IDENTIFICATION OF CORE GOALS AND RELATED OUTCOME MEASUREMENTS FOR THE DEVELOPMENT OF COMMUNITY SERVICE-LEARNING PROGRAMS IN SELECTED INSTITUTIONS OF HIGHER EDUCATION

A Dissertation

by

JON K. PRICE

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2008

Major Subject: Educational Administration

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Approved by:

Chair of Committee,	John Hoyle
Committee Members,	Christine Stanley
	Kelli Peck-Parrott
	Ben Welch
Head of Department,	Jim Scheurich

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ABSTRACT

Identification of Core Goals and Related Outcome Measurements for the Development of Community Service-Learning Programs in Selected Institutions of Higher Education.

(December 2008)

Jon K. Price, B.A., The University of New Mexico;

Ed. M., Harvard University

Chair of Advisory Committee: Dr. John Hoyle

The purpose of this study was to identify important educational goals and valid and feasible outcome measures that could be used in the design and development of campus based service-learning programs. The study was designed to utilize the consensus of a panel of experts responsible for the administration notable college or university campus-based service-learning programs. In addition to responding to questionnaires that indicated the perceived importance of the identified goals, followed by the validity and feasibility of the identified outcome measures, the selected panelists were asked to identify potential problems associated with using the outcome measures. The findings may be useful in understanding which goals and outcome measures would be most valuable in the design and development of a campus based service-learning program.

Utilizing the Delphi method, three structured questionnaires designed by the researcher were used to collect responses by the identified experts. The first

questionnaire included important core goals and related outcome measures for campus-based service-learning centers as identified through an extensive review of the literature and constructed based on sequential reasoning. After each set of outcome measures, respondents were asked to evaluate each goal according to their perceived importance, and each outcome measure according to their perceived validity and feasibility using Likert-type scales. The panelists were then asked to identify potential problems associated with using the outcome measures and suggest additional outcome measures.

A second and third questionnaire was distributed to the panel members, with a summary of responses from the previous round. Panel members were asked to review their individual response in comparison to the group mean score and reevaluate their response if it fell outside the interquartile range (IQR) of the combined response ratings. Responses stabilized following round three and the process ended. Statistical analysis of inter-rater agreement and agreement between rounds was done to determine if the Delphi process was successful in promoting consensus on ratings. A final review of ratings of goals and outcome measures was used to identify the important goals and the outcome measures identified with the highest validity and feasibility ratings. In addition, panelist comments were used to interpret final ratings.

DEDICATION

This dissertation is dedicated to my family, the source of my passion, persistence and comfort.

To Jana, thank you for your faithful support and patience throughout the many years spent on this project, and the time it has taken that should have been given freely to you. You have been more of an inspiration than you will ever know, and you truly are the reason I was able to sustain and finish. "I think about the years I spent just passing through, I'd like to have the time I lost and give it back to you. Now I'm just rolling home, Into my lover's arms. This much I know is true, that God blessed the broken road, That led me straight to you…"

To Jake, Jared and Jessa, I know that one day you will change the world, because for me, you already have. Thank you for your patience and forgiveness when I was distracted, stressed and simply grumpy due to the demands on my plate.

To dad, thank you for teaching me that anything can be done with enough hard work. To mom, thank you for teaching me that anything worth doing is worth doing well. To Jana, my sister, thank you for allowing me to be myself and feel comfortable with you. Your beauty goes so far beyond your appearance.

Lastly, to my big brother Jay. It has been 20 years since you were taken from us and not a day goes by that I don't think of you. I know you must be looking out for me, because it can't be simple coincidence that my defense is on what would have been your 45^{th} birthday.

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Lastly, I would like to thank a group of colleagues who have been so supportive during this study. To my friends at The Educational Development Center, Center for Children & Technology and SRI International, Center for Technology in Learning; Dr. Vera Michalchik, Dr. Daniel Light, & Dr. Roshni Menon, Dr. Ruchi Tirumala Bhanot, and Dr. Ann House – your advise, guidance and encouragement have enabled me learn, grow and apply my new knowledge.

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CHAPTER I

INTRODUCTION

The American College or University campus is positioned to play a major role in the individual communities that serve as hosts to these institutions of higher education. One area of impact that has received increasing attention over the past several years is in the area of community service-learning. Starting with America's first institution, Harvard College, one of it's stated missions was to train clergy to minister to the needs of the community. Founded in 1636 by the Massachusetts Bay Colony, this institution also was established to educate young men to become public leaders for the young commonwealth (Birge, 2005).

Today, American colleges and universities represent a vast spectrum of efforts to instill a sense of community service in educating their students. Many campuses articulate the value of these efforts through mission statements that recognized the value of community engagement. In only two decades, Campus Compact, a consortium of university presidents has grown from three, to over 900 college and university presidents have joined (Hartley, Harkavy & Benson, 2005). Campus Compact is only one of the organizations established to make service a part of student's campus experience. Many institutions include community service as an option within a course, while others may also require students to complete service hours or service projects as part of their graduation requirements (Quezada, 2005).

The style and format for this dissertation will follow that of the *Educational Researcher*.

Although the term "service-learning" was first used in the late 1960's, the application of the ideals did not develop into an educational movement until the mid-1980's. It was the activists of the 1960's and 1970's that turned to higher education as a base to apply their interests and values. Many of the pioneers of the service-learning movement assisted in the design of an experience-based, interdisciplinary curriculum in human ecology at Cornell University emphasizing reflection and assessment of the experiences through journals (Stanton, et al., 1999). Like the Cornell program, other service-learning programs were being developed across the country at the same time. Similar programs at the University of Vermont, UCLA and others were redesigning the pedagogical ideas of service-learning as a function of higher education. (Stanton, et al., 1999).

One of the first efforts to actively define principles of practice in use by contemporary academic institutions took place in May, 1989. A meeting was coordinated by the NSEE involving consultation with more than 70 organizations interested in service and learning. Partly due to the deficiencies of early efforts to establish a sustained administrative structure, a small working group assisting the Johnson Foundation met at Wingspread in Racine, Wisconsin to compose the preamble and language of ten "Principles of Good Practice for Combining Service and Learning." The outcome was a product emphasizing program development and sustainability. (Jacoby et al, 1996). According to the Wingspread principles, as they have become known, an effective program to combine service and learning that succeeds in becoming

institutionalized within the academy follows principles that they believe are essential components of good practice:

1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. An effective program is committed to program participation by and with diverse populations. (Porter Honnet & Poulsen, 1989, p.1)

The Wingspread principles represent the beliefs of the participants of what institutional objectives should be, and present the cornerstone of this study.

In 1993 the Campus Outreach Opportunity League (COOL) developed the "Critical Elements of Thoughtful Community Service" to represent the perspective of the students who engage in community service. These elements were stated as: Community Voice, Orientation and Training, Meaningful Action, Reflection, and Evaluation (Jacoby, 1996; Campus Outreach Opportunity League, 1993).

Likewise, in 1993, Jeffrey Howard proposed in a special edition of the newly created Michigan Journal of Community Service-Learning that there is a need for increasing faculty involvement in course-embedded service-learning, a concern on the part of the faculty for academic integrity and the desire for an emphasis on assessment of learning outcomes. As a result, his book, Praxis I: A Faculty Casebook on Community Service Learning proposes the "Principles of Good Practice in Community Service-Learning Pedagogy":

1. Academic credit is to learning, not for service.
2. Do not compromise academic rigor.
3. Set learning goals for students.
4. Establish criteria for the selection of community service placements.
5. Provide educationally-sound mechanisms to harvest the community learning.

6. Provide support for students to learn how to harvest the community learning.
7. Minimize the distinction between the student's community learning role and the classroom learning role.
8. Re-think the faculty instructional role.
9. Be prepared for uncertainty and variation in student learning outcomes.
10. Maximize the community responsibility orientation of the course (Howard, 1993, pp. 5-9).

Within the Corporation for National Service, the Learn and Serve America, Higher Education Program (LSAHE) resides. This program attempts to link service and academic learning by supporting the development of service-learning programs as part of the undergraduate, graduate and professional academic programs. The goals for the LSAHE are:

1. To engage students in meeting the unmet needs of communities;
2. To enhance students' academic learning, their sense of social responsibility and their civic skills through service-learning;
3. To increase institutional support and capacity for service-learning, as manifested in the number, quality, and sustainability of opportunities for students to serve (Gray, et al, 1999, p. 7).

The numerous efforts of educational institutions, interest groups and federal agencies have provided desirable objectives for the practitioner to strive to implement. However, these objectives are perhaps more numerous than can be effectively coordinated with the limited resources that currently exist. The abundance of recommendations, when combined with the need to consider developmental theory; strategies for implementing such principles into the curriculum, connecting to the mission of the institution; and the broad administrative, organizational and policy issues associated with implementing an effective and feasible campus based service-learning program indicate that the challenges become significant at least if not overwhelming.

Statement of the Problem

Voluntarism and community service by college students is receiving more attention in American institutions of higher education today in the form of service-learning opportunities, programs and courses. Recent studies have indicated that in the past 10 years, there has been a dramatic increase in service-learning course offerings in American universities. For example, almost 30% of the approximately 6.7 million students in public and private four-year institutions of higher education report participating in a course where service was a part of the curriculum. In addition, almost half of all community colleges in the U.S. offer service-learning courses. Since its inception, the Corporation for National Service has become the largest single funding source for initiatives in elementary, secondary, and post-secondary institutions promoting service-learning (Shumer & Cook, 1999). Delve, Mintz, & Stewart, (1990)

discussed the term "service-learning", and explicated a model, but also commented upon the difficulty in defining the multiple terms in use and finding what was already being done on campuses. Although models and pedagogical principles have been identified, there is a need to understand a comprehensive strategy to better facilitate the development and sustainability of service-learning programs for the campus practitioner.

Purpose of the Study

The purpose of this study will be to identify the most important goals as well as feasible and valid outcome measures for designing an implementation structure for the administration of campus-based service-learning programs at American institutions of higher education. In addition, the study will attempt to identify potential problems associated with using these outcome measures. Exploration of the factors having an impact on campus-based service-learning programs may serve to help others effectively optimize the impact of these programs, participants and beneficiaries.

Research Questions

The study will seek to examine the following questions:

1. What are the most important core goals related to quality and effectiveness as they relate to student learning in the establishment of campus-based service-learning programs for an American institution of higher education, as perceived by academic and administrative stakeholders?

2. What outcome measures are valid and feasible to demonstrate quality and effectiveness in the establishment of service-learning programs for an American institution of higher education, as perceived by academic and administrative stakeholders?
3. What are the potential problems associated with using outcome measures in designing a campus-based service-learning program at American institutions of higher education, as perceived by academic and administrative stakeholders?

Limitations

This study has the following limitations:

1. The scope of this study will be limited to select institutions with membership in the Campus Outreach Opportunity League.
2. The results of this study only reflect the responses and the degree of commitment of the experts selected by nomination as part of the Delphi process.
3. The panel of Delphi panel respondents are composed of staff members identified as the administrator of the campus service-learning program on their campus serving within the co-curricular functions of the campus. Therefore, responses may be limited to the experts interpretation of the issues within the co-curricular scope and may not represent the curricular perspective.
4. Although the campuses selected to participate in this study account for a vast array of public and private colleges and universities with wide geographic

representation, the ability to generalize of this study may be limited to those campuses with similar characteristics as those being surveyed.

5. Clarification behind the reasoning of panel consensus could only be achieved if sufficient comments were made by panelists on each round that could provide insight into why they rated each goal or outcomes measure as they did, or why they chose to remain a dissenting opinion. Comments were to include concerns about specific outcome measures or about a group of outcome measures, responses to comments made by other panelists in previous rounds, and explanations for rating an outcome measure or goal outside the interquartile range (IQR). However, even though each round included comments, each panelist did not comment on each indicator added nor did they explain specific reasons for their scores, resulting in limited dialog between panelists, contradictory to the exchange of ideas that the Delphi method was intended to encourage. As a result, although the SD across the scores did shift, specific reasons behind the changes in scores were not included to the extent of a sufficient explanation.

Operational Definitions

For the purpose of this study, the following definitions apply:

Academic Stakeholders: the individuals (faculty) responsible for leading, directing, promoting and managing a campus-based service-learning program as part of, or in association with curricular integration.

Administrative Stakeholders: the individuals responsible for leading, directing, promoting, and managing a campus-based service-learning program.

Administrative Structure: the organizational functions required to process the direction, promotion, and management of a campus-based service-learning program.

Campus-Based: to act in collaboration and association with an institution of higher education.

Core Goal: an essential programmatic, administrative or pedagogical purpose in a community service-learning program.

Delphi Technique: a method of soliciting a consensus of expert opinion through questionnaires allowing for controlled reiterative opinion feedback.

Effectiveness: the process of producing a desired outcome in the most feasible manner.

Expert: a person who has special skill or knowledge in some particular field. In this study, an expert is deemed to be:

1) A faculty member and/or researcher recognized for their theoretical, pedagogical or developmental contributions to the knowledge and application of community service-learning.
2) An administrator of a college or university campus-based service learning program.

Feasible: a term used to describe an outcome measure that is practical to use in service-learning program. This includes consideration of effort, time, and cost of development of the center.

Important: a term used to describe a goal that, due to much significance, should be included in a service-learning program.

Organizational Management Strategies: a set of practices or procedures that have an unmitigated effect on the development of desired outcomes.

Outcome: any evidence of student behavior, attitude or skill that occurs as a result of a student's participation or enrollment in a program, course or activity.

Outcome Measure: an instrument or process that quantifies an outcome or that determines value-added to a program as a result of applied knowledge, skill or pedagogy.

Quality: a highly desirable level of successful knowledge, skills, behaviors or outcomes.

Service-Learning Program: a facility, function or activity that facilitates the combination of volunteer community service with the academic mission of an educational institution.

Standardized: a model or guideline established by a discipline for performance evaluation.

Significance of the Study

American institutions of higher education have been criticized for focusing on what is perceived to be career preparation and neglecting the students' citizenship education. By integrating service-learning into the educational curriculum, colleges and universities can prepare well-rounded civic-minded individuals (Bringle & Hatcher, 1996). Recent research indicates that institutions of higher education have the

opportunity to transmit the values of public obligation, responsibility and interpersonal skills such as leadership (Wieckwski, 1992; Eyler & Giles, 1999). One of the most effective ways colleges and universities can develop the value of public obligation and responsibility in its students is through service to others and to the community, is through involvement in service activities (Newman, Milton, & Stroud, 1985). The Higher Education Research Institute at the University of California, Los Angeles reports that participation in service show positive effects on such outcome measures as academic performance, leadership, and self efficacy (Astin, 2000).

An extensive review of the literature revealed that there are multiple program principles and assessment models of management strategies for campus-based service-learning programs. Although no two institutions are the same, an attempt to understand common goals, measured outcomes and their perceived feasibility and effectiveness may suggest that similar strategies may be appropriate for the formulation of individual service-learning programs. By studying what service-learning activities are being performed and how they are being organized, we can see a better picture of how today's institution of higher education is impacting life beyond the campus (Serow, 1991).

Recently, the term “consciousness bridge” was used to illustrate a foundation of knowledge that enable students to move from one set of knowledge to another (Jones, Gilbride-Brown, Gasiorski, 2005). Furthermore, this analogy describes the function of the bridge as not only connecting two sides but also functioning in a way that minimizes the difficulty in crossing. This “consciousness bridge” analogy goes beyond the journey students undertake and applies to the campus community service-learning practitioner as

well. It is not enough to recognize the gaps between the campus and community. Likewise it is not enough to simply recognize the gap between the curricular and co-curricular benefits available through service-learning. The connection must be made available in a way that most easily facilitates the transformation of the individual making the journey.

This study is meant to utilize the expertise of administrators and faculty recognized as experts in the field of service-learning in identifying the core goals and measured outcomes that are determined to be the most effective in the establishment of campus-based service-learning programs. These strategies may then serve as an aid for those campuses considering the development of a multi-dimensional service-learning program.

Organization of the Dissertation

This dissertation is organized into five chapters in the following manner: Chapter I contains the introduction to the study, statement of the problem, statement of the purpose, research questions to be investigated, limitations definition of terms, and a significance statement. Chapter II consists of a review of the literature concerning principles of practice and quality of higher education, methods of outcome assessment. Chapter III contains a description of the general procedure, the instruments, research methodology, and study design. Chapter IV contains the results of the study and an analysis of the results. Chapter V contains the conclusions, discussion and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The History of Service-Learning on Campus

> *Americans of all ages, all stations in life, and all types of disposition are forever forming associations. There are not only commercial and industrial associations in which all take part, but others of a thousand different types - religious, moral, serious, futile, very general and very limited, immensely large and very minute… In every case, at the head of any new undertaking, where in France you would find the government or in England some territorial magnate, in the United States you are sure to find an association.*
>
> *Alexis de Toqueville*

Effective implementation of a campus based service-learning center requires ongoing collaboration between the co-curricular, curricular and administrative functions within a campus community. To enable improve this interaction, this study was designed to identify important educational goals and valid and feasible outcome measures that could be used in the design and development of campus based service-learning programs.

Service has been discussed in American society from the earliest days of the republic. The evolution of the movement introduces new insights and perhaps pedagogy, but the core commitments and historical concepts remain. In the text Habits of the Heart, the authors re-introduced the writings of Alexis de Tocqueville whose observations and social commentary on colonial America communicated his admiration of the American relationship between self and society (Bellah, et al., 1985).

In 1858 a new college, The People's College, was built with the purpose, "…that some modification of the prevailing systems of college education in this country is demanded to enable them better to sub serve the wants of the people" (Lang, 1989).

Although The People's College had a short life, the land grant colleges and extension programs of the 1860's that followed initiated a new era of service as a component of American higher education.

At the beginning of the twentieth century educational philosopher John Dewey, expressed elements of service learning and the need for the individual's relationship with society through experiential learning. Dewey believed the "great waste" in education was that learning was not connected to the surrounding community (Dewey, 1997). Later, Dewey advocated that a school in a democratic society should itself be a democratic institution, closely connected to the community. As such, service and participatory citizenship in the school and community established the mutual exchange between the participants and the environment, learning through the transactional relationship (Dewey, [1938] 1951).

Within the contemporary institution of higher education, it was the campus-and community-based organizing initiatives of the 1960's civil rights' movement and War on Poverty that introduced student activists and "humanistic" educators to an idea that action in communities and structured learning could be combined for a more relevant education for students (Stanton, et al., 1999). However, according to Jane Kendall, a recognized pioneer in the efforts of experiential education, there were three main reasons these early efforts failed:

1. Most of the programs were not integrated into the central mission and goals of the schools and agencies where they were based…

2. Those in the community service movement learned several important programmatic lessons about the balance of power and the pitfalls of "helping others" or "doing good."…

   Paternalism, unequal relationships between the parties involved, and a tendency to focus only on charity - "doing for" or "helping" others - rather than on supporting others to meet their own needs all become gaping pitfalls for program after well-intentioned program…
3. We learned that while it sounds great to help young people learn through service experiences in the community, the service experience does not ensure that either significant learning or effective service will occur (1990, pp. 8-10).

Kendall, the former executive director of the National Society for Experiential Education (NSEE), notes that there is a difference between efforts of charity and effective service-learning programs that help the participants see their efforts in the larger context of social justice and social policy. Just because an individual volunteers in a soup kitchen, doesn't mean he/she understands the context of hunger and those in need (Kendall, 1990).

To address the "paternalistic" approach of these early efforts, the Southern Regional Education Board (SREB) established the earliest definition of service-learning as "…the accomplishment of tasks that meet genuine human needs in combination with conscious educational growth…" (Stanton, et al., 1999, p. 2). One of the SREB practitioners, Robert Sigmon, also considered a pioneer in the service-learning field,

began his career as a missionary and later in community development efforts in the Oak Ridge region of Tennessee. His efforts emphasized support for people who address their own needs over the purpose of charity. As a result, in 1979 he developed the "three principles for service-learning" which are recognized as one of the earliest efforts to establish an administrative structure in combining service and learning. These principles are:

1. Those being served control the services provided.
2. Those being served become better able to serve and be served by their own actions.
3. Those who serve are also learners and have significant control over what is expected to be learned (Stanton, et al, 1999, p.3).

Like the American education institutional evolution in the field of service-learning, the federal government has implemented multiple initiatives that have affected volunteer community service and service-learning efforts from the New Deal civilian employment programs of the 1930's to the GI Bill in the 1940's and beyond. In November of 1962, President John F. Kennedy appointed a study group headed by Attorney General Robert Kennedy to explore the options for establishing a domestic "Peace Corps." In 1964 the 88th Congress enacted the legislation establishing funding for a National Service Corps (Congressional Digest, 1993). This effort formed the basis for the establishment of the Volunteers in Service to America (VISTA) program and set in motion other volunteer service initiatives such as the National Student Volunteer Program (NSVP). In 1971 the ACTION agency was established to coordinate the

activities of the multiple service agencies, such as the Peace Corps, Volunteers In Service to America (VISTA), Retired Senior Volunteer Program (RSVP), Service Corps of Retired Executives (SCORE) and NSVP (Stanton, et al., 1999).

In 1990, Congress passed the National and Community Service Act (Public Law 101-610), authorizing a variety of new national service programs, amending existing programs and establishing a Points of Light Foundation to encourage nationwide initiatives to address community problems. This legislation created the Commission on National and Community Service, an independent federal agency (Congressional Digest, 1993).

On August 3, 1993, H.R 2010 was approved establishing the Corporation for National and Community Service by combining two existing independent Federal agencies, the Commission on National and Community Service and ACTION. The Corporation would be responsible for administering all programs authorized under the National and Community Service Act and Domestic Service Act. The Corporation would be governed by a 15 member board of directors appointed by the President and confirmed by the Senate (Congressional Digest, 1993).

The restructuring of the federal government in the service arena and the development of the Corporation for National Service initiated the federal government's effort to identify principles for improving organizations and programs involved in national service. The "Principles of Continuous Improvement" state:

1. Our "customers" are the reason we exist. We must stay attuned to their needs and strive always to exceed their expectations.

2. Volunteers, participant and staff are customers too. They must be motivated, trained and satisfied if they are to serve our customers well.
3. It is not enough to talk about customer satisfaction. We must set measurable goals, communicate them throughout our organization, regularly and systematically gauge our progress against these goals, and take action to continuously improve our performance.
4. Anytime we learn we are falling short, we have an opportunity to improve. Anytime we learn we are meeting or exceeding standards, we have an opportunity to set higher standards.
5. Continuous improvement is the responsibility of everyone in our organization. It starts with a willingness to learn from people within and outside our organization.
6. Effective communication within our organization is essential to continuous improvement. To help improve the organization, staff must understand what customers value and how well customers think the program is doing.
7. Constructive criticism is a positive step toward a solution, not a negative spotlight on a mistake. We learn from our failures as well as from our successes.
8. Creating energized, empowered teams is the best catalyst for improving an organization. Motivated teams can produce

> extraordinary results - results that exceed those achieved by individuals or less cohesive groups (Office of Evaluation, Corporation for National Service, 1995, p. 1).

The rich history of American higher education has only recently begun to investigate the components of effective integration of service-learning into the mission of the university. This progress, though distinct, was primarily a result of the study and interest in experiential learning. The activities of the last decade have brought forth new interest and efforts in formalizing the relationship between activities that were once considered a domain of the co-curricular or extra-curricular aspects of the institution.

To understand how to more effectively integrate service-learning it is necessary to understand the various components of service-learning. As a result, the focus of this study was to follow previous efforts of identifying the various 'principles of practice' and go further to identify important educational goals and valid and feasible outcome measures that could be used in the design and development of campus based service-learning programs. Following an extensive review of the literature, Jacoby et al's (1996) classification of concepts and practices for developing high-quality service-learning experiences was used to sort the established goals into three categories: curricular and co-curricular practice goals, curriculum only practice goals, and organizational, administrative and policy goals. This categorization schema was subsequently amended to based on the literature. As a result of this literature review, the overwhelming consistency identified was the reference to the "Principles of Good Practice for Combining Service and Learning" (Porter Honnet & Poulsen, 1989). These

principles were the result of a Wingspread conference hosted by the Johnson Foundation with participation and/or consultation with over 70 organizations interested in service and learning. These activities were coordinated by the National Society for Internships and Experimental Education (NSIEE, Now known as the National Society for Experiential Education, NSEE). As a result of this conference, ten principles were established. Due to the consistency of these principles, each was identified as a core goal identified through this study. Four additional goals were also identified.

Once the core goals were identified, a number of outcome measures were identified that would quantify the outcome of the goal or determine the value added to the service-learning goal as a result of applied knowledge, skill or pedagogy. Once complete, an instrument was developed to utilize the expertise of faculty members and/or researchers and administrators of notable college or university campus-based service-learning programs to first, review the instrument for additions and clarifications, then for a different, larger set of identified practitioners to participate as panelists responding to the instrument. Development of the instrument involved an extensive review of all the pertinent literature with the focus on the examination and inclusion of key concepts that would enable me to create distinct categories and subcategories of goals and outcomes that researchers and practitioners in the field have indicated are important. The following represents my organization of the literature with respect to the similarities that allowed me to identify the key goals and subsequent outcome measures that can be associated with those goals. In turning the following outline into text, I'll be

giving an account both of the key objectives of the field and of my own process in developing my instrument.

Curricular and Co-Curricular Practice Goals

Using the text *Service-Learning in Higher Education: Concepts and Practices* (Jocoby, et al., 1996) as guide for the sequential organization of key goals, part one of the study focuses on both the theoretical and practical perspectives that serve as a base for developing a campus based service-learning program. This base, considers both the curricular and co-curricular issues identified by current research.

The isolation and/or collaboration of service-learning across the disciplines is best illustrated through Sigmon's (1996) Service and Learning Typology. (Figure 1) As such, Sigmon illustrated the various applications of service and learning through the various representations of the term. If a course focused on getting students into a field service experience, he represented this as, "SERVICE-learning". A course that may study social issues, causes and/or resolutions would be described as, "service-LEARNING". A course where both the service and learning components are in balance would be illustrated by "SERVICE-LEARNING". A likewise, a service activity without any academic focus or reflection would be represented by, "service learning".

Service – LEARNING	Learning goal primary; service outcomes secondary
SERVICE-learning	Service outcomes primary; learning goals secondary
service learning	Service and learning goals separate
SERVICE-LEARNING	Service and learning goals of equal weight; each enhances the other for all participants

Source: Sigmon (1996)

FIGURE 1. *A Service and Learning Typology.*

Within the Curricular and Co-Curricular Practice goals, the first goal is based on the first Wingspread principle, "An effective community-service learning program engages people in responsible and challenging actions for the common good". Additional texts illustrated this objective as various elements of service-learning stating that the student provides a meaningful service that is useful or helpful and makes a contribution (Mintz, & Hesser, 1996; Wade, 1997; Rhoads, 1998; Cruz, & Giles, 2000). Subsequent readings provide guidance regarding the various outcome measures available to evaluate the identified core goals.

The first set of outcome measures begins with measures that support service involving direct interaction with people in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped (Younis, McLellan, & Mazer, 2001). There are different characterizations of community service learning programs. One such area is service as charity, noted as work that provides services to oppressed and disadvantaged populations, often associated with governmental or private charitable funds (Chesler, & Scalera, 2000). This characterization of service to those in need has

also been identified as social cause service, as when students are exposed to persons in need, or to a public issue such as poverty (Metz, McLellan, & Youniss, 2003).

