. These non-traditional modalities call on faculty to serve as a master to apprentice by demonstrating to students how to use human and technological resources to solve problems. It is important to recognize that through service-learning several individuals are involved in the educational enterprise. Thus, faculty must be willing to draw on community representatives (service-learning site personnel and clients) as partners in the educational process. Thus, students will interact with many individuals to be able to connect their service-learning experience to course content.

A related implication is the expanded role students' play in the service-learning pedagogy. As discovered in this examination, students serve as the navigator of their own learning path (with support from faculty and other appropriate individuals). Students who came to this realization were active and adept in selecting a service-learning site that would provide a meaningful experience as well as help them fulfill class requirements. A third implication of this examination highlights the need for connecting not only colleges with communities but students with course content. Service-learning is an experiential modality that breathes life into one-dimensional textbooks by providing real world applicability to theoretical constructs. Thus, service-learning allows students to

actively use as well as directly experience a concept that may have been cited in the textbook. This finding is particularly relevant considering Schroeder's contention (as cited Levine and Cureton, 1998) that students value the immediate and the practical with a focus on the physical world.

The final implication of this examination focuses on dealing with difference. Although service-learning has been identified as a medium to facilitate intergroup relations it is apparent that faculty will need to take an active role to encourage students to select a site where they would interact with people different from themselves. As demonstrated in this examination, without faculty intervention students may be unwilling to move beyond their comfort zone and select such a site. It is important to note, however, that in our diverse society students still had to confront issues of diversity.

Recommendations

The following recommendations are drawn from results of the examination. Each recommendation is aimed at integrating service-learning into the instructional fabric of the examined institution and other institutions of higher education throughout the nation.

Recommendation One: The researcher recommends that the college utilize the talents of current faculty service-learning advocates to encourage more faculty to implement this non-traditional instructional pedagogy. This approach will assist in the integration of service-learning beyond disciplines such as education, nursing and social work to others such as English, chemistry or mathematics. Service-learning can and should be integrated into any instructional program.

Recommendation Two: The researcher recommends that the college explore the possibility of providing additional academic credit options for service-learning. Several students commented on the increased demands of service-learning courses when compared to non-service-learning courses. In fact, one student participant mentioned that additional academic credit might be necessary because a service-learning course may involve the same amount of reading and coursework in addition to service-learning hours. Several institutions have addressed this concern by providing students with a 3+1 option whereby students may take a service-learning course and receive an additional hour of credit for their service-learning experience.

Recommendation Three: It is recommended that service-learning courses be designated as such in the course schedule. Several students registered for the Social Work course and then withdrew because of the service-learning requirement.

Designating service-learning courses in the schedule would provide students with advanced notice and minimize student course changes benefiting students, faculty and staff.

Recommendation Four: Institutions utilizing service-learning should provide a comprehensive faculty development program. The key to the integration of service-learning in the curriculum lies with the faculty. Thus, institutions should provide faculty development activities such as peer mentors, workshops, and resource materials (i.e. sample service-learning syllabi). Incentives such as course release time to revise curriculum would also facilitate faculty participation.

Recommendation Five: Although institutional resources are often tight, the researcher recommends that service-learning be funded through regular institutional funds. The Alamo Community College District recently received a three-year federal grant for service-learning activities. The institution, however, should provide additional financial resources to enhance the viability of this endeavor. In addition, the use of these funds would assist in the institutionalization of service-learning once grant funding ends and demonstrate to the college community that this instructional methodology merits institutional support.

Directions for Further Study/Limitations of the Study

The purpose of this examination was to determine the impact that a service-learning course had on a diverse group of community college students. The evidence of this study appears to support the hypothesis that service-learning can change student attitudes in several domains. However, because of the limitations of this study, further research needs to occur to determine if these results are accurate.

- The single case study approach limits the generalizability of this study's findings. To be able to generalize the results, further research needs to take place at other institutional settings. A cross-case analysis of service-learning classes conducted simultaneously at several community colleges might provide additional data to determine the impact of this pedagogy.
- The changes that have occurred might be short term. It is not known what will happen after the students are not enrolled in service-learning courses. To determine whether service-learning has a lasting impact, a follow-up study may need to be conducted one to five years after the original examination.
- There is a need to study larger sample sizes because this will allow for less error in the statistical analysis. This examination surveyed students enrolled in two Introduction to Social Work course sections. Both of these course sections enrolled approximately forty total students at the beginning of the semester. However, the number of enrolled students decreased as the semester

progressed. Attrition impacted the number of students that were able to complete both the pre- and post-survey. Thus, the researcher was only able to analyze the survey results of between eleven through fourteen students (depending upon the question and domain) because these were the only individuals who completed both the pre- and post-survey and the appropriate questions.