A second characteristic of service-learning involves creating opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights (Younis, McLellan, & Mazer, 2001). Delve, Mintz and Stewart, (1990) developed a critical model for service-learning that has established valuable design considerations associated with this area. Their "Service Learning Model" provides clarification of descriptive variables, developmental phases and transitional interventions associated with the theory of service-learning as a developmental tool. (Figure 2)

The third characteristic of service-learning categories includes a service experiences include interaction with children, such as, tutoring, coaching, and childcare (Younis, McLellan, & Mazer, 2001). Such interaction in this case may not require interaction with only those children determined to be "in need". Instead, this service activity considers the mentorship and role modeling associated with this activity on the part of the student volunteer as a positive experience for the children receiving the service and provides the student volunteers with a variety of opportunities to develop their own skills or understand future career possibilities.

The categorical characterization of regarding a program's service activities that may include opportunities for participants to provide functionary work is possibly the most debated. Activities such as cleaning, maintenance, organizing, and/or administrative work are often recognized as volunteer activities but not necessarily as

Developmental Variables	*Phase 1 Exploration*	*Phase 2 Clarification*	*Phase 3 Realization*	*Phase 4 Activation*	*Phase 5 Internalization*
Intervention					
Mode	Group	Group	Group Individual	Group Individual	Individual
Setting	Nondirect Indirect	Nondirect Indirect Direct	Indirect Direct	Indirect Direct	Indirect Direct
Commitment					
Frequency	One time	One time to a number of activities or sites	Consistent	Consistent	Consistent
Duration	Short-term	Long-term to group	Long-term to activity, site, or issue	Lifelong to issue	Lifelong to social justice
Behavior					
Needs	Participate in incentive activities	Identify with group camaraderie	Commit to activity, site, or issue	Advocate issue	Promote values
Outcomes	Feeling good, personal satisfaction	Belonging to the group	Understanding activity, site, or issue	Changing lifestyle	Living one's values
Balance					
Challenges	Breaking into involvement cycle	Choosing from multiple opportunities; dealing with group dynamics	Confronting diversity; breaking from group	Questioning authority; adjusting to peer reaction	Living consistently with values
Supports	Activities, nonthreatening, structured	Group setting, identification; activities structured	Personnel service coordinators, supervisor, volunteers	Partners, clients, volunteers	Community; inner peace
Goals for Transition	From individual to group	From group to site, issue or activity	From activity, site or issue to community	From activity site or issue to community	From community to society

Charity_____Justice

Source: Delve, C. I., Mintz, S. d., & Stewart, G. M. (Eds.). (1990). *Community Service as Values Education*. San Francisco: Jossey-Bass.

FIGURE 2. *Scheme of the Service Learning Model*

service-learning activities. Key factors that differentiate this effort pertain to types of service that may not expose student participants to populations in need or to a public issue, but may have provided a helpful service to an organization (Younis, McLellan, &

Mazer, 2001; Metz, McLellan, & Youniss, 2003). It is important to note however, that such activities should not be discredited. As Delve, Mintz & Stewart (1990) have again described in their service learning model, such activities may consist of a low-challenge activity that a student may need as an introduction to volunteer work. This introduction, followed by the appropriate transition strategy, may be the first step in a developmental process that will later develop into sustained service-learning.

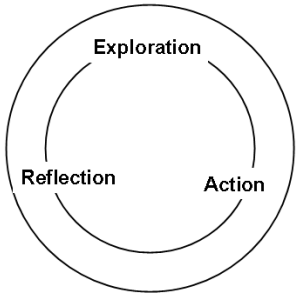
The categorical characterizations that received the most attention within current research were regarding opportunities for participants to provide services contributing to the preservation of democratic values/citizenship. Numerous experts commented on both the need for and benefits from working with a political party, community associations, and/or civic or cultural organizations (Jacoby, 1996; Ramaley, 1997; Wade, 1997; Ramaley 2000; Waldstein, & Reiher, 2001; Younis, McLellan, & Mazer, 2001).

Koulish, (1998) clarifies this by stating, "[The] citizenship service-learning view of citizenship accounts for and then transcends the formal view of legal-status of citizenship. Legal-status citizenship provides an individual for a membership in the political community, access to equal voting, holding office, unencumbered travel abroad, and entitlement to scarce public resources. CSL transcends this ostensibly passive, rights-oriented citizenship for an active, community-centered citizenship" (p. 2). Schneider, (2001) elaborates on this ideal by stating, "[Civic engagement] also means knowing the democratic premises and practices that are at stake in the way we approach the solution of important problems, in our own neighborhoods, in other United States

communities, and in the global sphere" (p. 47). Again, it is important to note that these activities may also not involve direct interaction with those in need.

The second goal provided within the Curricular and Co-Curricular Practice goals is also a principle of practice from the Wingspread conference. This goal states, "An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience" (Porter, Honnet & Poulson, 1989, p. 7).

Outcome measures associated with reflection were supported by the greatest amount of literature and illustrate the importance of critical reflection and the role it plays in service-learning. Brookfield, (1986) describes reflection within the role of learning as that of Praxis. Praxis provides an "opportunity for interplay between action and reflection for the student" (p. 50). This circular process of exploration – action – reflection most commonly associated with adult learning theory, enables participants to associate previous experiences with new information for in new situations. (Figure 3)



Source: Brookfield, S. D. (1986). Understanding and Facilitating Adult Learning: a Comprehensive Analysis of Principles and Effective Practices. San Francisco: Jossey-Bass. p.50

FIGURE 3. *Praxis*

Other research describes this idea as ways to help students make connections between the course & service experiences through participation, discussion and reflection. This research states that service-learning program leaders or the program coordinators intentionally design opportunities for students to reflect critically on each service experience. It is this process that serves as the basis for service-learning (Mintz, & Hesser, 1996; Koulish, 1998; Stanton, 2000).

Experts in the field state that reflection activities may take place in many different ways, both structured and unstructured. Students may discuss their experiences in class, write about them in journals, or develop presentations about their service activities (Jacoby, 1996; Moely, et al., 2002). However, just as important as the reflection exercises themselves, it is also important that class sessions focus on course material and scheduled reflection plans prior to the service engagement, that the reflection takes place immediately after the experience, and that the reflection activities include evidence, encouraging students support their opinions and observations with real information, not just perceptions (Campus Outreach Opportunity League,1993; Albert, 1996; Mintz, & Hesser, 1996). Expanding reflection beyond simple discussions of perceptions enables one to go beyond potential biases and develop an understanding of the issues that influence the community. Enabling students to reflect on their service experiences and the role of service in society, "they can learn valuable lessons about themselves, others, and the act of serving" (Ramaley, 2000. p. 94). Additionally, Pompa (2005) describes the lessons learned about themselves as one of finding their own voices. Students in her study were initially reluctant to speak up or speak about their

experiences. However, by the end of the course, the participants were proud to describe what the semester-long experience had meant to them. As a result, she states, “This moment was powerful for many who spoke that day, heralding an interior shift that challenged those forces that once had served to imprison and render them voiceless” (p. 185).

The final outcome measure associated with this goal identifies the need for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service. Inclusion of this measure is based upon research that states that one’s experience, identity, and aspirations are a result of, “the study of one's own particular inherited and constructed traditions, identity communities, and significant questions, in their complexity.” (Schneider, 2001, 49). This position is supported by other research indicating that reflection on service experiences should include dialogue about complex social, psychological, political and ethical considerations involved in the service, and the unequal distribution of power and resources within a society, as well as the root cause of the inequality (Ramaley, 2000; Albert, G. 1996; Mintz, & Hesser, 1996).

Also included in the stated core goals as goal number three within this study is a principal of practice provided within the Curricular and Co-Curricular Practice goals from the Wingspread conference. This goal states that an effective community service-learning program allows for those with needs to define those needs. The literature elaborates on this ideal as a need for communities to share ownership in the service agenda. This may be obtained by collaborative development between the campus and

the community. Community agencies should therefore adopt projects as their own, contribute financial assistance where possible and co-coordinate activities as well (Mattessich, & Monsey, 1992; Wade, 1997).

The Campus Outreach Opportunity League, now idealist.org, is a national non-profit organization that helps college students start, strengthen, and expand their community service programs by helping connect people, organizations, and resources. In this organization's Into the Streets: Organizing Manual they describe community voice and meaningful action as critical elements of thoughtful community service that relate to campus and community collaboration. Community voice refers to the importance of the opinions, interests and needs of the community and are included in the development of the community service program. Meaningful Action refers to the need that the service being done is necessary and valuable to the community and allows the community to feel empowered by their involvement (Campus Outreach Opportunity League, 2003).

Measures to assess collaboration begin with a program's service activities that enable participation, communication and utilization of campus populations. Multiple campus constituencies are identified throughout the literature and include the administration, staff members, residence hall communities, and parents. (Rubin, 1996; Wade, 1997; Boynton, 1997).

As a result of these collaborative efforts, relationships are built upon and bridges between campus and community relationships can be developed. These relationships, in

turn, help inform each partner about institutional and community assets and limitations, (Gugerty, & Swezey, 1996; Wade, 1997; Cruz & Giles, 2000).

Related to the notion of collaboration is reciprocity. Therefore, a program's service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided (Hollis, 2002). One program that participated in this study required service-learning courses to consider interactions between the campus and community, and to recognize the needs of the service recipients by providing an opportunity for them to be involved in evaluation activities.

Joint administrative functions are additional ways to measure effective campus/community collaborations. Concepts illustrated here include the inclusion of campus coordinators and community representatives sharing responsibilities, decision making and necessary resources. "Too often a community service is structured as a one-way activity in which those who have resources make decisions about the needs of those who lack resources. It is one more example of the 'haves' of our society shaping the lives of the 'have-nots'. Service that lacks mutuality is not community service. Instead, such action is charity because community building is not at its heart." (Rhoads, 1997, p. 127) From the beginning, service-learning programs should work with all partners in the relationship to articulate expectations and facilitate access to information for all the partners so that everyone from students to campus staff and faculty to community members and agencies can make informed choices (Ramaley, 2000).

Furthermore, it is important to grant partners decision-making power and responsibility for consequences to include genuine responsibilities for holding

participants accountable. As such, campus and community administrative staffs, “should be prepared to intervene and mediate when conflicts between student volunteers and community members, leaders, or agencies” (Rue, 1996, p. 260).

Meaningful action includes a program’s service activities enable community development strategies that start with what is present in the community and concentrates on the problem solving capacities of local residents.

Returning to some of the core work behind service-learning, Sigmon’s "three principles for service-learning” are:

1. Those being served control the services provided.
2. Those being served become better able to serve and be served by their own actions.
3. Those who serve are also learners and have significant control over what is expected to be learned. (Stanton, et al, 1999, p.3)

As an extension of this ideal, Schmidt, & Robby, (2002) state, “In considering value to the community, at least three questions should be pursued: (1) is service valued? that is, do the recipients believe they benefited from the service being provided? (2) has service made an actual difference to the community, external to and perhaps independently from the perceived value? And (3) are there specific circumstances, such as programmatic issues or characteristics of those providing or receiving the service, which affects the two outcomes above?” (p. 27). As a result, service-learning efforts must start with a thorough understanding of the community, including its resources, challenges, key constituencies, and political dynamics (Rue, 1996). These efforts must

also avoid placing students in community settings that do not address the needs of the community, simply in the interest of meeting the needs of the student. Learning outcomes and community needs must be complimentary (Jacoby, 1996; Scheuermann, 1996).

The final outcome measure associated with campus community collaboration efforts includes the recommendations that a program's service activities include a campus/community advisory body with a clear purpose/mission. Such a collaborative body enables the campus and community partnership to build and grow, and can be valuable in providing direction for a new service-learning program. However, establishing an advisory committee must be planned thoroughly. First, much thought must be given to its purpose. An advisory body is only effective if its purposes are clear. Many advisory bodies may serve as a liaison between the campus and designated community associations or agencies, others may serve in administrative roles, while others may exist for fundraising. Regardless, an advisory board can serve all of these functions and may be a valuable resource that provides insight and expertise through an exchange of ideas that aid in strategic planning (Bucco & Busch, 1996; Rubin, 1996; Rue, 1996). Once the purpose is understood, membership should consist of students, staff, faculty, administration and community members that are best suited to accomplish the stated goals within their established scope of responsibility.

Of the fourteen core goals identified for the purpose of this study, four have been added beyond what is covered from the Wingspread Principles of Good Practice for Combining Service and Learning. The first of these states that, "An effective

community service-learning program considers all parties learners who help determine what is to be learned." Supporting literature provides insight into the subtle difference between this and the previous goal in that this new goal includes all participants as learners in addition to collaborative partners mutually defining their needs.

Factors that distinguish this goal and accompanying outcome measures is articulated by Jacoby (1996), by noting that both the student and the recipient are in positions to teach as well as learn. Additionally, Mintz, & Hesser, (1996) elaborate on the concept of dual learners by discussing the process of defining needs becoming a learning opportunity for all involved, by making sure that the attention on reciprocity considers more than the community as recipients with needs and deficiencies and considers the community as partners with needs and also capacities. Lastly, they describe a relationship that allows each partner to draw from and enhance the strengths and capacities of each other with access to appropriate resources while paying sufficient attention to assessing the service needs and how well they are being met.

Evaluation of student conduct/service by participating community agencies is an outcome measure intended to provide personal development, growth and change. (Mintz, & Hesser, 1996). This evaluation may be accomplished through formal or informal feedback processes. Regardless, the intent is to create a sense of ownership in the process and responsibility for the service provided as well as to determine participant satisfaction with learning and service goals for all participants.

In addition to students, community members should understand the rules of interaction, scheduling arrangements, and appropriate feedback mechanisms. As a

result, everyone has a voice and shared understanding of their contribution (Albert, 1996; Bucco, & Busch, 1996). Once mutual capacities and needs have been assessed, desired outcomes have been developed and agreed to by both the university community and the community participants, and logistical considerations have been considered, program development can begin.

In a study to determine factors that motivate and deter faculty use of service-learning, Abes, Jackson, & Jones, (2002) report that, "no matter the strategy employed, many non-service-learning faculty will not use service-learning without logistical support, evidence that it improves the academic outcome of the course , and instruction in how to effectively use service-learning." (p. 14). The first of these factors, logistical support is the basis of the fifth Curricular and Co-Curricular Practice goals. Efforts to ensure the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved, must be considered when developing a campus based service-learning program. Considerations within this category include the need to fit part-time school/work situations, limited time availability per week, or to be shared among a multiple or a group of students (McCurley, 1994).

Additional logistical considerations identified by available literature include inclusion of weekday and weekend activities, the physical location of the project, and the multiple means of transportation necessary to participate. The key issues associated with these considerations are to encourage participation from students with a variety of schedules and make sure that these various schedules are not considered to be a liability in participating in service-learning activities (Mintz, & Hesser, 1996; Wade, 1997).

The final outcome measure associated with flexible service-learning goals identifies the need for opportunities for student participants to evaluate the perceived significance of the community service-learning activity. Bringle & Hatcher, (2000), clarify this objective by noting that a collaborative and reciprocal partnership that benefits all partners mutually enables those providing the service and those being served to negotiate and agree on the desired outcomes in order to support the community interests and the academic goals.

With today's diverse society, it is important that a student's education consist of opportunities to learn to deal with differences. In addition to being included in the Wingspread principles of practice for combining service and learning, the sixth goal addresses this need, as service in the community often presents opportunities to bring students into contact with those who are different from themselves in many ways. Pompa, (2002), describes it as, "understanding the relevance of context is instructive for students in a service-learning setting because it helps them understand that as human beings we do have many things in common, yet as a result of how race and class have situated us within our society, we cannot ignore important identity differences." (p. 123).

Whether the terms used refer to the importance of scholarly practice being tolerant of differing perspectives (Carpenter, 2001), or as a principle for the improvement of undergraduate education being respectful of diverse talents and ways of learning (Mintz, & Hesser, 1996), the core goal is necessary as a way to recognize the learners' own source of ideas, values and commitments in a way that allows them to understand their own predisposition to work or populations with specific characteristics.

Once the student is able to understand their own predisposition, the objective should be to recognize that others may not approach issues the same way and consider this within the learning experience. This approach allows the experience to assume diverse viewpoints and work toward commonality and synthesis through understanding, and mutual respect (Schneider, 2001).

Outcome measures designed to capture demographic data that includes gender, year in school, ethnicity, sexual orientation, religion, socioeconomic status, experience and academic major and associated attrition rates allow a program review to inform the multiple recruitment, training and administrative issues necessary for program sustainability (Albert, 1996).

Similarly, a campus based service-learning program's activities should include collecting demographic data of the populations served by community agency partners. A review of the service programs external impact should include collecting data relating to age, socioeconomic status, sexual orientation, physical and mental abilities, in addition to race and gender. A program review in this way will allow those responsible for the program to understand how effectively the program engages the abilities of its diverse participants to meet service and learning goals. In addition, this degree of understanding can inform program leaders about the various types of programs that participants are involved in, which ones fall behind in participation, and why (Mintz, & Hesser, 1996). The inability to collect participation data severely limits the ability of service-learning administrators to look for trends and thus, areas of improvement or even recognition.

In response to efforts designed to understand a service-learning program's reach, additional efforts should be implemented that include training to support diverse ethnicity, backgrounds, orientation etc. At Tulane University for example, diversity in race and class is identified as objectives within placement of student participants (Moely, et al., 2002). In addition, Research funded by the W. K. Kellogg Foundation provides additional insight into the ways service-learning can become a viable strategy for addressing issues of race and cultures. This study, reported by Marias, et al. in the *Phi Delta Kappan*, May 2000, states that,

> First, service-learning is more experiential and engaging, motivating students to go beyond personal perspectives to learn about the perspectives of others. Second, service-learning provide structured opportunities for students to reflect on and discuss their concerns, questions, and confusions regarding the challenges that relate to race, culture, and other differences. Such reflection and dialogue are keys to actually changing long-term attitudes and behavior. Third, service-learning gives students opportunities to practice respect for diversity as they confront tensions and conflicts that arise among people of different cultures and as they strive to find commonalities. And for that, unlike other approaches to addressing racial and ethnic issues, service-learning provides opportunities for all people in a community to participate in the solutions. (p. 673)

To identify the ways a campus-based service-learning program actively promotes and ensures participation by and with diverse populations, student reflection activities should consider underrepresented populations. To accomplish this, Scheuermann, (1996) recommends seminars that provide students with opportunities for reflection of such cross-cultural issues and the application of theory to real-world situations, and other topics. In addition, Gugerty, & Swezey, (1996) recommend that reflection activities be made available to community agencies hosting a service experience. For example, students who write reflection papers could share them with the community agency

hosting a service activity. This would provide helpful feedback about the nature of the students experiences with the agency and community.

An example of such reflection activities involving underrepresented populations is provided by a study conducted by Rhoads, (1998). As reported in *The Journal of Higher Education*, 69, (3), the service-learning activity provided an opportunity for students to better understand the lives of the community members benefiting from their service. Rhoads, states that the activity, "forced students to confront generalizations they had of the other. Many of the preconceptions students had about the poor were rooted in their limited experience with cultural diversity. Interactions with a variety of low-income individuals and families often challenge students conceptions of the diverse other. The generalizations and stereotypes to which students referred were seen by several as the by-product of the media." (p. 277).

The final goal addressing curricular and co-curricular practices states the need for community service-learning programs inclusion of a wide range of Service-Learning experiences. This goal is one more that is not derived from the Wingspread principles. Instead, design for this goal relates largely to the important work of Delve, Mintz & Stewart, (1990) and the Service-Learning Model they developed one year after the Wingspread conference. This model provided the foundation for a great deal of work in the field and provided a set of common terms that would enable synthesis for additional research. The three primary terms relate to the setting of a service-learning activity: Indirect, Non-Direct, and Direct. Indirect refers to an experience that allows a student participant to remain at a distance from the population being served. Non-Direct refers

to an activity where a student may be in the actual environment of the population being served, but not in direct contact with that population. Lastly, Direct refers to an activity where the student interacts with the population being served.

Additional components of the Service-Learning Model and outcomes recommended as a result of this study include service-learning activities that are intentionally designed for students at different points in their education and at various stages of development. As noted earlier, the model once again provides synthesis for student development by describing five phases of development. These are: Exploration, Clarification, Realization, Activation and Internalization.

Albert, (1996) discusses the developmental considerations by recommending that service-learning administrators determine the nature of the planned service-learning activity to identify necessary levels of experience that may be needed. More experienced students are provided more opportunity and assume more responsibility for group leadership and reflection. As such, the criteria for selection must be defined, and an appropriate application or interview process implemented.

Outcome measures aligned to this goal include the opportunities for participant's one-time or short-term service-learning experiences, opportunities for intensive service-learning experiences, and opportunities for immersion experiences.

According to Wade, (1997), one-time requests consist of a student or a community agency fulfilling a request for service with minimal time and commitment to the program. Examples of these activities include an agency participating in a class as a guest speaker, student field trips or observations on site at a community agency, and

student participation in a service project with little or no reflection associated with the activity. Similarly, McCarthy, (1996) describes the conditions that make one time or short-term experiences more than a community service project by integrating course assignments, the inclusion of reflection activities and include feedback mechanisms. Even so, there is still value in one-shot activities. Lehner, (1996) presents the argument that these limited activities offer students who might not normally participate in a service-learning experience requiring greater commitment an opportunity to experience different service areas and experiences. He also states that the goal of a one-shot project should be the same as the others: “to show students to mutual beneficial values of community service and to convince them to participate in service activities throughout their lives.” (p. 1).

Additional service-learning activities include intensive and immersion experiences. Intensive experiences are when they require more commitment, such as when students dedicate themselves to a service experience for a significant portion of their time. One example describes commitments of more than 10 hours a week-for a sustained period, or for a time frame such as a semester or summer. An immersion experience, also called learning content through context, goes beyond a traditional service-learning activity and includes complete integration within the population being served by living the life within that community for a period of time (Albert, 1996). Pompa, (2002) elaborates on this idea by stating, "This model of service-learning for students of a total immersion that is powerful on numerous levels. They are provided direct exposure to the exigencies of a particular context. What emerges is the possibility

of considering the subject matter from a new context-that of those living within that context" (p. 67).

Lastly, the final outcome measure for the curricular and co-curricular practice goals includes the need for collaborative efforts between student affairs and academic units. This objective is critical for traditional student affairs practitioners, as Jacoby (1996) notes, "if service-learning is to be central rather than marginal, it must be integrated into both academic and co-curricular practice" (p. 7). However, successful programs have been determined to have developed strong relationships with multiple campus units. As a result, they receive the support of multiple constituencies. Furthermore, the organization of "learning communities" comes from different departments linked together by community focus and shared service interests (Rubin, 1996). It is therefore important to break down the artificial separation between the academic and student affairs functions within the institution.

Curriculum Integration Goals

Increasingly educational institutions are discovering that when community service is integrated with the academic curriculum, students not only meet important community needs, they also have the opportunity to develop their academic skills, understand the content better and associate these activities with helping.

Wade, (1997) has observed that the service activity brings meaning to academics. He states that a student's motivation to learn the skills and content within the various subjects increases when he makes the connection that he can use his new knowledge to

help others or to improve the environment. As a result, this connection illustrates valuable higher order thinking skills. In addition, this connection and realization that the content and knowledge learned in class is relevant to broad, real world issues students are likely to retain more of what they learn beyond simply reading about it.

Service-learning is not likely to occur on its own. For effective service-learning activities that do connect community service experiences with tangible learning objectives and learning outcomes, academic objectives must be intentional. There needs to be specific goals tying the service experience to coursework in way that makes both more relevant (Howard, 1998; Rhoads, 1998). According to Buchen (1995), a teacher might consider accompanying a college course with student community involvement as a way to provide students with motivation for learning. Furthermore, the student doing academic work related to community service engages in "a curricular process that moved from feeling to fact, from experience to inquiry," one that can cause the student to "turn to the academic with a kind of urgency that can set learning ablaze" (Beckman, 1997, p. 69).

Morton, (1996) describes five principal roles for faculty and administrators in service-learning:

1) Faculty and administrators serve as important role models for supporting and promoting student participation in service activities;
2) Faculty and administrators enable students to connect their service experiences with the curriculum;

3) Faculty and administrators recognize the academic curriculum as the primary means for students to develop an understating of the issues related to social responsibility;
4) Faculty and administrator roles are critical in the support, recognition, rewards, for faculty and students who participate in and integrate service with the curriculum; and
5) Faculty and administrators serve as chief advocates in influencing an institution's role in public and community service. (p. 255)

In order for faculty to undertake the challenges of integrating service-learning into their course curriculum, a number of factors must be considered. First, faculty need sufficient freedom and control of their content and curriculum (Hammond, 1994; Driscoll, 2000). Second, clear service-learning goals must be clearly articulated (Porter Honnet & Poulsen, 1989) with clear guidelines for discussion and interaction both in written materials and in initial courses. Course catalogs, syllabus and schedules should identify courses that include service-learning options, with the course requirements clearly stated (Bucco, & Busch, 1996; Mintz, & Hesser, 1996; Scheuermann, 1996; Pompa, 2002). After all, "The service-learning educators role is to articulate the programs intentions clearly and to address them in each critical element of the experience" (Albert, 1996, p. 182).

The first goal within the curriculum only category is a Wingspread principle pertaining to the service-learning program articulating clear service and learning goals for everyone involved. One of the critical questions that is raised is what are the

varieties of educational practices and student experiences that fall under the general rubrics of “community service” and “service-learning?” (Astin, 2000). In 1996, in criteria developed for the University of Utah designated service-learning courses, Scheuermann indicated that not only does the service experience relate to the subject matter of the course, but students can also better understand how activities in the class facilitate learning and how that knowledge relates to the class itself.

This course design suggests that service is equal to written work in its learning potential. In addition, the analogy of text implies that faculty must decide what texts are appropriate for the course and whether they are required or optional. Service as text also indicates that faculty should provide a structure in which students read, analyze, and discuss the text. Finally, faculty needs to evaluate how well students have learned from the text (Morton, 1996).

The second goal does not come from the Wingspread effort. Instead, this goal addresses what Morton, (1996), described as faculty initiated structures in which students read, analyze, and discuss the text. As a result, it is necessary to include a specific goal specifically requiring service-learning activities to be integrated into the curriculum. This idea came about as a result of The National and Community Service Act of 1990. Of the four criteria set forth in that act, number two indicates that service learning be integrated into students’ academic curriculum or provide a structured time for a student to think, talk, or write about what the student did and saw during an actual service activity (Cohen, & Kinsey, 1994). The aim is to incorporate service-learning into it so that it is both sustainable and well-integrated (Curry, Heffner, & Warner,

2002). Yet, even though much attention has been given to the problem and the benefits widely discussed, service-learning is still not thoroughly integrated into the curriculum at most colleges and universities (Abes, Jackson, & Jones, 2002). In 2001, Carpenter suggested that one reason for this is that "We work within institutional contexts and must honor and respect omissions and values of those institutions" (p. 302).

The role of the faculty cannot be overlooked in this process. Service-learning in its most common form is a course-driven feature of the curriculum, an area of the university controlled by the faculty (Driscoll, 2000,) and "limited research suggests that faculty involvement in service-learning is more likely to occur if efforts …are a faculty-led initiative" (Abes, Jackson, & Jones, 2002, p. 8) Service-learning faculty development efforts are also most effective when they are faculty driven (Morton, 1996.) Likewise, Abes, Jackson, & Jones in 2002 noted that "…the strength of service-learning programs often depends on the extent of faculty support" (p. 10). While research indicates that faculty involvement and support is essential, Astin (2000), noted that we have to consider the possibility that the greatest obstacle to faculty participation in service-learning may also be their individual and shared beliefs.

In 1996 Serow, Calleson and Parker conducted a study involving academic support for service-learning. A noteworthy conclusion emerging from this study is the surprisingly strong role played by faculty members in institutionalizing service-learning. Thereafter, for service-learning to be an integral part of the institution, faculty should be recruited who will embrace the ideas, but an effort should also be made to sustain involvement of tenured faculty (Abes, Jackson, & Jones 2002).

For service-learning to succeed within an institution, it is important to "Identify, organize, and make visible service-learning faculty and create opportunities for these faculty to promote service-learning and its associated scholarship within their academic departments or disciplines, and throughout the Institution" (Abes, Jackson, & Jones, 2002, p. 9). Initial research should include an assessment of what community service and service-learning initiatives already exist within the institution and who the potential program supporters are (Bucco, & Busch, 1996). In order to identify faculty inclined to become involved in service-learning, one approach is to identify faculty who are involved in community service outside their professional responsibilities (Rue, 1996). Of those committed to service-learning, research shows that "Respondents most frequently received encouragement from other faculty members, with 60% of respondents receiving encouragement from faculty in other departments and 56% from another faculty member in their department. The fewest number of respondents received encouragement from community members - 43%" (Abes, Jackson, & Jones, 2002, p. 12). However, in addition to encouragement received, many respondents believe it would be beneficial to be mentored by faculty already involved in service-learning (Abes, Jackson, & Jones, 2002).

Understanding an institution's motivation for undertaking service-learning is as important as understanding faculty motivations for undertaking service-learning (Holland, 2000) as well as their questions and concerns regarding the practice. To faculty who do not use service-learning, "The potential deterrents included factors related to time, logistics and funding; student and community outcomes; reward

structures and comfort with ability to effectively use service-learning" (Abes, Jackson, & Jones, 2002, p. 11).

On the average, concerns related to time, logistics and funding were selected most frequently, followed by the reward structure, concerns related to student and community outcomes, and ability to effectively use service learning (Abes, Jackson, & Jones, 2002.)

According to the findings of Campus Compact, "The surest indicator that service-learning has been effectively institutionalized… is a faculty reward system that recognizes service in his promotion and tenure granting policies" (Morton, 1996, p. 277). In 2002, Holland also wrote about the importance of faculty development and rewards in "an engaged institution" (p. 2).

Among faculty, evidence of the institutionalization of service-learning can be found in course and curriculum development, faculty development activities, and expectations for recognition and rewards that brought faculty understanding of that support for service-learning and scholarship on service-learning (Bringle & Hatcher 2000). According to Rubin in a 1996 study, faculty support in terms of recognition of service-learning and promotion and tenure policies is very important.

In spite of procedures and practices that recognize those in service-learning endeavors, the factors that most deter faculty from using service learning were regarding the lack of release time to develop a service learning course, and lack of professional development around using service learning effectively. However "the most significant deterrent to

faculty involvement in service-learning is its lack of recognition in the faculty reward structure" (Abes, Jackson, & Jones 2002, p. 7).

The aforementioned factors emphasize the adequacy of faculty evaluation policies regarding the inclusion and valuation of service-learning and reward systems. They are clearly seen as being of critical importance to sustain service learning programs according to (Holland, 2000; Bringle & Hatcher, 2000).

However Abes, Jackson, and Jones seemed to have a slightly different viewpoint in 1996 when they wrote that "Perhaps more important than emphasis on changing the reward structure is demonstration of how service-learning can support and enhance rewarded activities: for example, improve teaching and learning and contributions to research programs" (Abes, Jackson, & Jones, 1996, p. 7).

On the whole, concerns regarding the tenure and promotion were not a considerable deterrent to service-learning use. In fact, the reward structure's relative unimportance in decisions to use service-learning is the most apparent difference between the study's results & the prior literature (Morton and Troppe, 1996; Stanton, 1994; Ward, 1998). Although untenured professors were more concerned about their work structure than were tenured professors, the only faculty group for whom the reward structure was an important consideration was service-learning faculty at research universities (Abes, Jackson, & Jones, 1996.)

Community providers must know and understand the outcomes the service-learning faculty is hoping will result for students, and faculty also needs to understand the capacities, needs, and goals of the community programs and agencies (Gugerty, &

Swezey, 1996). It seems clear that it is the content-based service-learning courses that integrate service in order to achieve pre-existing course outcomes. It is those that have the discipline and content objectives that can be more effectively reached by the inclusion of service (Morton, 1996). Mintz & Hesser also indicated, in 1996, that "Students do not receive credit for the time spent performing service, but for their knowledge, and connecting their service experience with course content" (p. 47).

The two fold mission of public schooling in a democratic society is to help students learn the skills, knowledge, and attitudes they need to live healthy, happy, and productive lives as individuals, and to help students learn the skills, knowledge, and attitudes they need to participate as responsible citizens of their communities, states, and nation. One could argue that service has no place in the public curriculum if it does not contribute to student learning (Wade, 1997).

This same attitude is noted as "one of the factors that motivates and deters faculty use of service-learning among academic disciplines in the non-service-learning faculties' perception of service-learning relevance and academic rigor" (p. 6). Therefore, it is necessary that the service-learning faculty and students from within these less receptive disciplines provide evidence of the positive outcomes for their successful service-learning use (Abes, Jackson, & Jones, 2002)

On the other hand, one of the observations about the apparent impact of service-learning on institutions is that the introduction of service-learning into the curriculum, as opposed to co-curricular or extracurricular community-based learning activities, is essential to sustaining service-learning itself. The academic department is the key

organizational level where more service-learning must be accepted and integrated if it is to be sustained (Holland, 2000; Rubin, 1996). It is also essential that institutions "Assess academic learning outcomes for service-learning courses and disseminate results within academic departments and disciplines" (Abes, Jackson, & Jones, 2002, p. 11).

In criteria developed by the University of Utah for designated service-learning courses, the course offers a method to assess the learning derived from the service, whereby credit is given for the learning and its relation to the course, not for the service alone (Scheuermann, 1996). In 1996, Jacoby seemed to be in agreement that the service experience itself consists of functions to support significant learning and effective service (Jacoby, 1996.)

Evaluation is a necessary strategy to measure the impact of the students' learning experience and the effectiveness of the service in the community, and to give direction for improvement, growth and change (Mintz, & Hesser, 1996). However, integrating student evaluation is not based on the experience itself, but all the learning that comes from the experience. For example, students are not rated for how well they read a text, but for demonstrating what they have learned from it, how they can apply what they have learned to problem solving, or how they integrate ideas from the text with other ideas (Morton, 1996; Jacoby & Assoc, 1996).

Throughout the process, faculty support is of the utmost importance because the decision of whether or not to implement service-learning is a curricular decision, and thus a faculty consideration (Abes, Jackson, & Jones, 2002). In 1997, Winston & Creamer stated that "On campus, the weakest aspect of our staffing practices this

performance appraisal, followed closely by supervision" (p. 302). But it was Carpenter in 2001 who suggested that if professionals reviewed their own work as closely as they evaluate that of others, important contributions would be made.

Service has generally been used as a course option in one of three ways: 1) as extra credit with a fixed grading system, 2) as an alternative for another assignment, or 3) as a means of earning additional course credit in what has become known as the fourth-credit option (Morton, 1996). Scheuermann (1996) wrote that the fourth credit/stand alone option, allows students to choose to initiate their own project within a course. Individual schools may also establish specific guidelines. For example, Sheuermann writes of Mesa Community College in Arizona, where a course includes a stand-alone module of service-learning that entails 50 contact hours at a site per credit earned. Students can earn a maximum of three credits per semester in this program. At Georgetown University, all fourth credit options students must attend a mid-semester seminar-like session with students from the other participating courses. Students are asked to reflect on why they chose the option, how the services linked the course, and to define service-learning in light of their experiences (Scheuermann, 1996). Mintz and Hesser (1996) wrote that another project requires students to be involved in at least five hours of service in the community for each hour of credit they are to receive for the course. Yet, to avoid the issue of 'forced volunteerism', Cohen and Kinsey (1994) describe programs where students are also given the option of taking part in a project or writing an individual bibliographic essay.

"Researchers examining the influence of service-learning on academic performance have used three different strategies for placing students, including (1) random assignment of students to service-learning or regular instruction sections of a course; (2) designation of one section of a course as including a service-learning component with other sections using regular instruction; and (3) providing an opportunity for service-learning to students enrolled in the same section of a course" (Ferrari & Chapman,1999, p. 65).

There are a number of critical questions to be considered when weighing options. For example, what types of classroom practices and service experiences are most effective for particular types of students, or in particular subject matter areas? (Astin, 2000). Consideration should also be given to whether the service will be required or optional, and whether or not the service is included in the curriculum as a course or as part of a course/an assignment within a class. Astin (2000) favors "Enliven(ing) and enrich(ing) teaching and mentoring activities of the faculty by introducing a 'lab' component into coursework that provides them and their students with an opportunity to test out theoretical concepts in a real-world environment" (p. 98).

"Given that (a) there are methodological pros and cons associated with each strategy, (b) some strategies may be more feasible than others in many academic institutions, and (c) research on service-learning is that a very early developmental stage, it is argued that all of the strategies are appropriate in this area of research. It is believed that, as data is accumulated across studies using different research designs, the findings wield a pattern

that clarifies the effects of service-learning on students mastery of course material" (Ferrari& Chapman, 1999, p. 67).

Another early decision is whether the program will have a curricular, co-curricular or dual focus (Bucco & Busch, 1996). Other effective "strategies that might be employed is sharing service, learning syllabi and offering development workshops" (Abes, Jackson & Jones, 2002, p. 9). Consideration should also be given to dismantling those professional structures that separate into narrow specialization areas (Curry, Heffner, & Warners, 2002).

Also beneficial in motivating faculty would be a working group of service-learning faculty from various disciplines to promote service learning used throughout the curriculum and to engage in individual mentoring (Abes, Jackson, & Jones, 2002).

The third goal within the curriculum only category is also a goal based on literature following publication of the Wingspread principles. Much of the theoretical work involving integrating service-learning into the curriculum was brought about due to the Wingspread conference. Howard (1998) describes the integrations of the curriculum and service in that effective integration is a pedagogical model that must be understood as a teaching methodology. The most popular pedagogical strategies include: collaborative inquiry, experiential learning, service-learning, project-based learning, and integrative learning. For example, collaborative inquiry is a method whereby students undertake their learning and problem solving in group settings, both direct and online. They may work as a team, both in the classroom and outside it, with the instructor acting as coach as the group takes collective responsibility for defining and addressing a

challenging question, problem, or task. In the experiential learning method, students learn to direct experience in field settings, with open-ended problems, projects, and challenges. The structure helps the students either individually or as a group, learn to process their experience, but in the context of general principle-practical, intellectual, and ethical-and rethink their content learning in light of the field experience. The boundaries between theory and practice are blurred, with practice accepted as a legitimate source both of knowledge and challenge to reigning theories. Experimental activities produce information about why a specific outcome occurred (e.g., does increasing the amount of structured reflection increase retention of course content?) (Bringle & Hatcher, 2000).

When the integrative learning method is employed, students are expected to generate links among previously unconnected issues, approaches, sources of knowledge, and/or contexts for practice. Such learning is frequently issue-oriented and multidisciplinary. Frequently it challenges the student to both critique and connect the disparate assumptions and mental models of multiple constituencies and communities, inside and outside the academy (Schneider, 2001). Project-based learning enables students to organize and deal with unstructured problems, sometimes in concert with other students, and frequently in contact with off-campus groups, organizations, and issues. Students often make use of educational technologies, and they experience the excitement and the usefulness of creating new approaches and solutions, of bridging theory and practice, and of putting knowledge to work in applied situations.

As with the other methods described, service-learning students become directly involved in societal issues and with groups seeking to solve problems and improve the quality of life for themselves and others. Again, the instructor's role is to provide social, moral, and technical context to help students connect scholarship with practice, and articulate grounds for commitment and action. Students establish new and reciprocal relationships with community leaders, and they come to recognize the legitimacy of experiences and perspectives very different from their own.

Patterson (2000) described a specific model where the goals were to develop stronger relationships between with community partners, explore and clarify how such a model of teaching and learning could work reciprocally and effectively. Smaller "faculty groups" were created so faculty could talk more openly about the difficulties of this pedagogy. Using a reading as a beginning point, the conversations ranged from personal concerns, to classroom techniques, to a broad critique of the model. Workshops were supplemented with other presentations for faculty community partners.

Principles of good practice in community service-learning pedagogy provide educationally-sound mechanisms to harvest the community learning (Mintz & Hesser, 1996). However, moving from community service to service-learning in co-curricular settings requires intentional thought and planning, if students are going to move beyond phases 1 and 2 of the Service-Learning Model (Scheuermann, 1996; Delve, Mintz & Stewart, 1990).

Jacoby noted (1996) that service-learning, as a form of experiential education, is "based on the pedagogical principal that learning and development do not necessarily

occur as a result of experience itself, but as a result of a reflective component explicitly designed to foster learning and development" (p. 6). She further stated that, "As a pedagogy, service-learning is education that is grounded in experience as a basis for learning and on the centrality and intentionally of reflection designed to enable learning to occur" (p. 5).

In effective service-learning classrooms, the teacher moves from being a gatekeeper of knowledge and resources to acting as an ally and partner in learning and social action. Partnerships are different from mentoring; partnerships often evolve from mentoring, but offer a mutually beneficial relationship for young people and adults (Marias, Yang, & Farzanehkia, 2000). Teachers see their role as facilitating a learning process, by creating an atmosphere in which those involved in experience, examine, and explore. It is a common practice for educators to recognize which surroundings are conducive to learning and growth (Pompa, 2002). In A Pedagogy for Liberation (1987), co-authored by Ira Shor and Paula Freire, Shor mentions an example in which, "...the professor learns along with the students, not knowing in advance what would result, inventing knowledge during the class, with the students. This is a complex moment of study.... The material of study is transformed. The relationship between the professor and the student is re-created" (p. 86).

In addition, Freire discusses the open "directive" role of the teacher in that the teacher is "...not directive of the students, the directive of the process. ...As director of the process, the liberating teacher is not doing something to the students, but with the students" (p. 46). Thus we learn that "Through a participatory methodology, theoretical

knowledge is enhanced and deepened in ways that are difficult to replicate within the context of a solely didactic pedagogy" (Pompa, 2002, p. 67).

As teachers make the effort to find the framework that will best facilitate learning in the classroom, a critical question to ask is what kinds of student outcomes are most likely to be associated with each type of practice and experience? (Astin, 2000).

Service-learning projects were conceived not as assignments to be graded, but as pedagogical tools inherently ill-suited to traditional grading. The object of the project assignment was to create experiences that would lead to learning rather than to performance measurement (Cohen, & Kinsey, 1994).

Local knowledge is a factor that should be taken into consideration when discussing service-learning. "Local knowledge allows for practical experience as a valid measure of success and includes detailed knowledge of local ecological and environmental factors" (Curry, Heffner, & Warners, 2002, p.8). It also "implies that understanding may be inseparable from a particular place in the sense of being embedded in the natural features of that place as well as any particular labor process-environmental and social indebtedness" (Curry, Heffner & Warners, 2002, p.9). Research also indicates that the greatest strength of the community projects appears to be in helping university students to place classroom material into meaningful context (Cohen & Kinsey, 1994).

Changes in college students' attitudes and intentions for civic involvement come about as a function of service-learning experiences. Students engaged in service-learning activities show high satisfaction with their courses (course value scale) and give high

ratings to their learning about the academic field and the community. Eyler and Giles, (1999) report similar findings to other researchers – "students enjoyed their service learning courses, report substantial learning from them, and make efforts to seek out further service experiences" (Moely, et al., 2002, p. 9). As a result of this engagement in learning, the focus is taken off the instructor as the "reservoir and dispenser of knowledge," (p. 9) and learners are challenged to take increasing responsibility for their own education (Pompa, 2002).

In spite of these findings, a teacher may incorporate community service to compensate for deficits in traditional classroom pedagogy; but when a course is built around service, student roles are made more complicated, and students have more opportunity to learn by doing. In this sense, "service linked to school work" can act as a "mechanism to promote the active involvement of students in a learning process which is integrative and eschews artificial divisions between developmental and academic tasks and between the classroom and life experience" (Beckman, 1997). But a teacher may also incorporate service-learning activities knowing that learning can be enhanced when community service accompanies coursework. In a study of those who participate in community service, two out of eight discussion groups were found to be "more likely than students in traditional sections to agree that they performed up to their potential in the course" (p. 413). They were also "significantly more likely... to report that they learn to apply principles from this course to new situations" (p. 414). The great average for the volunteers is higher as well, showing a "statistically and substantially significant difference" from that of the other students (Beckman, 1997).

In a study in 2002, Bacon found differences in faculty and community partners' theories of learning. He noted that "the faculty tended to speak about learning as an individual accomplishment while community members viewed learning as a collective activity and about knowledge as collectively constructed" (Bacon, 2002, p. 35).

"Bringle et al. (1997) suggested that although service-learning's early adopters ("first generation faculty") were predominately risk-taking "visionary instructors" willing to experiment on limited resources with service-learning's possibilities, current faculty ("second generation faculty") are less idealistic and more focused on service-learning's concrete outcomes" (Abes, Jackson, & Jones, 2002, p. 7). In general, student learning outcomes provided the strongest motivation for service-learning faculty. In particular, increased course-based understanding was most influential" (Abes, Jackson, & Jones, 2002, p. 11).

"This finding confirms Hammond's conclusion that curricular concerns by faculty use of service-learning, as well as Bringle's observation that "second-generation" faculty demand evidence of concrete learning outcomes. To a lesser extent, service-learning faculties were also motivated by building university community partnerships and providing useful service to the community" (Abes, Jackson, & Jones, 2002, p.12). In a study done by Ferrari & Chapman, (1999), there was "an emphasis on integrating course content and service-experience. That is, service-learning students engaged in regular reflection and wrote a comprehensive term paper, and both of these requirements involved examining and illustrating course concepts to express their work. Thus, we concur with Kendricks' view that the level of integration may be an important variable

and explain inconsistent results, but further research is needed to confirm this hypothesis" (Reeb, Sammon, & Isackson, 1996, p. 68).

One of the four criteria established for service-learning in the National and Community Service Act of 1990, is "coordinated in collaboration with the school and community" (Cohen & Kinsey 1994, p.4). This guideline directly relates to a student's ability to apply learning and experience to civic responsibility.

In a 2002 study, the change in college students' attitudes and intentions for civic involvement became evident as a result of service-learning experiences. In one study students who participated in service-learning showed expected changes in civic attitudes and rated their own skills for community engagement. They also expressed plans to have a role in civic activities in the future. "A second group of students, similar to the first group in demographics but not involved in service-learning during the semester, showed little change in scores on any of the skills. Our findings are consistent with those of previous studies, showing service-learning's benefits on personal conceptualizations of self, others and societal issues" (Moely, et al., 2002, p. 21).

According to Ramaley (2000), service-learning can also be viewed as "a form of pedagogy designed to enhance learning and promote civic responsibility" (p. 95). Even though the service opportunities may be focused on career preparation, they are also aimed at the development of civic education (Scheuermann, 1996). Since the broad recommendations for democratic civic education focus on intellectual understanding (Wade, 1997,) it is only logical that a teacher would focus on service-learning, because learning-in-action courses complement community service. Service can also help

prepare students for citizenship, because one becomes a good citizen not simply by planting trees to preserve forest land, but by "knowing what interests do not want to help the environment and why." Wade argues that "conserving nature involves fighting corporate polluters as much as it is planting trees. Making homes "energy-efficient means lobbying against utility rate increases as much as it does weather-stripping houses" (Beckman, 1997, p. 95).

Caring for a particular place is another area of focus students should be involved in, and caring apprenticeships and their tasks should have equal status with the other tasks encountered in education. The emphasis should be on developing skills that contribute to competence in caring, not on skills for vocational ends" (Curry, et al. 2002, p. 59).

One of the learning-in-action activities that complements community service is volunteering. Volunteering can familiarize traditional students with off-campus life, and volunteering in one's community in "can be a way to help students know more and care more about the places in which they live" (Beckman, 1997, p. 96).

Whatever actions are engaged in however, Mintz and Hesser (1996) remind us that the actions taken should enhance the capacities of students and communities to be active agents in shaping their own futures.

Organizational, Administration and Policy Goals

Within the Organizational, Administrative and Policy goals, the first goal is based on the Wingspread principle, regarding service-learning program clarification of

the responsibilities of each person and organization involved. Scheuermann, (1996), clarifies this concept noting that co-curricular service-learning lacks the structured environment compared to curriculum based course requirements and structured meeting times that the classroom provides. As a result, co-curricular service-learning requires more effort from student leaders, program Directors, and service-learning educators to enable learning to take place. Furthermore, part of the additional effort requires those responsible for the program to develop desired outcomes for students, the community, and the institution (Bucco, & Busch, 1996).

Objectives within this goal entail multiple administrative functions necessary to coordinate an effective program. The first of these objectives is to include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule. During initial planning, program leaders should develop an overview of the complete project, including steps needed to evaluate and celebrate the project. Project plans include project timelines and identified responsibilities with qualifications and deadlines (Bryson, 1994; Wade, 1997).

Following the administrative planning stage, an effective service-learning program should include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience. The Campus Outreach Opportunity League states, “Orientation and training are important steps for any community service experience. Information should be provided for student volunteers about the community, the issue, an agency or community group” (Mintz, & Hesser,

1996, P. 30). Furthermore, agency information such as mission, philosophy, structure, staffing, target population, resources, services offered, and information regarding the population being served should be addressed. Likewise, the physical location and surrounding neighborhood should be discussed during training and orientations sessions. These information sessions should also cover stereotypes, general concerns & facts, (Wade, 1997).

Specifics regarding the project must be discussed and agreed upon by both the campus and community leaders. Issues such as agreed upon times that students will be available, the length of each service session and a schedule identifying days of service should be clarified, just as these would be established for salaried workers. These items should not only be covered in training and orientation but also in feedback and/or project evaluations (Cohen, & Kinsey, 1994).

Lastly, legal, risk management and ethical or confidentiality issues should be addressed in both the planning, training and orientation for service experiences. Current literature contains numerous references to these topics and could easily support a research project focused only on these issues. However, these legal issues were addressed in general terms for the purpose of this study (Tremper, 1994; Rue, 1996; Harkavy, & Romer, 1999; Moore, 2000; Marias, et al., 2000).

The second core goal identified within the organizational, administrative and policy goals was another Wingspread principle of practice concerning the need for a service-learning program to recognize changing circumstances. Much of these considerations involve concepts discussed earlier relating to campus and community

relationships, collaboration and mutuality. Considerations new to this discussion follow Bucco & Busch, (1996) recommendations that an effective program needs should match skill sets with needs in a way that considers short-term and long-term goals, while remaining flexible enough during changing circumstances.

One issue that received little attention in the literature but included as an outcome measure concerns the need to collect data. As stated earlier, such efforts enable the continuous improvement efforts of the program. Within this category, however data collection supports efforts to engage in the campus planning process. Specific recommendations for collecting lists of resources and agencies available within the community and recommendations for faculty to become acquainted with the various agency mission, clientele and options for interaction allow the service-learning staff to quantify their efforts (Mintz, & Hesser, 1996). In addition, Scheuermann, (1996) recommends that collecting specific data regarding the number of agencies supervised is necessary to ensure sufficient collaboration, support, assistance and even safety.

A goal identified through the literature as frequently as reflection and therefore perceived as equally important is the idea that sustainability of a service-learning program depends on genuine, active, and sustained organizational commitment. This is best illustrated by Rhoades, (1998), who states, “the primary difference between community service and service-learning is the connection service-learning has to the mission of the institution” (p. 281). In addition, Bryson, (1994) describes the organizational alignment as requiring unique, ongoing commitment and an organizational structure that can sustain the activities. As a result, service-learning

activities supported in this way can become the impetus for a larger transformational agenda that enables significant changes in campus priorities, faculty roles and rewards, resource utilization and campus-community relationships (Ramaley, 2000).

Again, recommended measures include collecting data that can be used to identify hours of student time involved in community service-learning. Additional records that should be maintained include student participant profiles, interests and placements. This data can be used to illustrated impact and justify resource allocations and numbers of students served. Bucco & Busch, (1996) also recommend collecting data concerning internships, cooperative education opportunities and career tracking in order to illustrate a service-learning program's impact on student employment characteristics.

An institutions support of faculty efforts to integrate service-learning in the curriculum include policies regarding faculty participation (Driscol, 2000; Holland, 2000). Morton, (1996) identifies three types of policies that support faculty involvement:

1) those designed to meet the immediate needs of faculty, (developing guidelines for service-learning courses, establishing service-learning course designations & creating credit options, such as the fourth credit option),
2) those that deal with issues likely to come up as faculty interest in service-learning increases, (educating curriculum committees and other academic policymakers about the value of service-learning) and

3) those that support service-learning over the longer term, (promotion and tenure policies) (p. 278).

Measures most often identified include sustained budged allocations for operating expenses and faculty or staff development opportunities. Not only is an adequate budget necessary to support campus service-learning programs, but the lack of a sufficient budget also deter many faculty members from engaging in service-learning efforts due to the challenges associated with designing a course curriculum and the professional development that should accompany such efforts (Abes, Jackson & Jones, 2000; Driscoll, 2000). However, Rubin, (1996), states that many strong service-learning programs supplement institutional support by seeking additional funding from a variety of external sources.

Perhaps one of the most common indicators of an effective service-learning program is the presence of a campus based service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts. The presence of such a facility is found to improve logistical arrangements associated with coordinating service activities. In fact, one of the deterrents of faculty inclusion of service-learning is the lack of logistical support due to the difficulty in finding suitable service opportunities (Abes, Jackson, & Jones, 2002). One noted program, located at Tulane University, provides numerous services to faculty, students and community partners who participate in service-learning activities. The presence of well trained program coordinators enables consultation with faculty members and community agency representatives. Resources include technical assistance, regular training sessions,

agency orientation sessions, and support of ongoing service activities throughout the semester minimize conflict and strengthen relationships (Moely, et al., 2002). In addition, a centralized resource such as this will also enable regular published communications that highlight local and national agendas, findings and opportunities for current research that also aligns to the academic mission of the institution (Furco, 2000).

A subset indicator of a campus service-learning center includes the presence of professional staff with overall responsibility for management and representation of service-learning efforts. A professional staff is instrumental in coordinating activities with both faculty and community agencies. A professional staff would be responsible for the management of volunteers and help facilitate the institutionalization and shared concept of service-learning. Optimally, a professional staff would be knowledgeable in areas such as grant writing, student development theory, strategic planning and posses an understanding of best practices in service-learning (Bryson, 1994; Bucco & Busch, 1996).

The final goal within the Organizational, Administrative and policy goals includes identifies the need for effective community service-learning program to include recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals. Sufficient supervision, monitoring, and support are identified as essential to illustrate sustained commitment from the institution (Wade, 1997). Possible avenues for recruitment include: first-year orientation programs, volunteer fares, introductory community service projects, faculty orientation, collaboration with student organizations, community agencies/resource listings,

community service newsletter, and listings of service-learning courses (Serow, et al., 1996).