- Another examination could study students enrolled in a different type of course. The researcher examined students enrolled in a Social Work survey course. This discipline may lend itself to the service-learning pedagogy. Another researcher might study students engaged in service-learning in another discipline such as English or mathematics.
- There is a need for more research related to the service-learning pedagogy. Researchers and practitioners (Furco, 1997; Jacoby, 1996; Myers-Lipton, 1996) have asserted that the service-learning pedagogy is characterized by a conspicuous lack of theory. Hence, a need exists to explore and describe the phenomenon, to develop theory, and to document the impact of the service-learning pedagogy on students, particularly at the community college. The research that does exist is largely anecdotal, conducted by individuals involved in the programs themselves. Cognizant of this need, the Corporation for National Service initiated the National Service Fellows Program in 1997. The Fellows Program provides individuals with a sizable stipend to conduct year-

long research projects. This program is one of several currently available to initiate a service-learning research agenda.

APPENDICES

APPENDIX A: Cover Letter & Informed Consent Form

You are invited to participate in a study examining the role of service-learning in promoting intergroup relations. My name is Ruben Michael Flores. I am a graduate student in Educational Administration at the University of Texas at Austin. This study is being conducted as research for my dissertation. I hope to learn how a community college service-learning course can improve intergroup relations among students of different ethnic and racial backgrounds. You were selected as a possible participant in this study because you are currently enrolled in your first service-learning course and are serving in a site where a majority of the clients are of a different ethnicity and/or race. You are one of four participants chosen for this study.

If you decide to participate, I will conduct a series of three individual interviews with you, each lasting approximately sixty minutes. Remember, you do not have to answer every question. All interviews will be tape recorded and transcribed (tapes will be kept for information verification during and after the study). You will be provided with a copy of the transcription after each interview and will have the opportunity to correct, clarify, or expand your responses.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will only be disclosed with your permission.

Your decision whether or not to participate will not affect your class standing or grades with San Antonio College or future relations with The University of Texas at Austin. If you decide to participate, you are free to discontinue participation at any time.

If you have any questions, please ask me. If you have any questions later, you may contact my faculty sponsor, Dr. William Moore Jr., or me at the address or phone number listed below.

Ruben Michael Flores
4807 Fairford
San Antonio, TX 78228
(210) 682-6776 (home)
(210) 921-5302 (office)

Dr. William Moore
A.M. Aikin Regents Chair
Community College Program
Educational Administration
The University of Texas at Austin
Austin, TX 78712-1293
(512) 471-7545

You may keep a copy of this form.

I agree to participate in this study and give my permission for the interviews to be tape recorded.

Signature of Participant

Date

APPENDIX B: Interview Guide for Case Study Participants

1. Introduction and university affiliation.

Hi, my name is Ruben Michael Flores and I am a Ph.D. candidate at the University of Texas at Austin. Followed by a brief background of my training, experiences, and personal interest in this study.

2. Explain my research

I am interested in examining, Whether a community college service-learning course can improve intergroup relations among students of different ethnic and racial backgrounds? Particular attention will be given to the experiences of four community college students at they progress through a semester-long service-learning course.

3. The interview process

The questions that I am going to ask you will involve some questions pertaining to the areas I just mentioned, and it will require approximately 60 minutes of your time. There are no right or wrong answers, I just would like to learn your perspective.

4. Assure anonymity.

Your name will remain anonymous so please be as candid as you can in your responses. Do you have any questions before we begin?

5. Ask permission to tape record the interview.

To accurately capture your thoughts and help me summarize this interview would you mind if I tape record our conversation? Thank you.

Note: Questions in *italics* indicate probes to request further information if some items are not mentioned spontaneously. For example, if I would like to know more about something that has been mentioned I could ask: “You mentioned _____ could you please tell me more about that?”

APPENDIX C: Handout for Case Study Participants

STUDENT PERCEPTIONS OF SERVICE-LEARNING IN THE COMMUNITY COLLEGE

by

Ruben Michael Flores

Abstract

The goal of this study is to examine whether a community college service-learning course can improve intergroup relations among students of different ethnic and racial backgrounds? Particular attention will be given to the experiences of four community college students as they progress through a semester-long service-learning course.