Adequate monitoring of service-learning activities must include periodic review of program planning efforts and on site supervision during the service-learning experience. Such oversight includes establishing criteria for placement of service-learning activities, coordinating screening for volunteer competencies and interests, as well as required background checks, review of needed qualifications, and leadership development (Marias, Yang, & Farzanehkia, 2000; Abes, Jackson, & Jones, 2002).

Lastly, outcome measures that involve review of the effectiveness of the service-learning strategies, and nature of student experiences are needed.

Evaluation forms should be completed at the end of the semester by both the student and agency sponsor in an effort to find out what positive things occurred during the semester and what improvements could be made. For example, Bryson, (1994), notes that evaluation of the volunteer efforts are needed to understand their satisfaction with their training, work assignment, schedule, support and overall feedback on the service-learning experience itself so that individual assignments and/or community partner responsibilities can be continued, adjusted or changed as needed. Astin, (2000), states that consistent feedback/evaluation is critical for some students, as they believe that, “some of the most limiting beliefs may have to do with feelings of disempowerment-where they assume either that they lack the requisite expertise and experience to get involved in service activities or that their participation won't make any difference” (p. 101).

Summary

When considering the earliest discussions around experiential learning, one can see that only peripheral issues were brought forth resembling what we currently call service-learning. However, following the Wingspread conference in 1989 where the ten principles of practice for combining service and learning were established, considerable work has been done to help articulate common terms around service-learning, implementation strategies, and factors associated with effective integration on campus.

As presented early in this chapter, efforts to identify important educational goals and valid and feasible outcome measures that could be used in the design and development of campus based service-learning programs the process began with the goals and related outcome measures associated with curricular and co-curricular practices. As established by the coordinated efforts of the Wingspread conference, and the principles of practice established by those participants, fundamental service activities should engage young people in responsible and challenging actions for the common good. In addition, effective service-learning programs should also offer those who are being served the opportunities to define their needs and to participate in the designer and conduct of the project. Through these principles of practice, identified as curricular and co-curricular goals within this study, true service-learning is not the same as charity, volunteerism, or even service. Service-learning involves working with rather than just for others in a way that compliments the academic mission of the educational institution.

The next section of this chapter describes goals and outcome measures for effective curriculum integration. This section illustrates the essential factors associated

with integrating service into the academic curriculum. As a result, students engaged in these service-learning experiences not only provide important community needs, they also learn important academic skills and content in coordination with helping. Current research indicates that effective integration of service-learning activities brings meaning to the curriculum. Furthermore, by applying academic content, and reflection to the service activities, students learn that knowledge obtained in the classroom is relevant beyond the campus community.

The final section of this chapter presents goals and outcome measures for use in understanding the organizational, administrative and policy factors associated with integrating service-learning within the American system of higher education. This section describes the considerable oversight, logistical, recruitment, training, staffing and legal issues involved that must be considered when attempting to establish a campus based service learning center. These issues are too numerous to effectively contain within the scope of this paper and deserve much more specific attention on their own.

The information developed in this study is intended to move beyond the literature and identify a set of core goals and related outcome measures that the administrative practitioner should consider when developing a campus based service-learning center. As such, it is the aim of the study to provide decision-makers with a set of prioritized goals and outcome measures that will support and engage a student's service-learning experience.

CHAPTER III

METHODOLOGY

This chapter provides descriptions of the research procedures and methodology used in the study. The purpose of this study was to identify the most important core educational goals associated with implementing a quality service-learning program on a U.S. college or university campus, and to identify outcome measures associated with these goals. To prioritize the associated factors, the Delphi technique was used. This research method, used to gather opinions from a group of experts, was used to survey a select group of campus officials responsible for the administration of the service-learning program on their campuses. The data was collected through a series of structured surveys. Each survey was analyzed by descriptive statistics and the results returned for the participants to provide feedback. The experts could choose to change their previous responses based on this feedback. Following the third round of surveys, little or no change in responses was observed, and data collection ceased. As a result, the final responses were utilized to create the final list of core goals. In addition to the identification of core goals, outcome measures for assessing these core goals were also identified from the results of the accumulation of questionnaires.

The chapter is organized into five sections: (1) The Delphi Technique Overview, (2) Population, (3) Instrumentation, (4) Procedures, (5) Data Analysis.

The Delphi Technique Overview

In the process of selecting the methodology for the study, several factors were considered. First, current research identifies numerous desirable objectives for service-learning, but does little to assist the practitioner to prioritize these objectives for effective practice. Second, individuals associated with exceptional service-learning programs were spread across the U.S. Third, the primary audience for the study was practitioners, like the identified experts, responsible for the administration of campus-based service-learning programs. As a result, a research approach was necessary that could collect informed responses in a timely manner, across a wide geography, be cost effective, and would allow data to be collected and examined systematically. Consequently, the Delphi technique was selected as the preferred methodology for this study to overcome some of these challenges. The experts selected to serve on the panel were from 11 campuses spread across the U.S., which made the cost of bringing them together for a face-to-face discussion prohibitive. However, the Delphi technique allows a select group of experts to express their opinion based on informed practice and a collective review of these opinions with the objective to arrive at consensus, without the need for a face-to-face discussion.

The Delphi method was developed and designed by the Rand Corporation to provide a systemic method of collecting, organizing, reviewing, and revising judgments and opinions of a panel of individuals (Dalkey, 1967; Taylor, Reid, & Pease, 1990). Through a systematized set of interactions, such as a series of questionnaires, it is considered to be an effective method for gathering group judgment concerning matters

of opinion as well as matters of fact (Rescher, 1969; Dalkey & Rourke, 1971). The design of the process is to mitigate the potential sources of conflict that may take place within face-to-face communications, such as the influence of overpowering participants (Murray & Hammons, 1995). The purpose of the technique is "to make the best use of a group of experts in obtaining answers to questions requiring reliance, at least in part, on the informed intuitive opinions of specialists in the area of inquiry" (Helmer, 1983, p. 134).

The Delphi approach asserts that if a group of experts with comparable knowledge expresses a range of opinions on an issue of mutual regard, the mean response is more likely to represent the similarities of the correct answer than an individual opinion (Dalkey & Rourke, 1971). The panel of individuals selected to participate in the group is chosen for their experience or knowledge in the desired area of concern Linstone and Turoff (1975) explain the Delphi process "as a method for structuring a group communication process, so that the process is effective in allowing a group of individuals, as a whole, to deal with complex problems" (p. 3). Procedural characteristics of the process which include the anonymity of the respondents, a controlled feedback loop, and statistical representation of group responses also mitigate the potential for individual control or undue influence (Dalkey, 1967). The first significant use of the Delphi technique was in 1953 by Dalkey and Helmer as a means for experts to share their views and to determine the extent of expert consensus regarding future strategy and to gather expert opinion for forecasting future war/defense scenarios (Lindeman, 1981). The Delphi technique is well suited for the assessment of

current conditions and issues, the forecasting of institutional goals and objectives, and the identification and/or development of new policies. As such, it has grown over the years as a body of intuitive confirmation research, utilized by numerous practitioners (Helmer, 1983).

The Delphi technique has been used in research within a number of fields, including industry, education, and health services (Taylor, Reid, & Pease, 1990; Lindeman, 1981). According to Taylor, Reid and Pease (1990) applications of the Delphi technique in education can be categorized into three broad classes: long-range forecasting, short-term planning, and in the attempt to seek a consensus on priorities or goals. The Delphi method is also valuable in cases where the characteristics of an issue being considered are vague and subject to individual interpretation, and where an answer is not apparent through existing data (Pill, 1971). Gall, Borg, & Gall (1996) note that the results of using the Delphi method reflects more careful thought than using a single questionnaire, and that the associated issues are clarified to a greater extent as each participating expert is asked to review, assess and provide feedback at least three different times. According to Linstone and Turoff (1975), the Delphi process is generally used when:

- the problem does not lend itself to precise analytical techniques, but can benefit from subjective judgments on a collective basis.
- the individuals needed to contribute to the examination of a broad or complex problem may represent diverse backgrounds with respect to experience and expertise.

- more individuals are needed than can effectively interact face to face.
- time and cost make frequent group meetings infeasible (p. 4).

Use of the Delphi method in higher education is illustrated within the work of Judd (1972) in a review of the literature identifying at least five uses of the Delphi technique in higher education; cost–effectiveness; cost/benefit analysis; university-wide and state-wide educational goals and objectives; planning; consensus on rating scales, values, goals, and objectives for the future. Additional recent uses of the Delphi technique include efforts in identification of core goals and related outcome measures for the development of assessment programs in selected schools of allied health (Mackenzie, 1993), determining student support services for distance learners in American higher education (Jackson, 2000), and in the development of an assessment instrument to determine the development level of student organizations (Paterson, 2000).

The Delphi technique for data collection has three distinctive characteristics: anonymity, controlled feedback, and statistical group response (Dalkey, 1967). Ziglio (1996) points out that most Delphi processes are comprised of an exploration phase and an evaluation phase. Initially, a working problem or subject of study is identified and additional research is conducted on relevant history and available data. (Ziglio, E. 1996). The Delphi method and its contribution to decision-making. In M. Adler & E. Zeglio (Eds.), Gazing into the oracle: The Delphi method and its application to social policy and public health (pp. 3-33). Bristol, PA: Jessica Kingsley. In this phase, a panel of knowledgeable experts is identified and recruited followed by the solicitation of the panel member's opinion or judgment, often through the distribution of an initial

questionnaire. The evaluation phase is structured to collect the expert panel member responses and assess these responses in comparison to the group (Murray & Hammons, 1995). The evaluation phase begins with distribution of a questionnaire to members of the identified expert panel. Often a defined scale, such as a Likert-type scale is used to collect responses and report views. Once the panel member completes the questionnaires, they are returned to the researcher where the data is compiled and summarized in some form of statistical index. At this point, a second questionnaire is distributed back to the expert panel members along with a summary of the group's combined response to the first questionnaire (Dalbecq, et al., 1975). The data summary and feedback is to allow the panel members to review their responses in comparison to the combined group response and to provide some perspective of the other participants' positions. The expert panel members are asked to review their original responses in light of the group's combined response and respond to this second questionnaire in consideration of this collective knowledge. On the second questionnaire, the expert panel members may choose to either change their responses or not. This process is repeated until subsequent iterations reveal that maximum consensus has been reached or the researcher determines that consensus or stability in the responses has been achieved (Murray & Hammons, 1995). The number of tabulation-reporting-response iterations may range from two to four (Taylor, Reid, & Pease, 1990).

In the Delphi method, the members of the panel of respondents may be selected due to the particular knowledge or experience that qualifies them as experts, because they have influence in the area under study, or because they have other characteristics

such as contributions to the body of knowledge which make their opinions valuable (Taylor, Reid & Pease, 1990). If the group is homogenous, 10 to 15 members is sufficient for the study (Dalbecq, Van de Ven, & Gustafson, 1975). To preserve the heterogeneity of the participants, the researcher should identify characteristics of the expert panel members such as sex, age and years of experience which may help explain responses based on commonality (Sackman,1975; Linstone & Turoff, 1975).

When implementing a Delphi study, the first questionnaire may contain research questions or items generated by the participants or the researcher or both. In some studies, the initial questionnaire is open-ended and subsequent questionnaires follow a prescribed structure. More commonly however, the questionnaire has a structured content that requires expert panel members to respond by prioritizing or evaluating a set of issues or characteristics, often utilizing a Likert-type defined scale (Taylor, Reid, & Pease, 1990). The questionnaire may also allow the expert panel members to add items which then appear on subsequent questionnaires. In order to avoid important information being omitted and when panel members are not experts, the first instrument may need to contain a structured inventory of issues or characteristics. In addition, by providing additional structure to the first instrument the researcher may save time spent on collating or editing responses, time saved on an already time-intensive process. (Appendix A)

Population

The population for this study consisted of two panels of experts. The first panel of experts were identified either through their contributions to the body of knowledge in the subject area through writing or publications or as recognized experts in the field of education research (Appendix B). Initial expert instrument review followed an invitation to five experts with significant publications on service-learning and/or education (Appendix C). This panel of experts provided feedback and guidance on the construct of the survey instrument and the literature review it was based upon and scope of the study. Comments and suggestions were considered and incorporated into the final survey instrument distributed to the larger Delphi panel. The second population for this study consisted of campus staff and/or administrators knowledgeable in the area of campus-based community service-learning nominated from the Campus Outreach Opportunity League, now called Idealist on Campus (Appendix D). This group of experts was contacted and invited to participate in the Delphi process as panelists respondents (Appendix E). The survey instrument was distributed to 11 administrators at 11 public and private college or university campuses across the United States. Identification of exceptional service-learning programs was obtained from a list provided by the Campus Outreach Opportunity League, now called Idealist on Campus, Director of Campus Programs. These programs were identified as outstanding examples of academic programs within the area of service-learning. Each year, for the past four years, U.S. News and World Report, with the help of education experts from the Association of American Colleges and Universities, the American Association of

University Professors, the National Collegiate Athletic Association, the Council for Aid to Education, and the U.S. Department of Education's National Center for Education Statistics, has developed a survey instrument to identify types of programs believed to lead to student success (U.S. News, 2003). Starting with the data collected from these self response instruments they identified eight types of programs: First-year experiences, Internships/Co-ops, Senior Capstone, Undergraduate research/creative projects, Learning communities, Study abroad, Service learning, and Writing in the disciplines. Once initial data had been collected, they invited college presidents, chief academic officers, deans of students, and deans of admissions to nominate up to 10 institutions with stellar examples of each program-type. The final ranking process involved collecting data on such items as student retention, faculty resources, student selectivity, financial resources, graduation-rate performance and alumni-giving rate. A final peer review assessment received the greatest weight in the assessment. For 2004, the year the population was selected, 60% of the 4,095 campus administrators who were sent questionnaires responded (U.S. News, 2003). Under the 2004 listing within the category for outstanding examples of academic programs in the area of service learning, 24 colleges and/or universities were listed. Of the campuses listed, seven (7) were public universities and each geographic region of the U.S. was represented.

Instrumentation

Three structured questionnaires were designed by the researcher. The first questionnaire included goals and related-outcome measures identified through an extensive review of the literature on service-learning. Jacoby et al's (1996) classification of concepts and practices for developing high-quality service-learning experiences was used to sort the established goals into three categories: curricular and co-curricular practice goals, curriculum only practice goals, and organizational, administrative and policy goals. Next, a number of outcome measures were identified that would quantify the outcome of the goal or determine the value added to the service-learning goal as a result of applied knowledge, skill or pedagogy. Selection of the outcome measures was based on a comprehensive review of the literature and revised based on the recommendations received from the five experts asked to review the developed instrument. Quantification of the identified outcome measures was based on the need to consider nonacademic as well as academic outcomes and to include outcome measures of cognitive achievement, skills, values and attitudes, and behaviors of the three established categories (Romberg, 1990). Romberg (1990) also recommends collecting data using a variety of methods to increase the likelihood that the strengths of one method will overcome the weaknesses of another. Likewise, Levy (1986) notes that a variety of outcome measures is better than the dependence on a single outcome measure. Therefore, outcome measures were selected that used multiple methods, including surveys, records, and feedback through multiple resources.

Although original Likert scales contained five response options, subsequent scales have been developed that use two, three, four, six, and seven response options (Anderson, 1988). Anderson explains that the use of an even number of response options is advocated when scale designers desire a forced choice response or where a middle response option may be regarded as “not sure” or “no opinion”. For this study the four-point scale was chosen to force the respondents to make choices and place a value on importance, validity, and feasibility. Additional four-point Likert-type scales were used to rate the outcome measures according to perceived validity and feasibility.

Following each set of outcome measures, space was provided for participants to list potential problems associated with using the outcome measures and for suggesting additional outcome measures. In addition, at the end of the first questionnaire, the respondents were asked to indicate their years of experience, their highest degree held, and if they had an assessment program associated with their service-learning program.

As previously stated, the initial survey instrument was sent to a panel of five experts to review for face validity and clarity. Feedback from the instrument review panel was reviewed by the researcher and the survey instrument was revised based on received recommendations.

Once changes had been made to the survey instrument to incorporate expert feedback, the survey instruments were distributed in round one. These instruments included goals and outcome measures identified by the researcher. Panel members were asked to review these items and respond accordingly (Appendix F).

The second survey instrument included the goals and outcome measures from the first questionnaire and any additional goals and outcome measures submitted by the expert respondents during round one (Appendix G). The third questionnaire included all goals and outcome measures on questionnaire number two, but focused on respondents reviewing the additional outcome measures identified by panel members during the previous round (Appendix H).

Following receipt of the round one instrument, one participant did not respond; therefore, in the first round, the response rate to questionnaire one was 92%. In the second round, an additional panelist did not respond, bringing the response rate down to 83%. All panelists responded in the third round for a 100% response rate. The overall response rate for all three rounds was 92%.

Procedures

In April of 2004 the researcher contacted seven identified experts by electronic mail to explain the study and the Delphi process and to request their participation as instrument reviewers. Five of the seven experts agreed to participate. Feedback from the panel of experts was instrumental in providing assistance in effectively articulating the purpose, design and instructions for future panelist serving as survey respondents and in clarifying the classification scheme for stated goals, the goals themselves and related outcome measures.

Once the instrument had been revised and the institutional review process for the study had been approved, a target group of 14 outstanding programs were identified

based on the U.S. News and World Report study. For verification, contact information for the principle administrator for the programs was obtained via the World Wide Web and telephone. Program administrators were then contacted via electronic mail with an explanation of the study and the Delphi process. Of these, twelve agreed to participate in the study. At that point, in June of 2005, round one of the survey instrument was distributed via electronic mail. Accompanying each survey instrument was a separate cover letter introducing the study, requesting the completed instrument to be returned either electronically or via hard copy postage to the researcher within two weeks.

A follow-up letter was sent via electronic mail to the identified panel members who did not return the first questionnaire within two days of the requested deadline. This follow-up letter encouraged the identified administrators to participate and asked them to respond within one week. Telephone calls were made to participants who did not respond to the letter within one week. At this time all but one survey had been received. One administrator indicated they was no longer interested in participating and would not be returning the initial instrument. As a result, after the first round, eleven of twelve panel member returned the completed instrument, resulting in a 92% response rate.

Responses were analyzed using descriptive statistics and results were summarized for participant review. The individual respondent's responses from the first round were included next to the summarized responses (mean and interquartile range [IQR]) for the group, so participants could compare their responses to the group's mean response. The individual's responses were highlighted if they were outside the first or

third quartile. In addition, potential problems and/or comments were summarized and categorized within each goal according to each outcome.

The second questionnaire was designed as the first, but with the addition of goals and outcome measures suggested by the respondents during the first round. The statistical summary of the mean group response, in addition to the expert panelist's individual responses and the summary of the potential problems/comments from the first round, were sent to the expert panel members with the survey instrument for the second round. A cover letter and instructions were sent with the second survey instrument and the summary reports. The round two procedures were repeated for the third round. The statistical summary returned to the respondents following the second round was in the same format as the summary provided following the first round with the exception of any changes in the means and IQRs.

Those participants who chose to rate a particular outcome measure or goal outside the first or third quartile of the group's response on the second and third questionnaires were asked to explain their responses. These explanations were requested to communicate any knowledge or experience that would inform the others in the group, and in turn benefit the collective group interpretation.

The number of opinion changes and individual comments on the third questionnaire decreased sharply from the number of changes on the second questionnaire indicating stabilization of responses. As a result, in addition to concern that the response rate for a fourth round would be poor, the Delphi process concluded with the third round.

Data Analysis

The data from each of the three questionnaires was entered on a spreadsheet using Excel software (Appendix I - N). The following descriptive statistics were computed on responses from each questionnaire: IQR; mean; median; and standard deviation (SD). After examination of the data, it was determined in consultation with a statistician that only the IQR and mean would be included on the summary reports returned to panel members. Given the nature of the four-point scales and the purpose of the feedback, this information was considered to be meaningful and adequate. The responses to the third questionnaire were analyzed using the mean and IQR to determine the important goals and valid and feasible outcome measures.

CHAPTER IV

ANALYSIS OF RESULTS

The efforts of educational institutions, interest groups and federal agencies to provide desirable objectives for the practitioner to implement campus-based volunteer service-learning programs lack the synchronicity to implement these ideas in a coordinated sequential manner, as many efforts are relatively immature. In Chapter II, one barrier identified in implementing a campus-based community service–learning strategy is the difficulty in selecting appropriate outcome measures that will provide evidence of student learning. The outcome measures selected will depend on a number of factors, including the mission and goals of the university, the alignment of course material to out of the classroom activities and the administrative and organizational support of the program being assessed.

The purpose of this study was to utilize the expertise of a cohort of practitioners responsible for the administration of a campus-based community service-learning program to determine core educational goals in the design and implementation of such programs, and the associated outcome measures for assessing such goals. The author is aware that the opinions of the identified practitioners may not necessarily be the same as those of the college or university administration and faculty populations. As such, these perspectives would need to be understood within each institutional context to most effectively implement the identified goals and outcome measurements. Instead, the purpose of this study is to provide a starting point for understanding key program goals and outcome measures that program administrators may use to define program

objectives and assess program impact. The premise of this study assumes such program development could be accomplished by identifying goals considered important by program administrators and then selecting valid and feasible outcome measures to assess attainment of these goals. Further program development will require the input of faculty and campus administration.

The results will be presented in four parts. The first part will discuss the outcome of the Delphi procedure and the following three parts will summarize findings related to the three research questions.

Results of the Delphi Procedure

The Delphi method was used to elicit the expert opinions of campus-based community service-learning administrators of programs identified as outstanding examples of academic programs that are believed to lead to student success. Feedback and responses between panel respondents was accomplished using an iterative questionnaire format with anonymous, summarized feedback.

Response Rate

A total of three questionnaires were used. The response rate was 100% for the first questionnaire, 91% for the second questionnaire and 100% for the third questionnaire. On round one, some panelists neglected to rate the core goals as identified on the survey instrument. Once results were compiled from round one and prior to the instruments being redistributed for round two, any panelists who failed to

score the core goals were alerted via e-mail. Responses to this notification indicated the failure to score the core goals was an oversight from each panel member. Subsequent items were completed in round two and round three.

Demographics of Panelists

Questionnaire one contained a brief demographic survey on the last page to describe characteristics of the responding population. Nine of the 11 panelists completed this portion of the questionnaire. All responding panelists indicated that they possessed at least a B.A or B.S. degree. Two panelists indicated they possessed a Ph.D.; one panelist had a J.D.; two panelists possessed a M.A. or M.S. degree; one panelist had a Ed.M. and one had a M. Divinity. Of the panelists responding, three indicated that they had been in their position less than three years; one responded he/she had been in his/her position between three and six years. The two panelists possessing their Ph.D.s had each been in their positions between six and ten years. An analysis of histograms did not reveal any systematic differences in responses of panelists based on their years of experience. Five of the nine panelists responding to the demographic portion of the questionnaire indicated their service-learning programs do possess some form of assessment program, while the remaining four indicated that their programs do not. One panelist noted that he/she was currently in the process of "re-evaluating" their assessment program.

Once the responses from round one were compiled, individual panelist responses were noted on subsequent instruments along with the mean score and the interquartile

range of the previous round. Respondents were asked to comment on their rating if they rated an item outside the first or third quartile of rounds two and three or if they did not choose to adjust their rating based on the mean score of all responding panelists. Few patterns emerged based on the comments and ratings that were changed by participants. The panelists with the most advanced degrees were the more direct in the comments provided and were the least likely to change their ratings. The overall trend was panelist ratings at the higher end of the scale with most Goals and Objectives receiving ratings of 4.0 on a four point scale.

Changes in the Number of Questionnaire Items Between Rounds

The first survey had a total of 14 goals and 80 outcome measures. Upon completion of the first round, no additional goals were added and 28 additional outcome measures were added. The additional outcome measures included 17 outcome measures for curricular and co-curricular practice goals, five outcome measures for curriculum only goals and six outcome measures for organizational, administrative and policy goals. As such, the second survey had 14 goals and 107 outcome measures. As no additional goals or outcome measures were added in round two, the third survey also had 14 goals and 107 outcome measures. This final survey allowed respondents to compare their scores with the combined score of the group and to make changes if desired.

Changes in Ratings Between Rounds

Once all rounds were complete, the effort to measure the central tendency of the responses began. The method chosen as the appropriate measure was the median, due to the responses consisting of ordinal data representing ordered values, the attempt to make inferences regarding estimated magnitude of the responses, the small number of participants responding to the survey instrument, and the appearance that the distribution of data is skewed towards the higher end of the response scale. Table 1 shows the number of goals and outcome measures on which the median and IQR ratings changed between round one and round three. A change was defined as a difference of greater than 0.5 on either median or IQR between rounds one and two or between rounds two and three. There were four changes on goals - three increases and one decrease. However, two respondents did not rate the identified goals in the first round. When the omission was brought to their attention during round two, both respondents rated the goals within the range of the other responses.

The median validity rating changed by increasing on one outcome measure, and the median feasibility rating changed on four outcome measures, thus increasing one and decreasing three. Overall, initial review of all responses indicated that a vast majority of scores were on the higher end of the Likert-type scale.

There were a total of 52 changes in the IQR of outcome measures between rounds. None of these IQRs increased, while all 52 decreased. This indicates a trend toward consensus following the three rounds of the Delphi process. The SD, a more sensitive measure of changes in extreme values, provided additional evidence that the

variability of responses between rounds decreased. Table 1 shows all medians, IQRs and SD for importance of goals and validity and feasibility of outcome measures by round below.

TABLE 1

Changes in Medians, and IQRs for Importance of Goals and for Validity and Feasibility Ratings of Outcome Measures Between Rounds.

	Importance	**Validity**	**Feasibility**	**Total**
Curricular and Co-Curricular				
Total	7	56	56	119
Median				
Decrease	0	0	3	3
Same	5	55	52	112
Increase	2	1	1	4
IQR				
Decrease	1	11	18	30
Same	6	45	38	89
Increase	0	0	0	0
Curriculum Only				
Total	3	22	22	47
Median				
Decrease	0	0	0	0
Same	2	22	22	46
Increase	1	0	0	1
IQR				
Decrease	1	5	3	9
Same	2	17	19	38
Increase	0	0	0	0
Organizational, Administrative and Policy				
Total	4	29	29	62
Median				
Decrease	0	0	0	0
Same	3	29	29	61
Increase	1	0	0	1
IQR				
Decrease	0	7	6	13
Same	4	22	23	49
Increase	0	0	0	0

Research Question One

The first research question was: What are the most important core goals related to quality and effectiveness as they relate to student learning in the establishment of campus-based service-learning programs for an American institution of higher education, as perceived by academic and administrative stakeholders? This section will discuss the results related to this question.

Goals were considered to be important if the median rating was 3.0-4.0 and the IQR was no greater than 1.0 on round three. All fourteen of the stated goals met these criteria. These included: seven Curricular and Co-Curricular Practice Goals, three Curriculum Only Goals, and four Organizational, Administrative and Policy Goals. (see Table 2).

TABLE 2

Core Educational Goals of Campus Service-Learning Programs.