Problem Statement

United States Census Bureau projections predict that Whites' share of the population should decline from 75% in 1990 to 72% in 2000 and 68% in 2010. Continuation of this trend will result in a vastly different America. Thus, mechanisms must be employed to facilitate cooperation and support among and across people from different ethnic and racial groups. This examination seeks to determine if service-learning, an instructional methodology by which students learn and develop through active participation in organized service experiences, is such a mechanism. Thus, the research rests on the following question: Can a community college service-learning course improve intergroup relations among students of different ethnic and racial groups?

APPENDIX D: Student Service Learning Pre-Test

This survey is designed to measure general attitudes and perceptions of San Antonio College students. As part of this study, we would like to know about your experiences and opinions now as well as at a later date. This information will be useful in understanding and later enhancing service-learning programs.

Your responses will be kept confidential. Your name will not be connected to specific results of the survey.

Directions:

- Please respond as honestly as possible.
- Answer each question according to how you are feeling at this moment.
- Don't spend too much time on each question
- If you are not sure what is being asked, please raise your hand and your instructor can assist you.
- Complete all parts of the survey.

Section I

1. Write your birthdate in numbers in the space below:
 - __/__/__ (month/day/year)
2. Write your initials (first and last) in the two spaces below:
 - ____

First letter of first name and first letter of last name

3. Your gender: Male____Female_____.
4. Your ethnicity (please check all those that apply):
 - African American ____
 - Asian American/ Pacific Islander ____
 - Latino/Latina ____
 - Native American/ Alaskan Native ____
 - Caucasian (non-Latino/a) ____
 - Other (Specify)_____

5. Year in School (1st, 2nd, 3rd, 4th, etc.) : _____

6. Major(s): _____

Section II.

1. Approximately, how many hours per week are you currently involved in the following:

- a. part time employment: _____ hours per week
- b. non academic, SCHOOL RELATED activities (e.g. sports, band, choir, newspaper, student government, clubs, etc.): _____ hours per week (Do not include part time employment).
- c. outside (NON-SCHOOL RELATED) activities, such as community service, religious affiliated related activities, etc. _____ hours per week (Do not include part-time employment).

2. What are your current career goals? _____

3. Did you vote in the last state and/or national elections?

Yes___ No___ Not Citizen___ Not old enough___

Section III

Please indicate how important the following are to you personally (1=not important, 2=somewhat important, 3=important, 4=essential). Circle only one number for each statement.

	Not important	Somewhat important	Important	Essential
1. Becoming involved in a program to improve my community	1	2	3	4
2. Working toward equal opportunity (e.g., social, political) for all people	1	2	3	4
3. Volunteering my time helping people in need	1	2	3	4
4. Giving some of my income to help those in need	1	2	3	4
5. Finding a career that is helpful to others and useful to society	1	2	3	4

Section IV

Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). Circle only one number for each statement.

	Strongly disagree	Disagree	Agree	Strongly agree
1. I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4
2. I feel comfortable around people from different ethnic and racial groups.	1	2	3	4
3. I am not concerned about the impression that I make on other people	1	2	3	4
4. I am motivated by courses that contain hands on applications of theories to real life situations.	1	2	3	4
5. Everyone should find time to contribute to their community.	1	2	3	4
6. I feel uncomfortable presenting/speaking in front of a group of individuals in positions of authority.	1	2	3	4
7. I feel that I can have a positive impact on the community in which I live.	1	2	3	4
8. Working on group projects is more rewarding than working on individual projects.	1	2	3	4
9. I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested.	1	2	3	4
10. I learn course content best when connections to real life situations are made.	1	2	3	4
11. People's jobs are much harder than they look.	1	2	3	4
12. I have very little influence over the things that happen to me.	1	2	3	4
13. I believe in standing up for what is right, regardless of what other people think.	1	2	3	4
14. I feel that I can have a positive impact	1	2	3	4

on local social problems.

15. I feel I possess the necessary personal qualities (e.g., responsibility, manners, etc.) to be a successful career person.	1	2	3	4
16. When a course is relevant to my life, I learn more.	1	2	3	4
17. I can't do much to affect other people's ethnic and racial prejudices.	1	2	3	4
18. On the whole, I am satisfied with myself (e.g., academic performance, personality, looks).	1	2	3	4
19. While working on a group project, I can easily accept others' criticism of my work.	1	2	3	4
20. When I see something wrong or unfair happening to someone else, I usually try to do something about it.	1	2	3	4
21. I usually feel uncomfortable initiating conversations with people whom I do not know.	1	2	3	4
22. The things I learn in my courses are useful in my life.	1	2	3	4
23. Performing community service in my local community is easy.	1	2	3	4
24. I know how to approach a supervisor or boss to discuss an important matter.	1	2	3	4
25. I think the community in which I live feels that young people do not have much to offer.	1	2	3	4
26. I believe that if everyone works together, many of society's problems can be solved.	1	2	3	4
27. For a job, having good personal skills (e.g., promptness, responsibility, integrity, etc.) is just as important as having good job-specific skills.	1	2	3	4
28. I can learn something new from people of a different ethnic or racial group.	1	2	3	4