Curricular and Co-Curricular Practice Goals	
I.	An effective community service-learning program engages people in responsible and challenging actions for the common good.
II.	An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.
III.	An effective community service-learning program allows for those with needs to define those needs.
IV.	An effective community service-learning program considers all parties learners who help determine what is to be learned.
V.	An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
VI.	An effective community service-learning program is committed to program participation by and with diverse populations.
VII.	An effective community service-learning program is committed to a wide range of Service-Learning experiences.

Table 2 continued

Curriculum Only Goals

I. An effective community service-learning program articulates clear service and learning goals for everyone involved.
II. An effective community service-learning program provides opportunities for activities to be integrated into the curriculum.
III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.

Organizational, Administrative and Policy Goals

I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.
II. An effective community service-learning program recognizes changing circumstances.
III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.
IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

Curricular and Co-Curricular Practice Goals

In round one two panelists failed to rate any of the identified goals within the three different categories. Once this was communicated to the panelists, each indicated the omission was an oversight and the goals were rated during round two.

Six of the first seven goals received median ratings of 4.0, evidence of consistency on agreement for these ratings. Of these, only goals four and five had any degree of disagreement as indicated by an IQR of 1.00.

Only goal IV: "An effective community service-learning program considers all parties learners who help determine what is to be learned," received a lower median rating of 3.5. Of note however, is that contained within the Curricular and Co-Curricular Goals is one of only two goals to receive the lowest rating of "1", Goal VII: "An

effective community service-learning program is committed to a wide range of Service-Learning experiences".

Comments of the panelists indicated that there were some concerns regarding the feasibility of including the community to the extent noted in some of the stated goals. One comment regarding goal I states, "An effective community service-learning program engages people in responsible and challenging actions for the common good", "Opportunities will vary – depending on the number of community partners and the needs of partners. The service and the learning must be contextualized; e.g. students always want to work with 'clients' or service recipients, yet at times they don't have the skills to do so". Additional comments related to the feasibility of involving the community include, "These types of collaborations sometimes require a higher level of schedule coordination and partner availability than is possible".

Curriculum Only Goals

Two of the three goals identified in section two received median ratings of 4.0 with consistency of agreement on these ratings. Only goal III, "An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop", had any degree of disagreement as indicated by an IQR of 1.00, and a median of 3.5. In addition, the second of two goals to receive the lowest possible rating was found in this 'Curriculum Only' category. Although Goal II: "An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum", had a median score of

4.0 and an IQR of 0, one panelist rated the goal with the lowest possible scale rating of 1.

Comments regarding the stated 'Curriculum Only Goals' focused primarily on the second goal, "An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum". The panelist that ranked this goal as one of lowest stated, "By definition service learning programs are already integrated into the curriculum". This rationale may explain why he/she ranked the goal as unimportant, but does not clarify if the goal itself, as goal statement applies to the perceived importance of integrating service-learning activities into the curriculum not whether or not the integration actually takes place. When compared to other responses, eight of the nine other panelists rated this goal with the highest rating of '4'. However, this goal clearly is of concern as one other comment noted the difficulty in an external party providing teaching direction to an independent faculty.

Organizational, Administrative and Policy Goals

In this final category, all responses across each round received panelist ratings of 3.0 or 4.0. In the final round, three of the four goals received median ratings of 4.0 with consistency across the degree of agreement on these ratings. Of these, only goal II, "An effective community service-learning program recognizes changing circumstances", had any degree of disagreement as indicated by an IQR of .75. Goal I, "An effective community service-learning program clarifies the responsibilities of each person and

organization involved", had a mean score of 3.5 and an IQR of 1.0, showing a lower degree of panelist agreement.

Only one comment regarding this category was received. Regarding Goal V., "An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals", one panelist commented that the goal was too broad to be considered a single goal. One would assume the panelists who were comprised of administrative staff responsible for the management of these programs would have more to say regarding these goals.

In review of the panelist ratings overall, the impact of the omitted responses by two panelists in round one is apparent as one panelist rated each of the 14 identified goals as a 4.0, as a measure of importance. Similarly, the second panelist rated all but one of the 14 goals as a 4.0. The remaining goal was rated 3.0. As a result, the importance of the goals as reported by the median score increased by .50 on the following four goals:

- Curricular and Co-Curricular Practice Goal # IV. "An effective community service-learning program considers all parties learners who help determine what is to be learned".

- Curricular and Co-Curricular Practice Goal # V. "An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved".

- Curriculum Only Goal # III. “An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop”.

- Organizational, Administrative and Policy Goal # I. “An effective community service-learning program clarifies the responsibilities of each person and organization involved”.

In addition, if this endeavor were to be a useful tool for practitioners to prioritize their efforts in the design and implementation of a campus-based service-learning program, the results of the study are intended to enable the practitioner to look at the median scores and IQR in order to identify primary, secondary and tertiary goals. (See Table 3)

Analysis of a priority ranking for core educational goals of campus service-learning programs concept however, shows that all of the identified goals are considered important, as 11 of the 14 goals had a median response rating of 4.0. The remaining three goals each had a median response rating of 3.5. Similarly, only four of 14 goals resulted in an IQR of 1, showing little disagreement on the degree of importance. As a result, the study does appear to provide an answer to the question regarding the most important core goals related to quality and effectiveness as they relate to student learning in the establishment of campus-based service-learning programs. However, the effort to use median and IQR ratings to eliminate preconceived goals may be more helpful than in creating a true prioritization resource.

TABLE 3

Priority Ranking for Core Educational Goals of Campus Service-Learning Programs.

Goal	Median	IQR
Curricular and Co-Curricular Practice Goals		
I. An effective community-service learning program engages people in responsible and challenging actions for the common good.	4.00	0.00
II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.	4.00	0.00
III. An effective community service-learning program allows for those with needs to define those needs.	4.00	0.00
VI. An effective community service-learning program is committed to participation by and with diverse populations.	4.00	0.00
VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	4.00	0.00
V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	4.00	1.00
IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	3.50	1.00
Curriculum Only Goals		
I. An effective community service-learning program articulates clear service and learning goals for everyone involved.	4.00	0.00
II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.	4.00	0.00
III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.	3.50	1.00
Organizational, Administrative and Policy Goals		
III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	4.00	0.00
IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	4.00	0.00
II. An effective community service-learning program recognizes changing circumstances.	4.00	0.75
I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.	3.50	1.00

Research Question Two

The second research question was: What outcome measures are valid and feasible to demonstrate quality and effectiveness in the establishment of service-learning programs for an American institution of higher education, as perceived by academic and administrative stakeholders? This section will discuss results related to this question.

Those outcome measures that had a median rating from 3.0 to 4.0 and an IQR no greater than 1.0 on the validity scale were considered valid. The same criteria were used for feasibility. Those outcome measures that met these criteria were considered feasible. Of the 112 outcome measures, 99 were considered valid and 102 were considered feasible. Eighty-five were considered both valid and feasible. There were nine outcome measures considered valid but not feasible.

Outcome Measures for Curricular and Co-Curricular Goals

There were a total of 51 valid, 49 feasible and 45 valid and feasible outcome measures for this set of goals.

Outcome measures for goal I: "An effective community-service learning program engages people in responsible and challenging actions for the common good". Ten of 11 outcome measures were considered valid by panelists (see Table 4). Outcome measures that failed to meet validity and or feasibility requirements are illustrated below the bold line. Outcome measures seven through eleven were added to the list by panelists in the first round. Each of these added measures was considered valid by the panelist ratings. Of the ten outcome measures considered most valid, eight can be measured by collecting

data available through the mission of the service-learning host. The remaining two measures require collection of data from student participants or campus activity facilitators through surveys.

Comments made by panelists were included in rounds two and three to provide insight into the rational behind panelist ratings. However, very few comments provided a depth of perspective that could clearly articulate challenges or opportunities associated with any particular rating. As a result, collegial debate was limited and consensus building was limited largely to panelist interpretation of ratings and their own interpretations of how their ratings aligned with the others.

Panelist comments on the outcome measures for goal one illustrate a consistency in agreement that although these measures are important, they must be contextualized to provide a greater value. One panelist indicated that opportunities for service-learning will vary. As a result, the placement or opportunity of a student to serve will depend on the number of community partners available, the needs of community partners serving as hosts, and the preparation and skills available to the student service provider to interact in a direct way with the populations being served. A related comment indicated, "The extent to which programs can accomplish some of the 'higher order' outcomes is heavily dependent on placement of program (e.g., academic affairs/student affairs, reporting to senior administration vs. mid-level, etc…), resources available, faculty buy-in, institutional ethos, program maturity, etc…."

Comments regarding the clarity of the measures were noted by several panelists. Two of the outcome measures added by panelists in round two were noted to be vague.

These outcome measures identified as unclear were #7, “Projects completed for community organizations” and #8, “Research done and used to benefit community”.

TABLE 4

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal I: “An effective community service-learning program engages people in responsible and challenging actions for the common good.”

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program’s service activities include opportunities for participant’s direct interaction with adults in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped.	X	X	X
2. A program’s service activities include opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights.	X	X	X
3. A program’s service activities include opportunities for participant’s direct interaction with children; for example, tutoring, coaching, and childcare.	X	X	X
4. A program’s service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work.			
5. A program’s service activities include opportunities for participants to provide services contributing to the preservation of democratic values/citizenship; for example, working with a political party, community associations, and/or immigration services.	X	X	X
6. A program’s service activities include opportunities for participants to work with cultural services; for example, the arts, race/ethnic organizations/events.	X	X	X
7. Projects completed for community organizations.	X	X	X
8. Research done and used to benefit community.	X	X	X
9. Develops opportunities for participants to continue extra curricular service activities.	X	X	X
10. Opportunities to examine issues of diversity, explore different power relations in society.	X	X	X
11. A program incorporates reflection and education in all service activities to help students better serve the common good.	X	X	X

TABLE 5

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal I: "An effective community service-learning program engages people in responsible and challenging actions for the common good."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
11. A program incorporates reflection and education in all service activities to help students better serve the common good.	4.00	0.00	3.00	0.00
2. A program's service activities include opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights.	4.00	0.75	3.00	1.00
10. Opportunities to examine issues of diversity, explore different power relations in society.	4.00	1.00	3.00	0.00
3. A program's service activities include opportunities for participant's direct interaction with children; for example, tutoring, coaching, and childcare.	3.00	0.38	4.00	0.88
7. Projects completed for community organizations	3.00	0.38	3.00	1.00
1. A program's service activities include opportunities for participant's direct interaction with adults in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped.	3.00	1.00	4.00	1.00
6. A program's service activities include opportunities for participants to work with cultural services; for example, the arts, race/ethnic organizations/events.	3.00	1.00	4.00	1.00
9. Develops opportunities for participants to continue extra curricular service activities.	3.00	1.00	3.50	1.00
5. A program's service activities include opportunities for participants to provide services contributing to the preservation of democratic values/citizenship; for example, working with a political party, community associations, and/or immigration services.	3.00	1.00	3.00	1.00
8. Research done and used to benefit community.	3.00	1.00	3.00	0.00
4. A program's service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work.	2.00	0.00	3.50	2.00

Another outcome measure added by a panelist showed the greatest consistency across responses. Measure #11, "A program incorporates reflection and education in all service activities to help students better serve the common good," received the highest

validity rating with the lowest range. However, subsequent panelist comments indicated that this measure should be moved to goal II within the Curricular and Co-Curricular category regarding reflection activities.

The Outcome Measure receiving the lowest validity rating and lowest range of disagreement was measure # 4, "A program's service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work." This measure was identified as mixing too many factors. One comment stated, "I interpret "organizing work" to mean building organizational capacity, which is very different from cleaning floors." See Table 5 for the priority ranking of outcome measures for goal I.

Outcome measures for goal II, "An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience." All six of the outcome measures were considered valid by panelists (see Table 6). Outcome measures four, five and six were added to the list by panelists in the first round. Each of the measures added was considered valid by panelist ratings. These outcomes can be measured by collecting data from student participants, campus activity facilitators or course faculty through surveys.

Comments made by panelists agreed that although these outcome measures are valid, they may not be as feasible as indicated by the relatively high feasibility ratings each received. Panelists cautioned that dependencies regarding the ability/willingness of course faculty or activity facilitator, student and community partner each require additional consideration for adequate reflection to occur.

Outcome measure #4, added by a panelist in round one, "Develop complex understanding of social problems," was identified by a number of panelists as a measure that should be illustrated as an entirely separate goal or as an outcome that is very difficult to measure due to the various student maturation rates and ability to internalize complex social learning. Interestingly, these concerns are not reflected in the high validity and feasibility ratings and low IQR (See Table 7).

TABLE 6

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal II: "An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's service activities include opportunities for faculty to evaluate student's abilities to reflect critically on their service experiences through journals, papers, and group discussions.	X	X	X
2. A program's service activities include opportunities for student's to participate in classroom reflection sessions.	X	X	X
3. A program's service activities include opportunities for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service.	X	X	X
4. Develop complex understanding of social problems.	X	X	X
5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	X	X	X
6. Service activities include opportunities for community partners to participate in classroom reflection activities.	X	X	X

TABLE 7

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal II: "An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
2. A program's service activities include opportunities for student's to participate in classroom reflection sessions.	4.00	0.00	4.00	0.00
1. A program's service activities include opportunities for faculty to evaluate student's abilities to reflect critically on their service experiences through journals, papers, and group discussions.	4.00	0.00	4.00	0.75
3. A program's service activities include opportunities for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service.	4.00	0.00	3.50	1.00
4. Develop complex understanding of social problems.	4.00	0.00	3.00	0.00
5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	4.00	0.00	3.00	0.75
6. Service activities include opportunities for community partners to participate in classroom reflection activities.	3.00	1.00	3.00	0.75

Outcome measures for goal III, "An effective community service-learning program allows for those with needs to define those needs." Nine of the ten outcome measures were considered valid by panelists (see Table 8). Outcome measures nine and ten were added to the list by panelists in the first round. Both of these outcome measures received valid ratings from the panelists. Of the nine outcome measures considered most valid, seven can be measured by collecting participation data as compared to the development plans regarding the service activity. The remaining two measures require collection of data from student participants or community hosts through surveys.

Comments made by panelists on the outcome measures for goal three include concerns regarding the validity of additional outcome measures beyond the one outside the defined parameters. Specifically, measure # 1, "A program's service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities" received additional comments indicating disagreement that the inclusion of the identified campus populations in the "mobilization and development activities" associated with service-learning do not directly relate to either true service-learning or the stated goal of those with needs to define those needs. However, the dissenting panelists were the ones to adjust their validity rating to reflect the opinions of the panel. The stated concerns did not appear to influence the other panel members. Interestingly, as identified in Table 9, all but one of the outcome measures identified within goal III resulted in a median score of 4.0 on a four point scale. Only outcome measure # 6, "A program's service activities include records or documentation that identifies shared resources and rewards" resulted in a mean score of 3.0 in the final round. In addition, only outcome measure # 4, "A program's service activities enable joint resolution of conflicts between participants" was outside the defined parameters for a valid response with an IQR of 1.75, showing significant disagreement between the panelists on the rating of this measure.

Although the validity ratings across the indicators for this goal were very high, almost exclusively receiving ratings of 4.0 across the measures, any possible concerns of the panelists may have been reflected in the feasibility ratings. For instance, one panelist

stated, “These types of collaborations sometimes require a higher level of schedule coordination and partner availability than is possible.” The outcome measures within this goal, and those outcome measures contained within only two other sets of goals resulted in 3.0 or 3.5 ratings exclusively. The remaining eleven goals each contained at least one set of outcome measures with a rating of 4.0.

TABLE 8

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal III: “An effective community service-learning program allows for those with needs to define those needs.”

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program’s service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities.	X	X	X
2. A program’s service activities enable participation, communication and utilization, of community members, agency staff, clients & informal positional leaders in community mobilization and development activities.	X	X	X
3. A program’s service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided.	X	X	X
4. A program’s service activities enable joint resolution of conflicts between participants,		X	
5. A program’s service activities enable sharing of responsibilities, decision making and/or accountability.	X	X	X
6. A program’s service activities include records or documentation that identifies shared resources and rewards.	X	X	X
7. A program’s service activities enable community development strategies that start with what is present in the community and concentrates on the problem solving capacities of local residents.	X	X	X
8. A program’s service activities include a campus/community advisory body with a clear purpose/mission.	X		
9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	X	X	X
10. The program creates long-term sustained partnerships with communities.	X	X	X

TABLE 9

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal III: "An effective community service-learning program allows for those with needs to define those needs."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
5. A program's service activities enable sharing of responsibilities, decision making and/or accountability.	4.00	0.00	3.00	0.00
9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4.00	0.00	3.00	0.00
10. The program creates long-term sustained partnerships with communities.	4.00	0.00	3.00	0.00
2. A program's service activities enable participation, communication and utilization, of community members, agency staff, clients & informal positional leaders in community mobilization and development activities.	4.00	0.00	3.00	1.00
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided.	4.00	0.75	3.50	1.00
1. A program's service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities.	4.00	1.00	3.00	1.00
7. A program's service activities enable community development strategies that start with what is present in the community and concentrates on the problem solving capacities of local residents.	4.00	1.00	3.00	1.00
6. A program's service activities include records or documentation that identifies shared resources and rewards.	3.00	0.00	3.00	1.00
8. A program's service activities include a campus/community advisory body with a clear purpose/mission.	4.00	1.00	3.50	1.38
4. A program's service activities enable joint resolution of conflicts between participants,	4.00	1.75	3.00	0.75

Outcome measures for goal IV, "An effective community service-learning program considers all parties learners who help determine what is to be learned." Five of the six outcome measures were considered valid by panelists (see Table 10). Outcome measures five and six were added to the list by panelists in the first round, each of which was rated as valid by panelists. Of the five outcome measures considered most

valid, each can be measured by collecting data from student participants, campus activity facilitators or community service-learning partners through survey feedback processes.

One comment made by a panel member summarizes the measures within this goal: “The goal implies stakeholder participation in establishing, not just evaluating learning goals.” Additional comments illustrate how the outcome measures may evaluate the institution or student participants’ attitudes or performance, but are limited in how stakeholders help determine what is to be learned. Outcome measure #6, “Community members have input ahead of time in designing projects and determining learning goals” was added by a panelist and illustrates effective alignment of expectations.

Of the measures rated, only #4, “A program’s community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants,” was not considered valid due to a disparity among panelists on the rating, (see Table 11). The range of panelist ratings may be explained by a panelist comment that stated, “community partners must be empowered & educated about service-learning or this won’t happen.”

Outcome measure #5, which was one of the two measures added by a panelist, “Evaluate contribution of community partners to course curriculum,” failed to meet the feasibility criteria, receiving a median feasibility rating of 2.5. Multiple panelist comments indicated concern that this measure was too vague, too difficult to measure, or too dependent upon either faculty or community partner willingness to dedicate adequate time to the evaluation process.

TABLE 10

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal IV: "An effective community service-learning program considers all parties learners who help determine what is to be learned."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's service activities provide opportunities to evaluate the institution's attitude toward community needs by participating community agencies.	X	X	X
2. A program's service activities provide opportunities to evaluate student conduct/service by participating community agencies.	X	X	X
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction with learning and service goals for all participants.	X	X	X
4. A program's community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants.		X	
5. Evaluate contribution of community partners to course curriculum.	X		
6. Community members have input ahead of time in designing projects and determining learning goals.	X	X	X

TABLE 11

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal IV: "An effective community service-learning program considers all parties learners who help determine what is to be learned."

Outcome Measures	Median	IQR	Median	IQR
	Validity		**Feasibility**	
2. A program's service activities provide opportunities to evaluate student conduct/service by participating community agencies.	4.00	0.75	4.00	1.00
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction with learning and service goals for all participants.	4.00	0.75	3.50	1.00
1. A program's service activities provide opportunities to evaluate the institution's attitude toward community needs by participating community agencies.	4.00	1.00	3.50	1.00
6. Community members have input ahead of time in designing projects and determining learning goals.	4.00	1.00	3.00	0.00
5. Evaluate contribution of community partners to course curriculum.	3.00	0.75	2.50	1.00
4. A program's community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants.	3.00	1.75	3.00	1.00

Outcome measures for goal V, “An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.” Six of the seven outcome measures were considered valid by panelists (see Table 12). Only outcome measure seven was added to the list by a panelist in the first round and was identified by panelists as a measure receiving one of the highest ratings for both validity and feasibility with a high level of agreement across respondents. Of the six outcome measures considered most valid, five can be measured by collecting data available through administrative or scheduling sources. The remaining outcome may be measured by collection of data from student participants through surveys.

Limited panelist comments regarding this goal make analysis difficult. Only measure #6, “A program’s community service-learning activities provide opportunities for student participants to evaluate the perceived significance of the community service-learning activity,” received more than one comment. One comment stated that the effort may not be in the best use of available resources, and one stated that the outcome measure may be more in alignment with goal #2 above. After reviewing the proposed goals, it is the opinion of the researcher that this outcome measure should in fact be considered with the outcome measures associated with that goal as the focus of that goal is reflection.

Only outcome measure #5, “A program’s community service-learning activities consider multiple means of transportation,” failed to meet the criteria for a valid rating,

(see Table 13). Interestingly, no comments were included by any panel member to clarify their rating on this outcome measure.

TABLE 12

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal V: "An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include opportunities for participants that accommodate flexible weekday/weekend schedules.	X	X	X
2. A program's community service-learning activities include opportunities for participants that accommodate a student's potential part-time situation.	X	X	X
3. A program's community service-learning activities include opportunities that accommodate continuity of service through participant succession and/or combinations.	X	X	X
4. A program's community service-learning activities include opportunities that accommodate the differences between the academic calendar and the community calendar.	X	X	X
5. A program's community service-learning activities consider multiple means of transportation.		X	
6. A program's community service-learning activities provide opportunities for student participants to evaluate the perceived significance of the community service-learning activity.	X	X	X
7. Provides opportunities for community partners to express concerns to college personnel.	X	X	X

Outcome measures for goal VI, "An effective community service-learning program is committed to participation by and with diverse populations." Each of the nine outcome measures were considered valid by panelists (see Table 14). Goals eight and nine were added to the list by panelists in the first round. Of these outcome measures, three can be measured by collecting demographic data of student participants and populations served. Three outcomes can be measured by data available through

TABLE 13

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal V: "An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
7. Provides opportunities for community partners to express concerns to college personnel.	4.00	0.00	4.00	0.00
3. A program's community service-learning activities include opportunities that accommodate continuity of service through participant succession and/or combinations.	4.00	0.00	3.00	0.00
4. A program's community service-learning activities include opportunities that accommodate the differences between the academic calendar and the community calendar.	4.00	1.00	3.00	1.00
1. A program's community service-learning activities include opportunities for participants that accommodate flexible weekday/weekend schedules.	3.50	1.00	3.50	1.00
6. A program's community service-learning activities provide opportunities for student participants to evaluate the perceived significance of the community service-learning activity.	3.50	1.00	3.50	1.00
2. A program's community service-learning activities include opportunities for participants that accommodate a student's potential part-time situation.	3.00	1.00	3.50	1.00
5. A program's community service-learning activities consider multiple means of transportation.	2.50	2.00	3.00	.75

administrative or training materials provided by the service-learning host. The remaining three measures require collection of data from student participants or campus activity facilitators through surveys.

The only comments made by panelists indicated that measures #1, 4, 5, and 6 were vague. Outcome measure # 1, "A program's community service-learning activities include collecting demographic data of participants" needs to clarify whether or not the term participants refers to student or community recipients. No details were provided regarding concerns about measures four, five and six. All of these measures met the criteria for a valid rating, (see Table 15). Only measure # 4, "A program's community

service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc" failed to meet the criteria of a feasible rating due to an IQR of 2.0, failing to meet sufficient agreement across panel members.

TABLE 14

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal VI: "An effective community service-learning program is committed to participation by and with diverse populations."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include collecting demographic data of participants.	X	X	X
2. A program's community service-learning activities include collecting attrition data of participants.	X		
3. A program's service activities include collecting demographic data of the populations served by community agency partners.	X		
4. A program's community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.	X		
5. A program's community service-learning activities provide opportunities evaluate community agency climate and training regarding support of diverse ethnicity, background, orientation etc.	X	X	X
6. A program's community service-learning activities include opportunities that consider the schedule/calendar of underrepresented populations.	X	X	X
7. The evaluation of student reflection activities considers underrepresented populations.	X	X	X
8. Service allows students to engage with diverse community members.	X	X	X
9. A program provides meaningful opportunities for disabled students to volunteer.	X	X	X

Outcome measures for goal VII, "An effective community service-learning program is committed to a wide range of Service-Learning experiences." Six of the seven outcome measures were considered valid by panelists (see Table 16). Goals six and seven were added to the list by panelists in the first round, and each was rated as valid by panelists.

TABLE 15

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal VI: "An effective community service-learning program is committed to participation by and with diverse populations."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
8. Service allows students to engage with diverse community members.	4.00	0.00	3.00	0.75
9. A program provides meaningful opportunities for disabled students to volunteer.	4.00	0.00	3.00	1.00
1. A program's community service-learning activities include collecting demographic data of participants.	3.50	1.00	3.00	1.00
5. A program's community service-learning activities provide opportunities evaluate community agency climate and training regarding support of diverse ethnicity, background, orientation etc.	3.00	0.00	2.50	1.00
6. A program's community service-learning activities include opportunities that consider the schedule/calendar of underrepresented populations.	3.00	1.00	3.00	0.00
7. The evaluation of student reflection activities considers underrepresented populations.	3.00	1.00	3.00	0.00
4. A program's community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.	4.00	1.00	3.50	2.00
3. A program's service activities include collecting demographic data of the populations served by community agency partners.	3.00	0.00	2.00	1.00
2. A program's community service-learning activities include collecting attrition data of participants.	3.00	1.00	2.00	1.00

Of the six outcome measures considered most valid, four can be measured by collecting data available through administrative or scheduling materials provided by the campus-based service-learning facilitator or faculty member. The remaining two measures require collection of data from student participants through surveys.

Limited comments were received for this set of outcome measures. Only two comments made by panelists identified a single outcome measure as one of concern. Outcome measure # 6, added by a panelist, states, "A program allows for student leadership development." Comments regarding this item suggest this measure is also vague, and could be improved by clarifying what leadership development may consist of

and who may benefit - student participants or activity coordinators. Even with these comments, this measure met the criteria for both a valid and a feasible outcome measure, (see Table 17). However, of the two measures with the lowest score, only the measure that failed to receive sufficient panelist agreement across the validity rating received any comments. In this case, regarding outcome measure # 2, "A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences", one panelist noted that it was important for these short-term activities to take place as a means to introduce service-learning to them.

No comments were included that would clarify a panel member's reasoning behind the low feasibility rating regarding outcome measure # 4, "A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time." However, given the scheduling demands of the academic calendar, it is understandable that such an item would receive the lowest feasibility score.

TABLE 16

Validity and Feasibility Ratings of Outcome Measures for Curricular and Co-Curricular Practice Goal VII: "An effective community service-learning program is committed to a wide range of Service-Learning experiences."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include initiatives intentionally designed for students at different points in their education and at various stages of development.	X	X	X
2. A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences.		X	
3. A program's community service-learning activities include opportunities for participant's intensive service-learning experiences where students dedicate themselves to a service experience for a significant portion of their time-more than 10 hours a week-for a sustained period such as a semester or summer.	X	X	X
4. A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time.	X		
5. A program's community service-learning activities include opportunities for collaborative efforts between student affairs and academic units.	X	X	X
6. A program allows for student leadership development.	X	X	X
7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	X	X	X

TABLE 17

Priority Ranking of Outcome Measures for Curricular and Co-Curricular Practice Goal VII: "An effective community service-learning program is committed to a wide range of Service-Learning experiences."

Outcome Measures	Median	IQR	Median	IQR
	Validity		**Feasibility**	
7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	4.00	0.00	3.00	0.00
1. A program's community service-learning activities include initiatives intentionally designed for students at different points in their education and at various stages of development.	4.00	0.75	4.00	1.00
5. A program's community service-learning activities include opportunities for collaborative efforts between student affairs and academic units.	4.00	1.00	4.00	1.00

Table 17 continued				
Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
3. A program's community service-learning activities include opportunities for participant's intensive service-learning experiences where students dedicate themselves to a service experience for a significant portion of their time-more than 10 hours a week-for a sustained period such as a semester or summer.	4.00	1.00	3.50	1.00
6. A program allows for student leadership development.	3.50	1.00	3.00	0.00
4. A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time.	3.00	0.75	2.00	1.00
2. A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences.	3.00	1.75	4.00	0.00

Outcome Measures for Curriculum Only Goals

There were a total of 20 valid, 20 feasible and 18 valid and feasible outcome measures for this set of goals.

Outcome measures for goal I, "An effective community service-learning program articulates clear service and learning goals for everyone involved." All five of the outcome measures were considered valid by panelists (see Table 18). Goal five was added to the list by a panel member in the first round. Of the five outcome measures considered most valid, four can be measured by collecting information/data available through administrative or scheduling materials provided by the faculty member. The remaining measure requires collection of data from faculty members through surveys.

Comments made by panelists identify issues regarding sufficient alignment of and clarity within outcome measures # one, "A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in

support of service-learning curriculum", and # two, "A program's community service-learning activities include courses that state service-learning requirements in course catalogs." Numerous comments regarding these goals may explain why outcome measure one received the lowest validity rating within this goal (see Table 19). Even so, this outcome measure received a high feasibility rating with only moderate disagreement among panelists. However, even though outcome measure two was identified by a larger number of panelists as lacking clarity or failing to align to the stated goals, this measure received the highest validity raking with one of the lowest levels of disagreement.

Additional comments illustrated issues of adequate wording concerning measure five provided by a panelist, which states, "Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility." The concern regarding this measure was noted by one respondent with the statement, "I would use social concerns, societal issues. A religious studies faculty may be looking simply to [conscientize] a student. A environmental studies faculty member may be looking to heighten a student's sense of caring for the environment. I wouldn't use this language with my faculty." This in turn may explain why this outcome measure received the lowest feasibility rating within this goal set, even though the validity rating was high. The concept may be considered valid, but the feasibility of adequately measuring this particular goal through this outcome would be difficult to implement given the variation in how key terms may be defined.

Of note however, even though a number of panelists agreed on common concerns identified in the outcome measures contained within this goal set, none of these outcome measures failed to meet the criteria to establish core outcome measures. Each of these outcome measures received at least a median rating between 3.0 and 4.0 with an IQR rating no greater than 1.0 on either the validity or feasibility scale, being one of only three goal sets among all 14 goal sets to do so.

TABLE 18

Validity and Feasibility Ratings of Outcome Measures for Curriculum Only Goal I: "An effective community service-learning program articulates clear service and learning goals for everyone involved."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in support of service-learning curriculum.	X	X	X
2. A program's community service-learning activities include courses that state service-learning requirements in course catalogs.	X	X	X
3. A program's community service-learning activities enable courses to include service-learning options, expectations and learning objectives in course syllabi.	X	X	X
4. A program's community service-learning activities enable an appropriate faculty body to establish the criteria for courses designated as service-learning courses.	X	X	X
5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	X	X	X

Outcome measures for goal II, "An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum." Seven of the nine outcome measures were considered valid by panelists (see Table 20). Goals eight and nine were added to the list by panelists in the first round. Of the seven outcome measures considered most valid, four can be measured by

collecting information/data available through administrative or scheduling materials provided by faculty bodies. Two outcomes can be measured by collecting data from

TABLE 19

Priority Ranking of Outcome Measures for Curriculum Only Goal I: "An effective community service-learning program articulates clear service and learning goals for everyone involved."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
2. A program's community service-learning activities include courses that state service-learning requirements in course catalogs.	4.00	0.00	4.00	0.75
3. A program's community service-learning activities enable courses to include service-learning options, expectations and learning objectives in course syllabi.	4.00	0.00	4.00	0.00
4. A program's community service-learning activities enable an appropriate faculty body to establish the criteria for courses designated as service-learning courses.	4.00	1.00	4.00	1.00
5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	4.00	1.00	3.00	0.38
1. A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in support of service-learning curriculum.	3.00	1.00	4.00	1.00

faculty members through surveys. The remaining measure requires collection of data from student participants through surveys.

Comments within this goal set may signify perceptions of segmentation within the campus community. One panelist stated, "Our faculty are very independent and to conceive of someone even intimating telling them how/what to teach is out of the question," possibly illustrating a barrier of service-learning collaboration between the practitioner panel members and faculty members. Another panelist stated, "By definition service learning programs are already integrated into the curriculum." This comment also illustrates the perception that co-curricular or student activity based service-learning activities are not even recognized service-learning efforts.

Of the two measures that failed to meet the sufficient validity ratings (see Table 21), neither outcome measure #5, "A program's community service-learning activities enable faculty to provide options available within their curriculum; for example, as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option," nor measure # 7, "A program's community service-learning activities include collecting data on the graduation rates of student's involved in service-learning courses," received any clarifying comments as to why the validity rating was low. However, one may assume the panelist comment regarding faculty independence may align to outcome measure #5 regarding faculty options within their curriculum. If this is the case, it is of the opinion of the researcher, that it is curious as to why this particular outcome measure would fail to meet the criteria for a valid measure while receiving feasible ratings. If the comment pertaining to faculty independence does illustrate the practitioner opinion, the barriers associated with enabling faculty to provide various service-learning options available within their curriculum go beyond the feasibility of creating conditions or partnerships to encourage these course options, and instead highlight the perception that such options are not a valid measure of service-learning integration in the curriculum segmenting curricular and co-curricular efforts further.

Only one of the outcome measures failed to meet the criteria for a sufficient feasibility rating. Outcome measure # 4 states, "A program's community service-learning activities enable the evaluation of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service

experiences with course content, not for the service alone." Given the demands of such curricular review, one may understand why this item received low feasibility ratings. However, if this measure were interpreted as a form of faculty oversight, it would be another illustration of how faculty is perceived as inflexible.

TABLE 20

Validity and Feasibility Ratings of Outcome Measures for Curriculum Only Goal II: "An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum. "

Outcome Measures	**V**	**F**	**V&F**
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include collecting data on the number of faculty who include service-learning activities in their course curriculum.	X	X	X
2. A program's community service-learning activities include collecting data on the number of promotion and tenure granting policies that recognize service-learning efforts of faculty.	X	X	X
3. A program's community service-learning activities enable faculty to evaluate student attitudes regarding the ability of service-learning to meet course objectives.	X	X	X
4. A program's community service-learning activities enable the evaluation of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service experiences with course content, not for the service alone.	X		
5. A program's community service-learning activities enable faculty to provide options available within their curriculum, for example; as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option.		X	
6. A program's community service-learning activities provide opportunities for faculty to provide interdisciplinary service-learning activities/assignments.	X	X	X
7. A program's community service-learning activities include collecting data on the graduation rates of student's involved in service-learning courses.		X	
8. Provides opportunities for faculty to discuss successful and not so successful projects.	X	X	X
9. Includes curriculum development workshops for faculty.	X	X	X

Outcome measures for goal III, "An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop." All eight of the outcome measures were considered valid by

TABLE 21

Priority Ranking of Outcome Measures for Curriculum Only Goal II: "An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
1. A program's community service-learning activities include collecting data on the number of faculty who include service-learning activities in their course curriculum.	4.00	0.00	4.00	1.00
6. A program's community service-learning activities provide opportunities for faculty to provide interdisciplinary service-learning activities/assignments.	4.00	0.00	4.00	0.00
9. Includes curriculum development workshops for faculty.	4.00	0.00	3.00	1.00
3. A program's community service-learning activities enable faculty to evaluate student attitudes regarding the ability of service-learning to meet course objectives.	4.00	1.00	3.00	1.00
8. Provides opportunities for faculty to discuss successful and not so successful projects.	4.00	1.00	3.00	1.00
2. A program's community service-learning activities include collecting data on the number of promotion and tenure granting policies that recognize service-learning efforts of faculty.	3.00	0.00	3.00	1.00
4. A program's community service-learning activities enable the evaluation of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service experiences with course content, not for the service alone.	4.00	1.00	3.00	2.00
5. A program's community service-learning activities enable faculty to provide options available within their curriculum, for example; as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option.	2.00	1.00	4.00	1.00
7. A program's community service-learning activities include collecting data on the graduation rates of student's involved in service-learning courses.	2.00	1.00	3.00	1.00

panelists (see Table 22). Goals seven and eight were added to the list by panelists in the first round. Of the eight outcome measures considered most valid, one can be measured by collecting data available through administrative or scheduling materials provided by

faculty bodies and two of the identified outcomes may be measured by collecting data from student participants through surveys. The remaining five measures require collection of data from faculty members through surveys or course grading methods.

TABLE 22

Validity and Feasibility Ratings of Outcome Measures for Curriculum Only Goal III: "An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop."

Outcome Measures	**V**	**F**	**V&F**
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based.	X		
2. A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences.	X	X	X
3. A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class.	X	X	X
4. A program's community service-learning activities enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	X	X	X
5. A program's community service-learning activities enable the faculty to evaluate the student participant's application of higher-order thinking skills and critical analysis to the service-learning experience.	X	X	X
6. A program's community service-learning activities enable faculty to conduct studies and/or current research on campus that explores critical issues that advance the service-learning field.	X	X	X
7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	X	X	X
8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	X	X	X

No comments were made by panelists until the third round, upon review of the median scores reported for the outcome measures added by panelists in round one. As such, comments at this point note that these new outcome measures did not appear to align with the goal of providing a theoretical and pedagogical framework. Specifically, these additional outcomes were noted as indicators of institutional support. However, the

noted alignment concerns did not affect the panelist ratings, as both of these measures met the established validity requirements.

Interestingly, only one outcome measure failed to meet feasibility requirements. Measure #1, "A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based" fell outside the established IQR parameters for feasibility. As noted earlier, this may provide another indicator of segmentation within the campus community. If panelists believe that it is impractical for faculty to articulate the theological/pedagogical framework on which service-learning interventions are based, then the academic impact of this teaching and learning methodology is reduced to isolated activities with no clear connection to any curriculum and should be explored further (See Table 23).

TABLE 23

Priority Ranking of Outcome Measures for Curriculum Only Goal III: "An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
3. A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class.	4.00	0.00	4.00	1.00
2. A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences.	4.00	0.38	4.00	0.75
5. A program's community service-learning activities enable the faculty to evaluate the student participant's application of higher-order thinking skills and critical analysis to the service-learning experience.	4.00	0.75	3.00	1.00
8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	4.00	1.00	3.00	0.00
7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	3.00	0.00	3.00	0.75
6. A program's community service-learning activities enable faculty to conduct studies and/or current research on campus that explores critical issues that advance the service-learning field.	3.00	0.38	3.50	1.00

Table 23 continued				
Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
4. A program's community service-learning activities enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3.00	1.00	3.00	0.75
1. A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based.	3.00	1.00	3.00	2.00

Outcome Measures for Organizational, Administrative and Policy Goals

There were a total of 23 valid, 28 feasible and 22 valid and feasible outcome measures for this set of goals.

Outcome measures for goal I, "An effective community service-learning program clarifies the responsibilities of each person and organization involved." Four of the five outcome measures were considered valid by panelists (see Table 24). No goals were added to the list by panelists in the first round. All four outcome measures considered most valid can be measured by collecting data from either student participants through surveys or administrative documentation available from the service-learning host.

Comments made by panelists point out the unclear terminology used throughout this goal. Standard terminology throughout the instrument has referred to "student participants". However, in the five outcome measures noted in this goal, only the term "participant" was used. As a result, panelists may have understood the focus population of this goal to be much more broad than intended.

Nevertheless, one outcome measure, # 4, "A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures" failed to meet the requirements for a valid rating. One panelist noted that the extent of a service-learning host's ability

to contribute to the process depends on the quality of their own internal organization. Panelist responses for this measure resulted in a mean score of 3.0; however, significant disparity among the panelist ratings resulted in an IQR of 2.00.

Similarly, only measure #3, "A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity" failed to meet the requirements for a feasibility rating. For host agencies with limited staff, access to administrative materials such as these may be limited. As a result, these measures failed to meet the requirements for a valid or feasible rating, placing them at the bottom of the priority ranking, (See Table 25).

TABLE 24

Validity and Feasibility Ratings of Outcome Measures for Organizational, Administrative and Policy Goal I: "An effective community service-learning program clarifies the responsibilities of each person and organization involved."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule.	X	X	X
2. A program's community service-learning activities include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience.	X	X	X
3. A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity.	X		
4. A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures.		X	
5. A program's community service-learning activities include opportunities for participants to evaluate service-learning ethical/moral confidentiality policies and procedures.	X	X	X

TABLE 25

Priority Ranking of Outcome Measures for Organizational, Administrative and Policy Goal I: "An effective community service-learning program clarifies the responsibilities of each person and organization involved."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
2. A program's community service-learning activities include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience.	4.00	1.00	3.00	1.00
1. A program's community service-learning activities include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule.	3.50	1.00	3.00	0.00
5. A program's community service-learning activities include opportunities for participants to evaluate service-learning ethical/moral confidentiality policies and procedures.	3.00	1.00	3.00	1.00
3. A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity.	4.00	1.00	3.50	1.75
4. A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures.	3.00	2.00	3.00	0.75

Outcome measures for goal II, "An effective community service-learning program recognizes changing circumstances." All four of the outcome measures were considered valid by panelists (see Table 26). Goals three and four were added to the list by panelists in the first round. Of the four outcome measures considered most valid, one can be measured by collecting data from student participants through surveys; one can be measured by collecting data from faculty evaluations or surveys, and one can be measured by collecting data from the service-learning host through surveys. The remaining measure required collection of common data from student participants, campus activity facilitators, faculty members and community host representatives through surveys.

Few comments were made by panelists. Of those comments, two presented questions seeking clarification of the relationship of the first two measures to the goal. These questions did receive a response from one panelist who apparently attempted to clarify the relationship between the goal, the two original outcome measures and the two outcome measures added by panel members. This comment illustrated the interaction between campus/community relationships that enable assessments that inform service-learning design initiatives. This is the type of written exchange of ideas the Delphi method is designed to promote. Each of these outcome measures were both valid and feasible, but the idea presented by this one comment may illustrate why the outcome measure regarding relationships resulted in the highest rating in the effort to identify a priority ranking for this goal, (See Table 27).

TABLE 26

Validity and Feasibility Ratings of Outcome Measures for Organizational, Administrative and Policy Goal II: "An effective community service-learning program recognizes changing circumstances."

Outcome Measures	**V**	**F**	**V&F**
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include opportunities for participants to evaluate perceptions of campus, community relationships.	X	X	X
2. A program's community service-learning activities include collecting data on the number of service-learning sites/agencies that program administrators manage.	X	X	X
3. Activities include regular assessment of community needs.	X	X	X
4. Service-learning activities include tools & resources available to faculty, community partners and students.	X	X	X

TABLE 27

Priority Ranking of Outcome Measures for Organizational, Administrative and Policy Goal II: "An effective community service-learning program recognizes changing circumstances."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
1. A program's community service-learning activities include opportunities for participants to evaluate perceptions of campus, community relationships.	4.00	0.00	3.00	0.75
4. Service-learning activities include tools & resources available to faculty, community partners and students.	4.00	0.75	4.00	1.00
3. Activities include regular assessment of community needs.	4.00	1.00	3.00	0.75
2. A program's community service-learning activities include collecting data on the number of service-learning sites/agencies that program administrators manage.	3.00	0.75	4.00	1.00

Outcome measures for goal III, "An effective community service-learning program expects genuine, active, and sustained organizational commitment." Although only nine of the twelve outcome measures were considered valid by panelists, the three that failed to meet the criteria for validity were a result of disagreement among the panelists, not as a result of the mean score itself, (see Table 28). Goals ten, eleven and twelve were added to the list by panelists in the first round. Of the nine outcome measures considered most valid, one can be measured by collecting data from student participants through surveys; one can be measured by collecting participation data; three can be measured by collecting data from faculty surveys, and the remaining seven measures require review of program and/or university documentation/materials for inclusion of identified administrative components.

Comments made by panelists aligned with outcome measures rated lower on both the validity and feasibility scales (see Table 29). However, two of the three measures falling outside the validity parameters received comments regarding the feasibility of

TABLE 28

Validity and Feasibility Ratings of Outcome Measures for Organizational, Administrative and Policy Goal III: "An effective community service-learning program expects genuine, active, and sustained organizational commitment."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include collecting data on the hours of student time involved in community service-learning.		X	
2. A program's community service-learning activities include surveys of faculty to determine level of institutional leadership's advocacy and support of faculty inclusion of service-learning curriculum.	X	X	X
3. A program's community service-learning activities include sustained budget allocations to enable service-learning operating expenses, services and faculty/staff development.	X	X	X
4. A program's community service-learning activities include the presence of a campus service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts.	X	X	X
5. A program's community service-learning activities include regular published communications that highlight local and national agendas, findings and opportunities for current research.	X	X	X
6. A program's community service-learning activities include participant feedback to determine perceived levels of integration into the central mission of the school and/or agency.	X	X	X
7. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities.		X	
8. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of faculty/staff development opportunities.		X	
9. A program's community service-learning activities include the presence of professional staff with overall responsibility for management and representation of service-learning efforts.	X	X	X
10. Collection of data on long term partnerships with community organizations.	X	X	X
11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	X	X	X
12. Financial resources are provided that assist faculty and departments with service-learning activities.	X	X	X

these items, not the validity. Specifically, the measures that include feedback concerning institutional support were considered feasible if the feedback was through informal means. Increasing the formality in how the information is obtained would decrease the feasibility of the effort. The rating of these items was consistent and within

the acceptable range for validity, yet the rate of disagreement and spread of the IQR may illustrate panelists concerns of the feasibility of the measures.

TABLE 29

Priority Ranking of Outcome Measures for Organizational, Administrative and Policy Goal III: "An effective community service-learning program expects genuine, active, and sustained organizational commitment."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
4. A program's community service-learning activities include the presence of a campus service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts.	4.00	0.00	4.00	0.75
9. A program's community service-learning activities include the presence of professional staff with overall responsibility for management and representation of service-learning efforts.	4.00	0.00	3.00	1.00
10. Collection of data on long term partnerships with community organizations.	4.00	0.00	3.00	0.00
3. A program's community service-learning activities include sustained budget allocations to enable service-learning operating expenses, services and faculty/staff development.	4.00	0.75	3.50	1.00
12. Financial resources are provided that assist faculty and departments with service-learning activities.	4.00	0.75	3.00	0.00
6. A program's community service-learning activities include participant feedback to determine perceived levels of integration into the central mission of the school and/or agency.	4.00	1.00	3.00	0.75
5. A program's community service-learning activities include regular published communications that highlight local and national agendas, findings and opportunities for current research.	3.00	0.00	3.00	0.00
2. A program's community service-learning activities include surveys of faculty to determine level of institutional leadership's advocacy and support of faculty inclusion of service-learning curriculum.	3.00	1.00	3.00	0.00
11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	3.00	1.00	3.00	0.00
1. A program's community service-learning activities include collecting data on the hours of student time involved in community service-learning.	3.00	1.75	3.00	0.00
7. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities.	3.00	1.75	3.00	0.00
8. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of faculty/staff development opportunities.	3.00	2.00	3.00	0.00

Additionally, two of the three measures provided by panelists were among the highest measures receiving validity ratings of 4.0. Outcome measures for goal IV, "An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals." Six of the eight outcome measures were considered valid by panelists (see Table 30). Only goal eight was added to the list

TABLE 30

Validity and Feasibility Ratings of Outcome Measures for Organizational, Administrative and Policy Goal IV: "An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals."

Outcome Measures	V	F	V&F
(Median = 3-4; IQR≤1)			
1. A program's community service-learning activities include opportunities for participant feedback to determine impact of recruitment strategies.		X	
2. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding the training provided.	X	X	X
3. A program's community service-learning activities include evaluation of program planning efforts as they pertain to on site supervision during the service-learning experience.	X	X	X
4. A program's community service-learning activities include surveys and interviews of student interests and activities pertaining to community service-learning opportunities.	X	X	X
5. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding effectiveness of community service-learning strategies.	X	X	X
6. A program's community service-learning activities include collecting data regarding the number of campus & community awards and honors earned by participants.		X	
7. A program's community service-learning activities include surveys and interviews to evaluate the nature of the student experiences by the population being served, peers and program leaders.	X	X	X
8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	X	X	X

by panelists in the first round. Of the six outcome measures considered most valid, four can be measured by collecting data from student participants through surveys and one can be measured by collecting data from community host organizations through surveys. The remaining outcome measure can be measured through review of program administrative or scheduling materials provided by campus activity facilitators.

Comments made by panelists were that the stated goal was too broad, and contained too many concepts for a single goal. In addition, a panelist in round one commented on the measure of including awards and recognition by saying: "We have experienced a backlash against any sort of ceremony or award giving for service." However, this measure received one of the highest validity ratings, at 3.5, among all measures within this goal, (see Table 31). The one measure with a higher median score of 4.0 was not considered valid due to the high IQR. Review of the responses indicated a bi-modal distribution of panelists who either agreed that the measure providing opportunities for participant feedback to determine impact of recruitment strategies were either identified as "very valid", receiving a rating of 4.0, or only "somewhat valid," receiving a rating of 2.0. No comments were provided that would provide an explanation for this disparity.

TABLE 31

Priority Ranking of Outcome Measures for Organizational, Administrative and Policy Goal IV: "An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals."

Outcome Measures	**Median**	**IQR**	**Median**	**IQR**
	Validity		**Feasibility**	
8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3.50	1.00	3.00	0.00
4. A program's community service-learning activities include surveys and interviews of student interests and activities pertaining to community service-learning opportunities.	3.00	0.00	3.00	1.00
7. A program's community service-learning activities include surveys and interviews to evaluate the nature of the student experiences by the population being served, peers and program leaders.	3.00	0.38	3.00	0.50
5. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding effectiveness of community service-learning strategies.	3.00	0.75	3.00	1.00
2. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding the training provided.	3.00	1.00	3.50	1.00
3. A program's community service-learning activities include evaluation of program planning efforts as they pertain to on site supervision during the service-learning experience.	3.00	1.00	3.00	0.00
1. A program's community service-learning activities include opportunities for participant feedback to determine impact of recruitment strategies.	4.00	1.75	4.00	1.00
6. A program's community service-learning activities include collecting data regarding the number of campus & community awards and honors earned by participants.	2.00	0.00	3.00	0.75

Research Question Three

Research question number three was: What are the potential problems associated with using outcome measures in designing a campus-based service-learning program at American institutions of higher education, as perceived by academic and administrative stakeholders? This section will discuss the results related to this question.

The panelists identified specific problems related to using a particular outcome measure and general problems related to using a particular group of outcome measures. The specific problems were included in the above discussion about the panelist's perceptions of validity and feasibility of the outcome measures. Included in this section are general problems about a group of outcome measures that had some common elements.

The most commonly identified problem with many of the outcome measures as noted by panelists was the lack of perceived clarity of various outcome measures. A total of twenty-five comments were provided by panelists that indicated the need for clarification of either terminology or meaning of the outcome measure provided. Of these comments, seventeen were provided within the "Curricular and Co-Curricular Practice Goals", five were provided within the "Curriculum Only Goals," and three of the comments relating to clarity were provided within the "Organizational, Administrative and Policy Goals". Nearly half of these identified problems were directed towards outcome measures provided by panelists in either round 2 or 3 within the "Curricular and Co-Curricular Practice Goals" and the "Curriculum Only Goals."

The majority of the identified problems were directed at the outcome measures associated with goal number 1, "An effective community-service learning program engages people in responsible and challenging actions for the common good." The goal and the identified outcome measures associated with it identified categories of service-learning functions based on a review of the literature where there remains disparity regarding such tasks as cleaning/maintenance work or organizing/administrative work.

One panelist commented that some of these categories could mean building organizational capacity which is very different from other “functionary work” such as cleaning floors. As a result, it is clear that much thought and clarification must go into the design of service-learning to effectively identify the responsibilities of the volunteer participants.

Panelist comments identified that thirteen of the outcome measures needed more clarity of terms or meaning, stating that individual words could be interpreted in multiple ways. In addition, three problems regarding the clarity of context made it difficult to understand how the measure would be applied. As a result, three of the 25 outcome measures identified as having problems failed to meet minimum feasibility requirements. Two outcome measures within the “Curricular and Co-Curricular Practice Goals” both exceeded the minimum feasibility IQR. These measures were number I. 4, “A program’s service activities include opportunities for participants to provide functionary work,” and number VI. 4, “A program’s community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.” In addition, outcome Measure IV. 5, “Evaluate contribution of community partners to course curriculum”, added by a panelist in round 2, failed to meet the minimum feasibility rating of 3.0.

Similarly, other outcome measures were identified as problematic due to issues of alignment with their associated goal or goals. A total of nine comments identified this problem of alignment with the outcome measure provided. Of these comments, four were provided within the “Curricular and Co-Curricular Practice Goals”, two were provided within the “Curriculum Only Goals”, and three of the comments relating to

alignment were provided within the “Organizational, Administrative and Policy Goals”. Of these, one-third of these identified problems were directed towards outcome measures provided by panelists in either round 2 or 3.

Panelist comments reflect the preference to move 3 of these measures to other goals, that one of the added measures would more appropriately be noted as a new goal, and that six of the measures did not directly apply to the stated goals. Even so, only one of the outcome measures, “A program’s community service-learning activities include collecting data on the hours of student time involved in community service-learning,” failed to meet the requirements of a valid measure with a validity rating of 3.0, but with an IQR of 1.75.

Additional problems with many of the outcome measures as noted by panelists were associated with the pedagogical challenges these measures faced in how they could allow for differentiated instruction. A total of eleven comments were provided by panelists that illustrated the challenges of including co-curricular learning as outcome measures. Nearly three-quarters of these identified problems were directed towards outcome measures provided by panelists in either round 2 or 3.

Interestingly, all of the problems identified by panelists having to do with pedagogical challenges are only contained within the “Curricular and Co-Curricular Practice Goals”. No pedagogical challenges were identified within the “Curriculum Only Goals”. These panelist comments describe the difficulty of connecting the academic domain of campus faculty to the co-curricular or activity domain of administrative staff. This may explain why pedagogical or instructional problems are

identified within this set of goals as opposed to the goals identified that apply to the curriculum only. One such comment provided by a panelist states, "The problem with strong link to extracurricular activities is the continued convolution of service-learning with volunteerism/credit for 'ladling soup'." Another panelist commented that, "The extent to which programs can accomplish some of the 'higher order' outcomes is heavily dependent on placement of (the) program, e.g., academic affairs/student affairs…."