- | | | | | |
|---|---|---|---|---|
| 29. I do not feel well prepared for the world after attending community college (e.g. attending a University, employment, etc). | 1 | 2 | 3 | 4 |
| 30. Most misfortunes that occur to people are often the result of circumstances beyond their control. | 1 | 2 | 3 | 4 |

Section Va.

Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

- | | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. In general, my courses at SAC have prepared me well for a future career. | 1 | 2 | 3 | 4 |
| 2. In general, my courses at SAC provide the necessary work-related skills to be a successful career person. | 1 | 2 | 3 | 4 |
| 3. In general, my courses at SAC should do a better job at preparing me for my future career. | 1 | 2 | 3 | 4 |

Section Vb.

Please respond to the following questions. (1=never, 2=sometimes, 3=usually, 4=always).

- | | Never | Sometimes | Usually | Always |
|--|-------|-----------|---------|--------|
| 1. How often does what you learn in your courses relate to your life outside of college? | 1 | 2 | 3 | 4 |
| 2. How often do your courses make you think about things in new ways? | 1 | 2 | 3 | 4 |
| 3. How often do you discuss with your friends the information taught in your courses? | 1 | 2 | 3 | 4 |

4. Complete the following sentence by checking only ONE answer:

I LEARN BEST BY:

- seeing, reading, and visualizing information (visual learner)
- hearing information (auditory learner)
- verbalizing the information aloud (verbal learner)
- touching and manipulating objects (tactile learner)
- moving and physically walking through scenarios (kinesthetic learner)
- doing and experiencing (experiential learner)
- other (Please specify): _____

5. Would you be interested in being interviewed three times during the semester to discuss your service-learning experience?

Yes ___ No ___

Thank you for your time!

APPENDIX E: Student Service Learning Post-Test

This survey is designed to measure general attitudes and perceptions of San Antonio College students. As part of this study, we would like to know about your experiences and opinions now as well as at a later date. This information will be useful in understanding and later enhancing service-learning programs.

Your responses will be kept confidential. Your name will not be connected to specific results of the survey.

Directions:

- Please respond as honestly as possible.
- Answer each question according to how you are feeling at this moment.
- Don't spend too much time on each question
- If you are not sure what is being asked, please raise your hand and your instructor can assist you.
- Complete all parts of the survey.

Section I

1. Write your birthdate in numbers in the space below:

- __/__/__ (month/day/year)

2. Write your initials (first and last) in the two spaces below:

- ____

First letter of first name and first letter of last name

3. Your gender: Male ___ Female ___.

4. Your ethnicity (please check all those that apply):

- African American ___
- Asian American/ Pacific Islander ___
- Latino/Latina ___
- Native American/ Alaskan Native ___
- Caucasian (non-Latino/a) ___
- Other (Specify) _____

5. Year in School (1st, 2nd, 3rd, 4th, etc.) : _____

6. Major(s): _____

Section II

1. What are your current career goals? _____

2. Did you intend to vote in the next state and/or national elections?

Yes___ No___ Not Citizen___ Not old enough___

Section III

Please indicate how important the following are to you personally (1=not important, 2=somewhat important, 3=important, 4=essential). Circle only one number for each statement.

	Not important	Somewhat important	Important	Essential
1. Becoming involved in a program to improve my community	1	2	3	4
2. Working toward equal opportunity (e.g., social, political, vocational) for all people	1	2	3	4
3. Volunteering my time helping people in need	1	2	3	4
4. Giving some of my income to help those in need	1	2	3	4
5. Finding a career that is helpful to others and useful to society	1	2	3	4

Section IV

Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). Circle only one number for each statement.