Similarly, the outcome measures associated with goal II, "An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience," also illustrates the conflict between classic "lecture" models of classroom instruction and instruction that emphasizes interaction, collaboration and experiential learning most often associated with extracurricular campus activities. Here, five of the eleven comments describe various challenges involving the inclusion of reflection activities in the classroom. Again, one panelist commented, "(The outcome measures) depend heavily on faculty willingness to incorporate new pedagogical practice… into their classrooms." None of the outcome measures identified as problematic by the panelists failed to meet minimum validity or feasibility requirements. This may illustrate that even though there may be uncertainty or even disparity between how curricular and co-curricular activities compliment the academic mission of the campus, none of the problems are significant enough to prevent either from using these activities within each respective learning environment.

The final set of problems identified by panelists concerns resource or coordination barriers. A total of eleven comments were provided by panelists that

identified resources as a problem associated with stated outcome measures. Of these comments, five were provided within the "Curricular and Co-Curricular Practice Goals", two were provided within the "Curriculum Only Goals", and four of the comments relating to problems with resource allocation were provided within the "Organizational, Administrative and Policy Goals." Just over half of these identified problems were directed towards outcome measures provided by panelists in either round 2 or 3 and evenly distributed between these three sets of goals with multiple problems identified.

The one problem that does reoccur is related to the collection of evaluation data or feedback information primarily from faculty, administrators and host agencies participating in the service-learning courses and activities. Although various feedback protocols are identified throughout the instrument, only the outcome measure, "Evaluate contribution of community partners to course curriculum," provided by a panelist in round 2 contained in the "Curricular and Co-Curricular Practice Goals" was identified as problematic and also failed to receive a sufficient mean feasibility rating of 2.5. Similarly, two additional outcome measures pertaining to the collection of surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities and staff development opportunities were identified as problematic and also received IQR scores above the required 1.0.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Summary of the Study

As the demands on public resources increase and campus staffing and budgets are constrained, systematic design considerations will help prioritize efforts in the development and implementation of new campus programs. The purpose of this study was to identify important educational goals as well as valid and feasible outcome measures that could be used in the design and development of campus based service-learning programs. The study was designed to utilize expert faculty members and/or researchers and administrators of notable college or university campus-based service-learning programs. The panelists were selected based on their responsibilities in the administration of quality service-learning programs provided by the Campus Outreach Opportunity League and identified by U.S. News and World Report as outstanding examples of academic programs believed to lead to student success. In addition to responding to questionnaires that indicated the perceived importance of the identified goals, followed by the validity and feasibility of the identified outcome measures, the selected panelists were asked to identify potential problems associated with using the outcome measures. As a result, it was anticipated that the information provided could be useful in understanding which goals and outcome measures would be most valuable in the design and development of a campus based service-learning program.

Utilizing the Delphi method, three structured questionnaires designed by the researcher were used to collect responses by the identified experts. The first

questionnaire included important core goals and related outcome measures for campus-based service-learning centers as identified through an extensive review of the literature and constructed based on sequential reasoning. After each round, respondents were asked to evaluate each goal according to its perceived importance, and each outcome measure according to its perceived validity and feasibility using Likert-type scales. The panelists were then asked to identify potential problems associated with using the outcome measures and suggest additional outcome measures. A second questionnaire was distributed to the panel members with a summary of responses from the first round. Panel members were asked to review their individual response in comparison to the group mean score and reevaluate their response if it fell outside the interquartile range (IQR) of the combined response ratings. A third questionnaire included all strategies and classifications on survey two, and any additional strategies added as a result of round two. Responses stabilized following round three and the process ended. Statistical analysis of inter-rater agreement and agreement between rounds was done to determine if the Delphi process was successful in promoting consensus on ratings. A final review of ratings of goals and outcome measures was used to identify the important goals and the outcome measures identified with the highest validity and feasibility ratings. In addition, panelist comments were used to interpret final ratings.

Conclusions

The following conclusions can be made based on the results of this study:

1. Use of the Delphi method resulted in achieving a measurable consensus through review of panelist ratings. Although the IQR narrowed on a few of the panelist ratings, additional median ratings changed following the first round. Most notably, the standard deviation between rounds had a noticeable decrease and stabilized in round three.
2. Overall, campus based service-learning programs have developed as a result of a shared ideal to provide service-learning opportunities to students interested in participating in such activities. However, a common set of practices are not well defined or understood outside the field of service-learning.
3. Panelists agree upon the importance of core goals and outcome measures regarding the design and implementation of campus-based service-learning centers and have a common reference in indicating their perceived importance, validity and feasibility.
4. Panelists agree that there is a core set of goals regarding the design and implementation of campus based service-learning centers even across a wide geographic distribution, student enrollment and public vs. private. As a result, establishing a core set of goals for campus based service-learning centers is possible.
5. There is agreement among panelists that a clear and common definition of terms is necessary to identify core outcomes that can be measured across the range of

campus programs. Panelists indicate the need for clarity regarding activities with clear academic or developmental value, as opposed to isolated tasks with little or no application to an individual's personal development.

6. Panelists agree that a clear and common definition of terms is necessary to identify the populations involved in the service-learning process. Panelists indicate that the term "participant" may apply to a student participating in the service-learning experience, the host agency participating in the collaborative administration of a project, and a community member benefiting from a service-learning activity who may also be involved and providing "sweat equity".
7. There are valid and feasible outcome measures (85) that can be used to develop campus based service-learning centers. Most of these measures are goals associated with curricular/co-curricular integration strategies. There are also additional curriculum-only goals and organizational, administration, and policy goals.
8. Outcome measures that address students' ability to provide service for causes and understanding of complex social issues are more difficult to measure than the other outcomes, but are regarded as the more valid outcome measures.
9. Outcome measures that establish a direct relationship between service-learning activities and student cognitive development are perceived as more valid and feasible than measures of a student's affective skill development and traditional participation data. Panelists consistently rated outcome measures involving

collection of participant demographic data, participation hours and awards data as less valid than activities that articulate clear learning outcomes.

10. There was general agreement among panelists that objective measures of campus based service-learning centers such as participant attrition data and demographic data on the populations being served are not feasible at current levels of support. Staff members are too busy with current workloads to assume additional responsibilities in collecting data.
11. The Delphi panel did not identify a vast number of outcomes for consideration as additional measures associated with the stated goals. Similarly, limited comments were provided by panelists that would enable the researcher to understand the motivations behind their ratings or change in ratings.
12. The Delphi process was perceived as an appropriate method to identify a set of goals and outcome measures that would aid in the design and implementation of a campus based service-learning center. As a result, not only were key themes identified, but the outcome measures within each core goal could be prioritized based on a review of each validity and feasibility rating.

Discussion

To identify the most important core goals related to quality and effectiveness as they relate to student learning in the establishment of campus-based service-learning programs for an American institution of higher education, as perceived by academic and administrative stakeholders, a Delphi study was conducted.

The Delphi method was selected due to the several advantages associated with using the Delphi method that make it more beneficial than face-to-face communication for a group. First, participation may occur within a designated population of knowledgeable individuals, otherwise unavailable due to geographic separation, providing participant flexibility and reducing costs (Linestone & Turoff, 1975). Second, the Delphi technique provides the individual the format to express his or her true opinion or judgment by avoiding influence of the group or a dominant personality within the group, and the band-wagon effect (Helmer & Rescher, 1959; Rontondi & Gustafson, 1996). Third, the multiple rounds allow time for an educational process for panel members as they communicate with each other between rounds and also time to consider the appropriate responses (Taylor, Reid, & Pease, 1990; Linestone & Turoff, 1975). Dalkey (1967) notes that the anonymous exchange of ideas can be highly motivating to respondents. Fourth, the Delphi technique utilizes a systematic process that allows experts to address the same research question within the same context (Taylor, Reid, & Pease, 1990; Dalkey, 1967). Lastly, the Delphi technique does not require specific training or skills to use (Taylor, Reid & Pease, 1990).

An analysis of the results of the Delphi process established a priority ranking for core educational goals of campus service-learning programs and shows that all of the identified goals are considered either important or very important. Only three of the identified goals received a median response rating of 3.5. In addition, only five of 14 goals resulted in an IQR greater than 0, showing little disagreement on the degree of importance. As a result, the study does appear to provide an answer to the question

regarding the most important core goals related to quality and effectiveness as they relate to student learning in the establishment of campus-based service-learning programs. As presented in the previous chapter, Curricular and Co-Curricular Practice goals considered to be very important include:

I. An effective community-service learning program engages people in responsible and challenging actions for the common good.

II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.

III. An effective community service-learning program allows for those with needs to define those needs.

VI. An effective community service-learning program is committed to participation by and with diverse populations.

V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.

Curriculum Only goals considered very important include:

I. An effective community service-learning program articulates clear service and learning goals for everyone involved.

II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.

Organizational, Administrative and Policy Goals considered very important include:

II. An effective community service-learning program recognizes changing circumstances.

III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.

IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

Disadvantages associated with the Delphi technique must also be considered when developing the processes for data collection. Perhaps the most significant concern is the time demand placed on the expert panel respondents. Due to the multiple review-respond requirements, participants may choose to drop out or discontinue their involvement in the process. If not complete attrition, participants may continue with poor responses. Gall, Borg and Gall (1996) state, "if respondents are not strongly motivated, they may drop out or may fill out the questionnaires in a few minutes, giving little to no thought to their responses" (p. 414). In addition, due to the dependence upon the researcher to compile, summarize and re-distribute questionnaire results and responses, there is much room for error and abuse in how the data and/or responses are compiled and recorded. The researcher may manipulate respondents through editing comments, neglecting items, and in the way results are presented (Linstone & Turoff, 1975). Developing the initial questions is very important to the Delphi process (Dalbecq, Van de Ven, & Gustafson, 1975). If the participating respondents do not

understand the research questions or if they have insufficient information, they may become frustrated and lose interest or they may not respond or respond in a minimal way (Texas Regional Medical Group, 1974). Sackman (1975) recommends that the researcher provide the group with a precise definition of terms to establish a baseline.

Many of the difficulties identified in the literature were experienced throughout this study. None of the identified goals received comments that could clarify the reasoning behind the ratings. However, it is interesting to note that of the three goals identified as important with a rating of 3.5, panelists were evenly split on the importance of the curriculum-only goal concerning service-learning program application of a theoretical and pedagogical framework from which learning interventions can develop. One explanation for this disparity may be that the target audience selected as the panel of experts consists primarily of practitioners. After all, as stated earlier, one of the efforts to establish an administrative structure behind the current service-learning movement is stated through Sigmon's three principles for service-learning: 1) Those being served control the services provided; 2) those being served become better able to serve and be served by their own actions; and 3) those who serve are also learners and have significant control over what is expected to be learned. (Stanton, et al, 1999) However, this rating appears to be in contrast to the predominant theoretical foundation of the multiple student development theories embraced by staff level practitioners who often serve as the chief administrators of such campus programs. It has been the challenge of this study to synthesize the abundance of recommendations and consider them within the context of developmental theory to illustrate effective strategies for implementing

such principles into the curriculum, connecting to the mission of the institution, and the broad administrative, organizational and policy issues associated with implementing a valid and feasible campus based service-learning program. As a result, there is an increased need for additional research in this area in order to expand the knowledge base an understanding between theory and practice.

In understanding what outcome measures are valid and feasible to demonstrate quality and effectiveness in the establishment of service-learning programs for an American institution of higher education, of the 112 outcome measures, 99 were considered valid and 102 were considered feasible. Eighty-five were considered both valid and feasible. There were nine outcome measures considered valid but not feasible. Of the twenty-eight outcome measures provided by panelists in either of the possible feedback rounds, only one failed to meet the required rating as feasible. One of the two outcome measures provided as an additional measure for the Curricular and Co-Curricular Practice Goal, "An effective community service-learning program considers all parties learners who help determine what is to be learned" received a median rating of 2.5 on the 4 point feasibility scale. For the measure, "Evaluate contribution of community partners to course curriculum", panelist feedback noted that the added outcome was vague, difficult to measure, and was heavily dependent on faculty to dedicate the time to establish the necessary standard of measurement and to perform the task.

Interestingly, twenty-one of the seventy-nine original outcome measures identified through the review of literature failed to meet the required standard as feasible

following the panelist responses. After reviewing the comments provided, it is the clarity of terminology that resulted in many of the measures receiving lower ratings. Most notably, after a review of the instrument and instructions to complete the study, the researcher identified the term “Participant” as one term that needed additional clarification and definition. The instrument failed to clearly illustrate whether or not the term was meant to identify student participants who serve as “clients” of a campus project acting as volunteers at a community site or community participants who may also be participating in the service activity within their own community or other locale. In addition, panelist feedback also indicated that the term “participant” may apply to community agencies or hosts of an activity, campus activity facilitators or even faculty. Current literature may not consider the terminology used during the implementation of the activities sufficiently. When compared to the measures provided by panelists, few of the comments related to vague terminology. Such terms should be considered when attempting to facilitate the design of theories or models to aid in actual implementations. Outcome measures consistently rated higher were those understood within a common reference of panelist respondents.

Clarity regarding activities with clear academic or developmental value, as opposed to isolated tasks with little or no application to an individual’s personal development were also consistently rated higher by panel members. For example, measures such as “A program’s service activities include opportunities for student’s to participate in classroom reflection sessions”; “A program’s service activities include opportunities for faculty to evaluate student’s abilities to reflect critically on their service

experiences through journals, papers, and group discussions"; "A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences"; and "A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class", all received the highest validity and feasibility ratings and the lowest deviation between respondents.

This finding correlates to existing studies and emphasizes the need for the service-learning experience to align to learning goals by connecting the experiences with appropriate course content, relevance and academic rigor (Mintz, & Hesser, 1996). Much of the existing research on service-learning in the curriculum has primarily focused on those issues that serve as deterrents to effective integration of service-learning as identified by faculty who use service-learning strategies. (Abes, et al., 2002). In addition, Astin, (2000) states that, "there is reason to believe that some of the most important outcomes of service-learning involve changes in people's beliefs, attitudes, and values" (p. 100). Even though there are a number of studies that identify the cognitive or knowledge-based benefits of participating in community service-learning as a member of the campus community (Bringle & Hatcher, 1996; Eyler & Giles, 1999; Giles & Eyler, 1994), much more is needed to understand and illustrate affective or attitudinal-based benefits of such activities. Two of the areas discussed in this study were related to participation considering underrepresented populations and services that contributed to democratic values and/or citizenship. Future studies could investigate how these activities affect shared values, beliefs, expectations. The key question here

would be, “What would these kinds of student outcomes consist of?” Follow-up investigations regarding attitude and the impact on getting new students engaged and committed are furthermore possible.

Within the Curricular and Co-Curricular Practice Goals, the goal pertaining to participation by and with diverse populations, and the associated outcome measures relating to the cognitive measures regarding training to support diverse backgrounds, orientation, ethnicity, etc. each receive feasibility ratings below the required median range or had IQR outside the identified limits to be considered both valid and feasible. Only a single comment was provided to explain these ratings, “[The] measures were vaguely worded”. In addition, one respondent made reference to Nadine Cruz’s Diversity Principles, (Cruz & Giles, 2000), with concern that the outcome measures were an attempt to quantify these principles. In subsequent rounds the researcher provided a “Researcher’ Note” explaining that the principles were consulted in the development of the measures and that if panelists believed them to be incomplete, to please provide additional comments to articulate as appropriate. No additional comments were provided. In this case, in the absence of cognitive measures, only affective measures regarding the attitudes regarding such experiences can be measured. However, such affective measures were not noted in this study and should be considered for future study.

Outcome measures that address students’ ability to provide service for causes and understanding of complex social issues are more difficult to measure than the other outcomes, but are regarded as the more valid outcome measures. The review of the

literature illustrates that much research is also available regarding both the need and value of service-learning activities and their contribution to democratic values and citizenship (Jacoby, 1996; Schneider, 2001; Koulish, 1998; Waldstein & Reiher, 2001). In this study, and also within the Curricular and Co-Curricular Practice Goals, goal I pertains to engagement in responsible and challenging actions for the common good and includes the Outcome Measure, "A program's service activities include opportunities for participants to provide services contributing to the preservation of democratic values/citizenship; for example, working with a political party, community associations, and/or immigration services." However, once again, these stated activities did receive sufficient ratings to be considered valid and feasible, and the ratings were lower with an IQR of 1.0. As such, Wade, (1997) identifies civic attitudes as an area of democratic civic education focus illustrating that attitudes in this category may also be an area of further interest. Of note however, classroom-sanctioned contact between university students and the community does raise research issues associated with human subject research protocols and must be considered when developing research strategies of this nature (Cohen & Kinsey 1994).

Further discussion around what the potential problems associated with using outcome measures in designing a campus-based service-learning program at American institutions of higher education, identified that there was general agreement among panelists that objective measures of campus based service-learning centers such as participant attrition data and demographic data on the populations being served are not

feasible at current levels of support. Staff members are too busy with current workloads to assume additional responsibilities in collecting data.

Results from the third and final survey indicate that at least 14 core goals are important in the design and implementation of campus-based service-learning programs as identified by a panel of experts using the Delphi process. Panelists identified 85 valid and feasible outcome measures that can be used to assess implementation of the stated goals. These goals and outcome measures are summarized and appear in Appendix F. There are, however, problems of methodology, clarification of terms and context, and pedagogical considerations to address. As a result, multiple outcome measures used within the appropriate context to help interpret the results are needed. In addition, this study may assist in identifying the outcome measures to be identified, but further efforts to develop instruments and protocols to collect the specified data is still needed.

Implications for Practice

This study has been an interesting inquiry into the issue of theoretical framing of programs in relation to the dichotomy between theory and practice. Even though scholarly practice is careful and skeptical, experts recommend that, "New approaches should be adopted only after a period of peer review, for sound theoretical reasons, and with adequate data support" (Carpenter, 2001, p.310). Most people still explicitly hold the cultural model that theory and practice differ. As we move forward, the practitioner needs to see theory as accurately descriptive of the practical situation to which it is being applied, as this is the way researchers now tend to frame it.

As a result, the individual who may most likely benefit from this research is the campus official responsible for the administration of a campus service-learning center. Through analysis of current research, theory and the results of this study, an administrative staff member will have access to resources that can serve as the basis for understanding the connection between both curricular, co-curricular and administrative considerations in addition to the connection between theory and application.

Furthermore, this study illustrates one model for identifying important factors in the design and development of a campus-based service-learning center and provides analysis and discussion for the practitioner to review to consider basic instrumentation necessary to collect data that will enable them to measure outcomes in accordance with stated goals. As identified through the research, specific measures may be obtained through:

1. Survey instruments for faculty.
2. Survey instruments for students.
3. Survey instruments for community members.
4. Survey instruments for campus staff responsible for co-curricular activities/programs.
5. Published materials regarding the curriculum, such as course catalogs, syllabus and grading methods of faculty.
6. Published materials regarding the mission and/or strategic plans of the academic institution.
7. Published materials regarding volunteer management policies of host agencies.

8. Published materials regarding administration of co-curricular programs or scheduling.
9. Participation data regarding students, faculty and community members.

Although this study did not involve the development of the individual instruments associated with the measures identified as being most important, the categorization and investigation of the multiple factors provide guidance for such efforts to prioritize both the goals and outcome measures associated with the identification of core goals and related outcome measurements for the development of community service-learning programs in American institutions of higher education. As such, a model to assist in creating such programs could be developed using the prioritized goals and Outcome Measures.

Recommendations for Further Research

Due to the extensive nature of this issue, numerous future studies are possible that would provide a greater depth of understanding regarding core goals and outcome measures for integrating service-learning into American institutions of higher education. These strategies may be identified as programmatic and individual recommendations.

Program

1. Institutional Planning: Numerous references identified the need for integration of service-learning into the planning processes of the institution (Rubin, 1996), and the alignment of service-learning to institutional mission (Vogelgesang,

2003). Experts illustrated the critical nature of this institutional alignment and planning and the associated functions of scope, budget development, staffing in order for the service-learning efforts to be understood and accepted by the campus community.

2. Evaluation: Accountability in public education has become an additional expectation that our institutions must address to justify time, staffing and expense associated with any program, not just service-learning programs. Such accountability can be addressed through various forms evaluation. Some of the different types of evaluation include: a) Process evaluation, or formative evaluation to collect data that provides information about how a class or program has been implemented; and b) Outcome evaluation, or summative evaluation to collect data that provides information about what outcomes occurred as a result of a class, of course, or program (Bringle & Hatcher, 2000; Shumer, 2000). Such evaluation can be formal or informal, qualitative or quantitative. Informal methods of qualitative evaluation may include student reflection sessions, journals, papers, and portfolios, where more formal qualitative methods may include focus groups, structured interviews of both students and community representatives and surveys of population samples (Bucco & Busch, 1996). Regardless of the methodology chosen, implementation of any service learning program should include evaluation of the impact of service from the perspectives of both the students involved in the service experience and the community agency or individuals benefiting from the service.

3. Risk Management: Considerably more literature, commentary and information discussing the multiple considerations associated with the legal issues is available than was adequately covered in this study. As such, a thorough review of the legal issues should be developed into a more comprehensive study. This area of further research could contain legal issue awareness and preparation, risk management and participant safety.
4. Technology – Significant attention is focused on effective integration of service-learning in the higher education curriculum. However, much less attention has been given to the opportunities and influence of technology in service-learning. As more educators today discuss education for the twenty-first century and the 21st Century skills needed for "workplace literacy," teamwork, problem-solving, interpersonal skills, are amended to include computer literacy and technical competency (Turnley, 2007). Moving forward, technology provides opportunities for web based training, web development and data and/or word processing services. However, new web technologies also provide additional resources for student self paced reflection, collaboration and sharing of information that didn't exist before.

Individual

1. Assessment – As the issue of educational assessment receives increasing national attention, alignment of accurate assessment strategies to program goals is critical. Furthermore, the relationship between program goals and authentic outcome

measures will help in creating assessment strategies that enable continuous improvement efforts and measures of success. The advantages to service-learning, in addition to other experiential learning efforts, is that genuine assessment measures the understanding of learning. As a result, such experiential-learning activities provide rich opportunities to observe and measure learning as it is applied, rather than assessment strategies that measure memorization and/or test taking skills.

2. Work Experience/Internships – Much of the current discussion beyond the scope of this study involves opportunities for service-learning to provide students with real world experience through work in community contexts. As such, further research that considers the effects of service-learning activities on student work choices following their college or university undergraduate experience may provide additional insight into motivations and benefits of service-learning, employability of graduates, decision-making and development around careers, and possibly even a review of students' attitudes and intentions for civic involvement in relation to their participation in service-learning.
3. Leadership: A review of the literature illustrated that many experts consider the opportunities for leadership development as a possible outcome of service-learning. Again, as this topic was beyond the scope of this study, further research could consider a study of students who participate in service-learning and the possible relationship with increases in self enhancement, understanding

of self, values clarification, and other items associated with leadership development.

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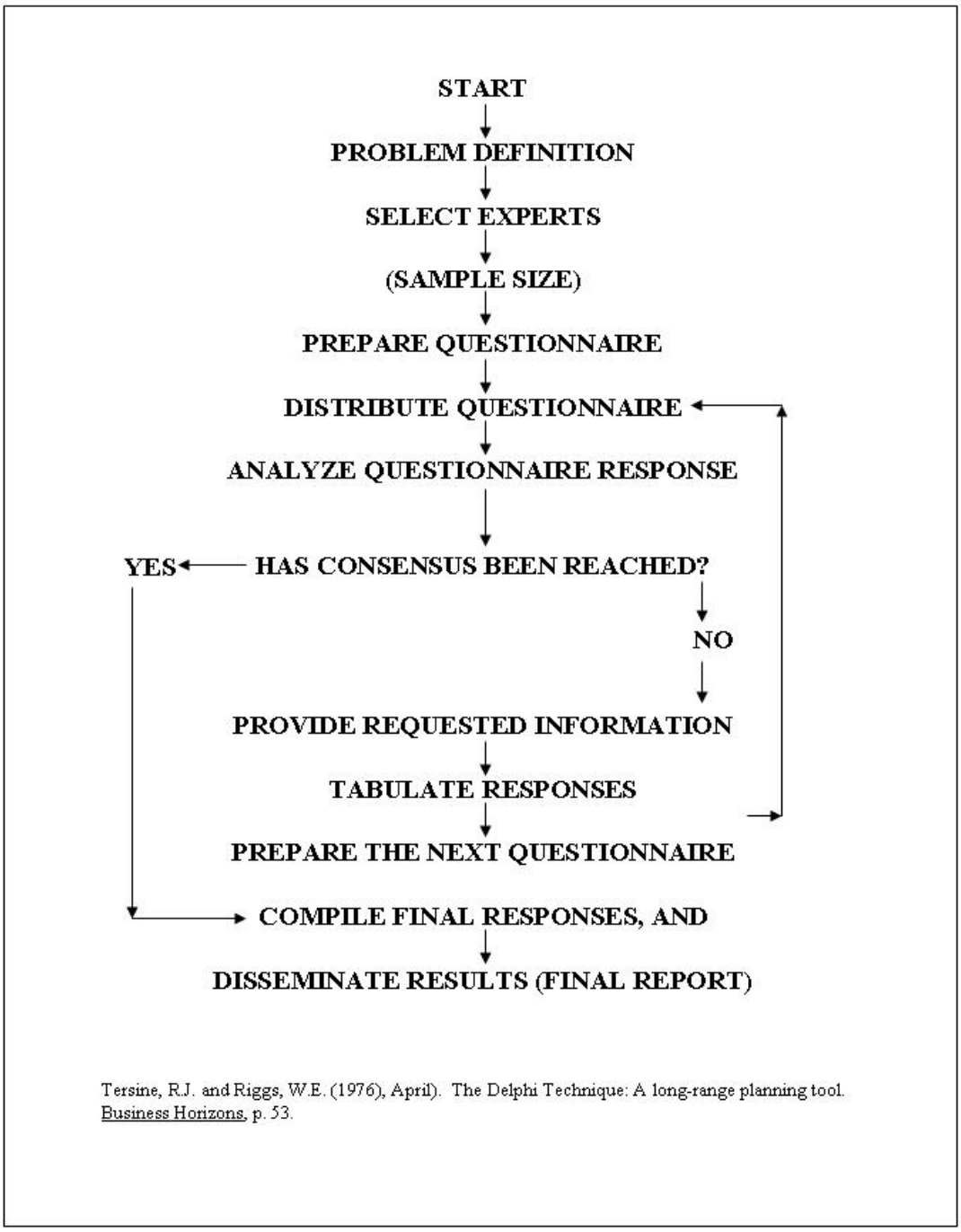
APPENDIX A

BASIC STEPS IN THE DELPHI TECHNIQUE



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APPENDIX B

MEMBERSHIP AND QUALIFICATIONS OF EXPERT REVIEW PANEL

Bringle, Robert, Ph. D.
Director of the Center for Service and Learning
Chancellor's Professor of Psychology and Philanthropic Studies. Indiana University-Purdue University, Indianapolis
http://www.indiana.edu/~alldrp/members/bringle.html

Howard, Jeffrey, Ph. D.
Associate Director for Service-Learning at the University of Michigan's Edward Ginsberg Center for Community Service and Learning
http://www.umich.edu/~mjcsl/

Jacoby, Barbara, Ph. D.
Director of commuter affairs and community service at the University of Maryland, College Park

McMillan-Culp, Katie, Ph. D.
Assistant Director for Research, Education Development Center: Center for Children and Technology
http://main.edc.org/about/staff_spotlight/katherine_mcmillan_culp

Stanton, Timothy K., Ph. D.
Former Director, Haas Center for Public Service and lecturer in American Studies
Currently, Director of the Public Service Medical Scholars program (PriSMS) and lecturer in Health Research Policy in the School of Medicine at Stanford University
http://medscholars.stanford.edu/cpms/bio_stanton.html

APPENDIX C

EXPERT REVIEW PANEL RECRUITMENT LETTER

April 21, 2004

Dear Dr. _____ :

My name is Jon K. Price and I am a Ph.D. candidate in the Texas A&M University College of Education, Department of Higher Education Administration. My dissertation topic is: *The Identification of Core Goals and Related Outcome Measurements for the Development of Community Service-Learning Programs In Selected Institutions of Higher Education.*

This note is a request for your assistance to participate as a member of an initial expert panel to review the questionnaire for my research. You have been selected for your expertise and contributions to the study of service-learning. This is a one time review that should not consume too much of your time.