	Strongly disagree	Disagree	Agree	Strongly agree
1. I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4
2. I feel comfortable around people from different ethnic and racial groups.	1	2	3	4
3. I am not concerned about the impression that I make on other people	1	2	3	4
4. I am motivated by courses that contain hands on applications of theories to real life situations.	1	2	3	4
5. Everyone should find time to contribute to their community.	1	2	3	4
6. I feel uncomfortable presenting/speaking in front of a group of individuals in positions of authority.	1	2	3	4
7. I feel that I can have a positive impact on the community in which I live.	1	2	3	4
8. Working on group projects is more rewarding than working on individual projects.	1	2	3	4
9. I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested.	1	2	3	4
10. I learn course content best when connections to real life situations are made.	1	2	3	4
11. People's jobs are much harder than they look.	1	2	3	4
12. I have very little influence over the things that happen to me.	1	2	3	4

13. I believe in standing up for what is right, regardless of what other people think.	1	2	3	4
14. I feel that I can have a positive impact on local social problems.	1	2	3	4
15. I feel I possess the necessary personal qualities (e.g., responsibility, manners, etc.) to be a successful career person.	1	2	3	4
16. When a course is relevant to my life, I learn more.	1	2	3	4
17. I can't do much to affect other people's ethnic and racial prejudices.	1	2	3	4
18. On the whole, I am satisfied with myself (e.g., academic performance, personality, looks).	1	2	3	4
19. While working on a group project, I can easily accept others' criticism of my work.	1	2	3	4
20. When I see something wrong or unfair happening to someone else, I usually try to do something about it.	1	2	3	4
21. I usually feel uncomfortable initiating conversations with people whom I do not know.	1	2	3	4
22. The things I learn in my courses are useful in my life.	1	2	3	4
23. Performing community service in my local community is easy.	1	2	3	4
24. I know how to approach a supervisor or boss to discuss an important matter.	1	2	3	4
25. I think the community in which I live feels that young people do not have much to offer.	1	2	3	4
26. I believe that if everyone works together, many of society's problems can be solved.	1	2	3	4
27. For a job, having good personal skills (e.g., promptness, responsibility, integrity, etc.) is just	1	2	3	4

as important as having good job-specific skills.

28. I can learn something new from people of a different ethnic or racial group.	1	2	3	4
29. I do not feel well prepared for the world after attending community college (e.g. attending a University, employment, etc).	1	2	3	4
30. Most misfortunes that occur to people are often the result of circumstances beyond their control.	1	2	3	4

Section Va.

Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

	Strongly disagree	Disagree	Agree	Strongly agree
1. In general, my courses at SAC have prepared me well for a future career.	1	2	3	4
2. In general, my courses at SAC provide the necessary work-related skills to be a successful career person.	1	2	3	4
3. In general, my courses at SAC should do a better job at preparing me for my future career.	1	2	3	4

Section Vb.

Please respond to the following questions. (1=never, 2=sometimes, 3=usually, 4=always).

	Never	Sometimes	Usually	Always
1. How often does what you learn in your courses relate to your life outside of college?	1	2	3	4
2. How often do your courses make you think about things in new ways?	1	2	3	4
3. How often do you discuss with your	1	2	3	4

- friends the information taught in your courses?
4. In your opinion, what was the best thing about this class?

Section Vc.

For the next question, circle one number for row A and one number for row B.

In comparison to your other college classes, the class you are currently in was:

- | | | | |
|----|----------------------------|---------------------|-----------------------|
| A) | Much Less Interesting
1 | About the Same
2 | More Interesting
3 |
| B) | Much Less Useful
1 | About the Same
2 | Much More Useful
3 |

Section VI

Please indicate how strongly you agree or disagree with each statement. (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

Begin each sentence with:

THE COMMUNITY SERVICE COMPONENT OF THIS CLASS:

	Strongly disagree	Disagree	Agree	Strongly agree
1. Helped me better understand people from backgrounds different than my own.	1	2	3	4
2. Provided me with the skills to get a good job.	1	2	3	4
3. Helped me decide what I want to do as a career.	1	2	3	4
4. Made me feel worse about myself.	1	2	3	4
5. Helped me like college more.	1	2	3	4
6. Made me feel included, as though I belong to the group.	1	2	3	4
7. Helped me feel like I can make a difference in the world.	1	2	3	4
8. Helped me learn more about myself.	1	2	3	4
9. Made me want to learn more.	1	2	3	4

10. Improved my relationship with adults.	1	2	3	4
11. Made me more afraid of my future.	1	2	3	4
12. Helped me better learn the various subjects I have taken in college.	1	2	3	4
13. Made me feel more in control of my future.	1	2	3	4
14. Made learning more interesting.	1	2	3	4
15. Made me want to take better care of others.	1	2	3	4

Section VII

1. What was the name of the community agency in which you served?
(Optional)

2. What type of service did you perform?

3. Do you plan to continue your volunteer work with this agency?

Yes___ No___

4. Do you plan to continue to volunteer in your community in the future?

Yes___ No___

Thank you for your time!

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