Using the Wingspan principles as foundational goals, followed by an extensive literature review, I have identified outcome measurements and have constructed a questionnaire to collect respondent perceptions regarding the importance and feasibility of identified core goals and outcome measures. It is an instrument that I hope to administer to select service-learning administrators using the Delphi process.

I am an *in absentia* student attempting to complete my dissertation while managing my family life and professional responsibilities while my deadline approaches; as a result, any help that you would be willing to provide would be appreciated.

If you are available to participate, please respond accordingly and I will send you the survey instrument for your feedback.

Sincerely,

Jon K. Price
K-12 Education Research Manager
Intel Innovation in Education
www.Intel.com/education

APPENDIX D

MEMBERSHIP AND QUALIFICATIONS OF DELPHI PANEL

Bentley College (MA)
http://www.bentley.edu/
http://ecampus.bentley.edu/dept/bslc/
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http://www.defiance.edu/
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Earlham College (IN)
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http://www.earlham.edu/~esl/#eve
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Trinity College (CT)
http://www.trincoll.edu/
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Coordinator of Urban Learning
Urban Engagement:
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ziemba@sas.upenn.edu

APPENDIX E

DELPHI PANEL RECRUITMENT LETTER

The Identification of Core Goals and Related Outcome Measurements for the Development of Community Service-Learning Programs In Selected Institutions of Higher Education

June 7, 2005

Dear :

My name is Jon K. Price and I am a Ph.D. candidate in the Texas A&M University College of Education, Department of Higher Education Administration. My dissertation topic is: The Identification of Core Goals and Related Outcome Measurements for the Development of Community Service-Learning Programs In Selected Institutions of Higher Education.

This letter is a request for you to participate in a research study as a Service-Learning Practitioner, to serve as a member of a panel of experts to identify a set of core goals and measurable outcomes regarding the design and implementation of campus service-learning programs. The outcome of the study should provide a 'checklist of valuable activities. You have been selected to be a possible participant because your campus has been identified by US News and World Report as a College or University with an outstanding service-learning program where volunteering in the community is an instructional strategy and/or a requirement of a student's coursework. A total of twelve service-learning professionals have been contacted as a request to participate in this study. The purpose of this study is to understand a comprehensive strategy to better facilitate the development and sustainability of service-learning programs for the campus practitioner.

If you agree to serve as a panel member in this study, you will be asked to respond to an initial questionnaire followed by one or two follow-up surveys that identify the preference and feasibility of a set of core goals and associated measurable outcomes associated with service-learning, based on your experience associated with your service-learning duties on your campus. The survey process will use the Delphi technique, as such, the nature of subsequent rounds will depend on the responses to the initial surveys. The data collection portion of this study is expected to take approximately four months, between May through August, 2005. The first round survey will take approximately 30 minutes to complete, with subsequent rounds taking less time as you will be asked to review the combined panel response and how it compares to your response. The risks associated with this study are loss of interest due to the length of the survey process. You will receive no direct personal benefits to this research. However, you will be able to compare your responses to the combined panel response to internally review or evaluate your service-learning program.

Panel members who participate on this study will do so voluntarily, no compensation will be provided for participating in this study.

This study is confidential. The records of this study will be kept private and each panel member will be assigned by a code with no link to the true names of the participants in disaggregating the data. No identifiers linking you to the study will be included in any sort of report that might be

published. Research records will be stored securely and only I, the principle researcher will have access to the records.

Your decision whether or not to participate will not affect any current or future relations with Texas A&M University. If you decide to participate, you are free to refuse to answer any of the questions that may make you uncomfortable. You can withdraw at any time with out your relations with the university, job, benefits, etc., being affected. You can contact the principle researcher and the dissertation committee chair with any questions about this study. The principle researcher may be contacted at 6957 Cherry Hills Lp, Albuquerque, NM 87111, by phone at (505) 828-0223, or by e-mail at D5JPrices@aol.com. The dissertation committee chair may be contacted at Texas A&M University, (979) 845-2748, or by e-mail at jhoyle@tamu.edu.

This research study has been reviewed by the Institutional Review Board- Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you can contact the institutional Review Board through Ms. Angelina Raines, Director of Research Compliance, Office of Vice President for Research at (979) 458-4067 (araines@vprmail.tamu.edu).

By reading the above information, you have received answers and have been given instructions to address questions to your satisfaction. As such, by responding to the attached first round survey, you signify your consent in participating in the study. Please retain a copy of this information sheet for your records. If you choose to participate, I ask that you please respond to this request no later than June13, 2005.

In addition, I have attached the first survey instrument. If you choose to participate, I ask that you please complete this initial survey and return it no later than Friday, June 27, 2005. Again, your perspectives as a professional responsible for the administration of a campus service-learning center is valuable, and I sincerely hope you choose to participate in this study. If you have any questions about the process, please feel free to contact me.

Thank you in advance for your time and assistance in this effort,

Jon K. Price
Ph. D. Candidate,
Texas A&M University
College of Education and Human Development
505-828-0223
D5jprices@aol.com

APPENDIX F

ROUND ONE DELPHI PANEL COVER LETTER AND SURVEY INSTRUMENT

Identification of Core Goals and Outcome Measures of Campus Service-Learning Programs

Directions

The goal of this study to identify a set of core goals and measurable outcomes regarding the design and implementation of campus service-learning programs as identified by a panel of experts utilizing the Delphi process. The outcome of the study should provide a 'checklist' of valuable activities in the design and implementation of a campus based community service-learning program.

Following an extensive literature review, a set of goals for effective service-learning programs have been identified. The identified goals have been listed in this questionnaire and have been classified as 'Curricular and Co-Curricular Goals', 'Curriculum Only Goals', and 'Organizational, Administrative and Policy Goals'. As a practitioner responsible for the administration of an outstanding service-learning program you are being asked to indicate how you would rate the importance of each goal by indicating the level of value you believe it demonstrates through the curricular and co-curricular aspects. Next, a set of 'outcome measures' are listed that intend to identify the degree of importance each may be to attain the stated goal. For each outcome measure, please indicate your opinion of the validity and feasibility of using these as measurable outcomes for service-learning programs. Please circle (or otherwise indicate) the appropriate number on each Likert-type rating scale. For the purpose of this study, validity refers the degree to which the predictions made by the goal indicate the degree of value placed on attainment of the goal. For the purpose of this study, feasible refers to the degree the goal can be achieved in a practical manner.

Lastly, although there may be items that are unfamiliar to you, the design of the study relies on group consensus. As a result, it is important to indicate the importance, validity and feasibility of each item.

Please use the definitions and rating scale guide below when choosing your rating, and do not mark between the scale numbers.

For example:

1. Evaluation of student conduct

1 2 3 (4) or 1 2 3 **4**

Not Valid Valid Not Feasible Feasible

Not Valid Valid Not Feasible
Feasible

At the end of each set of goals there is a space provided for you to add goals and outcome measures. These will be included on the second questionnaire. There is also space for you to comment on potential problems associated with using these outcome measures. Comments will be summarized and included on the second questionnaire. At the end of the questionnaire you may add any goals that you believe do not fit into the classification scheme but that may be important to the development of campus based service-learning programs. Your responses to this questionnaire will be confidential. If you need extra room for your comments, please feel free to add additional pages to the end of the questionnaire. Thank you for taking time to complete this questionnaire.

Definitions

Please refer to the following definitions when completing the questionnaire:

Core Goal: The stated goal, an essential educational aim that should be evaluated utilizing outcome measures to demonstrate the curricular and co-curricular value of the programs.

Outcome Measure: An instrument or process that determines the extent to which a goal has been achieved.

Importance: Level of value demonstrated through the curricular and co-curricular aspects of the programs.

Validity: The outcome measure is a good indicator of the degree of attainment of the goal. Consider whether this measure will validate/affirm that the goal has been met and the degree/extent to which this outcome measure will demonstrate attainment of this goal.

Feasibility: The outcome measure is practical to use in the curricular and co-curricular service-learning programs. Consider the effort, time and cost of developing the instrument, as well as collecting, analyzing and reporting the data.

Rating Scales: Use these criteria to indicate degree of importance, validity and feasibility.

Importance:	1 = not important 2 = somewhat important 3 = important	Validity:	1 = not valid 2 = somewhat valid 3 = valid	Feasibility:	1 = not feasible 2 = somewhat feasible

4 = very important	4 = very valid	3 = feasible 4 = very feasible

Identified Core Goals are:

Curricular and Co-Curricular Practice Goals

VIII. *An effective community service-learning program engages people in responsible and challenging actions for the common good.*
IX. *An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.*
X. *An effective community service-learning program allows for those with needs to define those needs.*
XI. *An effective community service-learning program considers all parties learners who help determine what is to be learned.*
XII. *An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.*
XIII. *An effective community service-learning program is committed to program participation by and with diverse populations.*
XIV. *An effective community service-learning program is committed to a wide range of Service-Learning experiences.*

Curriculum Only Goals

IV. *An effective community service-learning program articulates clear service and learning goals for everyone involved.*
V. *An effective community service-learning program provides opportunities for activities to be integrated into the curriculum.*
VI. *An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.*

Organizational, Administrative and Policy Goals

V. *An effective community service-learning program clarifies the responsibilities of each person and organization involved.*
VI. *An effective community service-learning program recognizes changing circumstances.*
VII. *An effective community service-learning program expects genuine, active, and sustained organizational commitment.*
VIII. *An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.*

Again, at the end of each set of outcome measures there is a space provided for you to add outcome measures and/or additional goals that should be included. There is also space for you to comment on potential problems associated with using these outcome measures. Additional goals and outcome measures will be included on the second round questionnaire to determine any possible group consensus on the new items.

ROUND ONE

Identification of Core Goals and Outcome Measures of Campus Service-Learning Programs

The goal of this questionnaire is to identify the core goals and measurable outcomes in the development of campus-based service-learning programs. For the purpose of this questionnaire, campus based service-learning programs have been classified within *'Curricular and Co-Curricular Goals'*, 'Curriculum Only G*oals'*, and 'O*rganizational, Administrative and Policy Goals'*. Please indicate the importance of this goal in demonstrating the curricular and co-curricular value of the programs. Outcome measures intended to measure the degree of goal attainment are included for each goal. For each outcome measure please indicate your opinion of the validity and feasibility of using these as measurable outcomes for service-learning programs. Please circle the appropriate number on each Likert-type rating scale.

Curricular and Co-Curricular Practice Goals

I. An effective community-service learning program engages people in responsible and challenging actions for the common good.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's service activities include opportunities for participant's direct interaction with adults in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped.	1	2	3	4	1	2	3	4
2. A program's service activities include opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights.	1	2	3	4	1	2	3	4
3. A program's service activities include opportunities for participant's direct interaction with children; for example, tutoring, coaching, and childcare.	1	2	3	4	1	2	3	4
4. A program's service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work.	1	2	3	4	1	2	3	4
5. A program's service activities include opportunities for participants to provide services contributing to the preservation of democratic values/citizenship; for example, working with a political party, community associations, and/or immigration services.	1	2	3	4	1	2	3	4
6. A program's service activities include opportunities for participants to work with cultural services; for example, the arts, race/ethnic organizations/events.	1	2	3	4	1	2	3	4

7. Please list additional outcome measures that you believe could be used to measure this goal._____

8. Please identify potential problems associated with utilizing any of these outcome measures._____

II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's service activities include opportunities for faculty to evaluate student's abilities to reflect critically on their service experiences through journals, papers, and group discussions.	1	2	3	4	1	2	3	4
2. A program's service activities include opportunities for student's to participate in classroom reflection sessions.	1	2	3	4	1	2	3	4
3. A program's service activities include opportunities for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service.	1	2	3	4	1	2	3	4

4. Please list additional outcome measures that you believe could be used to measure this goal._____

5. Please identify potential problems associated with utilizing any of these outcome measures._____

III. An effective community service-learning program allows for those with needs to define those needs.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities.	1	2	3	4	1	2	3	4
2. A program's service activities enable participation, communication and utilization, of community members, agency staff, clients & informal positional leaders in community mobilization and development activities.	1	2	3	4	1	2	3	4
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided.	1	2	3	4	1	2	3	4
4. A program's service activities enable joint resolution of conflicts between participants,	1	2	3	4	1	2	3	4
5. A program's service activities enable sharing of responsibilities, decision making and/or accountability.	1	2	3	4	1	2	3	4
6. A program's service activities include records or documentation that identifies shared resources and rewards.	1	2	3	4	1	2	3	4
7. A program's service activities enable community development strategies that start	1	2	3	4	1	2	3	4

with what is present in the community and concentrates on the problem solving capacities of local residents.								
8. A program's service activities include a campus/community advisory body with a clear purpose/mission.	1	2	3	4	1	2	3	4

9. Please list additional outcome measures that you believe could be used to measure this goal._____

10. Please identify potential problems associated with utilizing any of these outcome measures._____

IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's service activities provide opportunities to evaluate the institution's attitude toward community needs by participating community agencies.	1	2	3	4	1	2	3	4
2. A program's service activities provide opportunities to evaluate student conduct/service by participating community agencies.	1	2	3	4	1	2	3	4
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction with learning and service goals for all participants.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants.	1	2	3	4	1	2	3	4

5. Please list additional outcome measures that you believe could be used to measure this goal._____

6. Please identify potential problems associated with utilizing any of these outcome measures._____

V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include opportunities for participants that accommodate flexible weekday/weekend schedules.	1	2	3	4	1	2	3	4
2. A program's community service-learning	1	2	3	4	1	2	3	4

activities include opportunities for participants that accommodate a student's potential part-time situation.								
3. A program's community service-learning activities include opportunities that accommodate continuity of service through participant succession and/or combinations.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities include opportunities that accommodate the differences between the academic calendar and the community calendar.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities consider multiple means of transportation.	1	2	3	4	1	2	3	4
6. A program's community service-learning activities provide opportunities for student participants to evaluate the perceived significance of the community service-learning activity.	1	2	3	4	1	2	3	4

7. Please list additional outcome measures that you believe could be used to measure this goal._____

8. Please identify potential problems associated with utilizing any of these outcome measures._____

VI. An effective community service-learning program is committed to participation by and with diverse populations.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include collecting demographic data of participants.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include collecting attrition data of participants.	1	2	3	4	1	2	3	4
3. A program's service activities include collecting demographic data of the populations served by community agency partners.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities provide opportunities evaluate community agency climate and training regarding support of diverse ethnicity, background, orientation etc.	1	2	3	4	1	2	3	4
6. A program's community service-learning activities include opportunities that consider the schedule/calendar of underrepresented populations.	1	2	3	4	1	2	3	4
7. The evaluation of student reflection activities considers underrepresented populations.	1	2	3	4	1	2	3	4

8. Please list additional outcome measures that you believe could be used to measure this goal._____

9. Please identify potential problems associated with utilizing any of these outcome measures._____

VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include initiatives intentionally designed for students at different points in their education and at various stages of development.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities include opportunities for participant's intensive service-learning experiences where students dedicate themselves to a service experience for a significant portion of their time-more than 10 hours a week-for a sustained period such as a semester or summer.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities include opportunities for collaborative efforts between student affairs and academic units.	1	2	3	4	1	2	3	4

6. Please list additional outcome measures that you believe could be used to measure this goal._____

7. Please identify potential problems associated with utilizing any of these outcome measures._____

8. Please list any "Principles of Practice Goals" & any associated outcome measures of these goals that you believe should be added._____

Curriculum Only Goals

I. An effective community service-learning program articulates clear service and learning goals for everyone involved.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in support of service-learning curriculum.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include courses that state service-learning requirements in course catalogs.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities enable courses to include service-learning options, expectations and learning objectives in course syllabi.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities enable an appropriate faculty body to establish the criteria for courses designated as service-learning courses.	1	2	3	4	1	2	3	4

5. Please list additional outcome measures that you believe could be used to measure this goal._____

6. Please identify potential problems associated with utilizing any of these outcome measures._____

II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include collecting data on the number of faculty who include service-learning activities in their course curriculum.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include collecting data on the number of promotion and tenure granting policies that recognize service-learning efforts of faculty.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities enable faculty to evaluate student attitudes regarding the ability of service-learning to meet course objectives.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities enable the evaluation of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service experiences with course content, not for the service alone.	1	2	3	4	1	2	3	4
5. A program's community service-learning	1	2	3	4	1	2	3	4

activities enable faculty to provide options available within their curriculum, for example; as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option.								
6. A program's community service-learning activities provide opportunities for faculty to provide interdisciplinary service-learning activities/assignments.	1	2	3	4	1	2	3	4
7. A program's community service-learning activities include collecting data on the graduation rates of student's involved in service-learning courses.	1	2	3	4	1	2	3	4

8. Please list additional outcome measures that you believe could be used to measure this goal._____

9. Please identify potential problems associated with utilizing any of these outcome measures._____

III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities enable the faculty to evaluate the student participant's application of higher-order thinking skills and critical analysis to the service-learning experience.	1	2	3	4	1	2	3	4
6. A program's community service-learning activities enable faculty to conduct studies and/or current research on campus that explores critical issues that advance the service-learning field.	1	2	3	4	1	2	3	4

7. Please list additional outcome measures that you believe could be used to measure this goal._____

8. Please identify potential problems associated with utilizing any of these outcome measures.

9. Please list any "Curriculum Integration Goals" & any associated outcome measures of these goals that you believe should be added.

Organizational, Administrative and Policy Goals

I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities include opportunities for participants to evaluate service-learning ethical/moral confidentiality policies and procedures.	1	2	3	4	1	2	3	4

6. Please list additional outcome measures that you believe could be used to measure this goal.

7. Please identify potential problems associated with utilizing any of these outcome measures.

II. An effective community service-learning program recognizes changing circumstances.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include opportunities for participants to evaluate perceptions of campus, community relationships.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include collecting data on the number of service-learning sites/agencies that program administrators manage.	1	2	3	4	1	2	3	4

3. Please list additional outcome measures that you believe could be used to measure this goal._____

4. Please identify potential problems associated with utilizing any of these outcome measures._____

III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include collecting data on the hours of student time involved in community service-learning.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include surveys of faculty to determine level of institutional leadership's advocacy and support of faculty inclusion of service-learning curriculum.	1	2	3	4	1	2	3	4
3. A program's community service-learning activities include sustained budget allocations to enable service-learning operating expenses, services and faculty/staff development.	1	2	3	4	1	2	3	4
4. A program's community service-learning activities include the presence of a campus service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities include regular published communications that	1	2	3	4	1	2	3	4

highlight local and national agendas, findings and opportunities for current research.								
6. A program's community service-learning activities include participant feedback to determine perceived levels of integration into the central mission of the school and/or agency.	1	2	3	4	1	2	3	4
7. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities.	1	2	3	4	1	2	3	4
8. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of faculty/staff development opportunities.	1	2	3	4	1	2	3	4
8. A program's community service-learning activities include the presence of professional staff with overall responsibility for management and representation of service-learning efforts.	1	2	3	4	1	2	3	4

10. Please list additional outcome measures that you believe could be used to measure this goal._____

11. Please identify potential problems associated with utilizing any of these outcome measures._____

IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

Importance: 1 2 3 4

Outcome measures of this goal:	Validity				Feasibility			
1. A program's community service-learning activities include opportunities for participant feedback to determine impact of recruitment strategies.	1	2	3	4	1	2	3	4
2. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding the training provided.								
3. A program's community service-learning activities include evaluation of program planning efforts as they pertain to on site supervision during the service-learning experience.	1	2	3	4	1	2	3	4

4. A program's community service-learning activities include surveys and interviews of student interests and activities pertaining to community service-learning opportunities.	1	2	3	4	1	2	3	4
5. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding effectiveness of community service-learning strategies.	1	2	3	4	1	2	3	4
6. A program's community service-learning activities include collecting data regarding the number of campus & community awards and honors earned by participants.	1	2	3	4	1	2	3	4
7. A program's community service-learning activities include surveys and interviews to evaluate the nature of the student experiences by the population being served, peers and program leaders.	1	2	3	4	1	2	3	4

8. Please list additional outcome measures that you believe could be used to measure this goal._____

9. Please identify potential problems associated with utilizing any of these outcome measures._____

10. Please list any "Organizational, Administrative and Policy Goals" & any associated outcome measures of these goals that you believe should be added.

11. If you believe there are other important goals and related outcome measures that have not been included in this questionnaire, please include them here:

GENERAL BACKGROUND INFORMATION

Please complete this brief survey about your personal background.

1. How long have you been in a position responsible for the administration of campus based service-learning programs?

___ 0-3 years ___ 3-6 years ___ 6-10 years___ over 10 years

2. Please indicate your highest degree and area of concentration.
___ Ph D. ___ Ed D. ___ Ed M. ___ M. S. ___ M.A. ___ B.A. or B.S.

Other: (please specify)
_____

3. Has your school developed a service-learning assessment program?
___ Yes (if yes, may I contact you for details) ___ No

Thank you for your time answering this questionnaire. You will be contacted shortly with the next round and summaries.

APPENDIX G

ROUND TWO DELPHI PANEL COVER LETTER AND SURVEY INSTRUMENT

Jon K. Price
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Albuquerque, NM 87111
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505.280.3873

September 26, 2005

Dear Expert Panelist:

Thank you for your participation in round one of the study on goals and outcome measures relating to the design and implementation of campus based service-learning programs. The process to collect completed surveys and compile the first round results has taken a bit longer than anticipated, but I hope this break between rounds has allowed you the time needed to get things rolling back on your campuses. Also, I recognize the survey instrument was lengthy, but sincerely appreciate the time and effort you expended in evaluating the goals and outcome measures and the thoughtful insights you gave in the comments and potential problems section. There were also a number of new outcome measures suggested. I hope you find the attached summary informative.

In the second round of the study, you are asked to review the summary of results from the first questionnaire and compare your original response on each rating scale with the group's response. You may choose to change or not to change your original response based on this information. You are also asked to rate all the new outcome measures suggested by participants in the first round. This round should not be as time-consuming as the first since you do not need to rate all the goals and outcome measures again. If you choose not to change any of your original responses, only the new outcome measures and one new goal need to be evaluated. I have taken the time to highlight any of your answers that fall outside the groups mean rating and the new measures to be scored. Again, you may choose to change your rating if you see something in the group rating that is compelling, or you may choose to keep your answers the same. In either case, you may also include a comment to clarify your rating to the overall panel. As you may recall, the goal of the Delphi process is to use a group of experts to come to consensus or as close to consensus as the process will allow.

A second questionnaire that includes a statistical summary and list of comments and potential problems are attached.

Again, I appreciate your help with this study and ask that you reply to this second survey by **Friday, October 14, 2005**. You may respond via e-mail or regular mail to the addresses above. Thank you for participating in this second round. If you have questions, please feel free to call me at 505.280.3873.

Sincerely,

Jon K. Price

Identification of Core Goals and Outcome Measures of Campus Service-Learning Programs
Summary Statistics of Questionnaire #1

Curricular and Co-Curricular Practice Goals

I. An effective community-service learning program engages people in responsible and challenging actions for the common good.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.78	4.0	

Insert

Outcome measures of this goal:

	Validity *Scale*: 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
1. A program's service activities include opportunities for participant's direct interaction with adults in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped.	2.00	2.91	3.50			2.50	3.27	4.00		
2. A program's service activities include opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights.	3.25	3.70	4.00			2.25	3.20	4.00		
3. A program's service activities include opportunities for participant's direct interaction with children; for example, tutoring, coaching, and childcare.	2.50	2.91	3.00			3.00	3.45	4.00		
4. A program's service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work.	1.50	2.09	2.50			2.00	3.09	4.00		
5. A program's service activities include opportunities for participants to provide services contributing to the preservation of democratic	3.00	3.27	4.00			3.00	3.27	4.00		

values/citizenship; for example, working with a political party, community associations, and/or immigration services.										
6. A program's service activities include opportunities for participants to work with cultural services; for example, the arts, race/ethnic organizations/events.	3.00	3.36	4.00			3.00	3.45	4.00		

Comments:

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
7. Projects completed for community organizations. (C)	1	2	3	4	1	2	3	4
8. Research done and used to benefit community. (C)	1	2	3	4	1	2	3	4
9. Develops opportunities for participants to continue extra curricular service activities. (F)	1	2	3	4	1	2	3	4
10. Opportunities to examine issues of diversity, explore different power relations in society. (G)	1	2	3	4	1	2	3	4
11. A program incorporates reflection and education in all service activities to help students better serve the common good. (I)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- #4 mixes very different factors. I interpret "organizing work" to mean building organizational capacity, which is very different from cleaning floors. This should rally be two different questions.(A)
- Just members. (C)
- Opportunities will vary – depending on the number of community partners and the needs of partners. The service and the learning must be contextualized; e.g. SS always want to work with 'clients' or service recipients, yet at times they don't have the skills to do so. (E)
- #2 measuring students ability to provide service for causes is certainly more difficult than the other measures, but I think it's the most important outcome. (J)
- Building the trust and relationships necessary. (K)

II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	4.0	4.0	

Outcome measures of this goal: Validity Feasibility

Scale: 1 2 3 4 1 2 3 4

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's service activities include opportunities for faculty to evaluate student's abilities to reflect critically on their service experiences through journals, papers, and group discussions.	4.00	3.91	4.00			3.00	3.55	4.00		
2. A program's service activities include opportunities for student's to participate in classroom reflection sessions.	4.00	3.91	4.00			3.50	3.64	4.00		
3. A program's service activities include opportunities for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service.	3.50	3.55	4.00			3.00	3.36	4.00		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
4. Develop complex understanding of social problems. (G)	1	2	3	4	1	2	3	4
5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc. (I)	1	2	3	4	1	2	3	4
6. Service activities include opportunities for community partners to participate in classroom reflection activities. (K)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- For select students doing S-L as extra credit, it might not be optimum for them to do reflection in the classroom since not all the other students would be participating in the extra credit exercise. (A)

III. An effective community service-learning program allows for those with needs to define those needs.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.78	4.0	

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change ?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities.	3.00	3.36	4.00			2.50	3.09	4.00		
2. A program's service activities enable participation, communication and utilization, of community members, agency staff, clients & informal positional leaders in community mobilization and development activities.	3.50	3.64	4.00			2.50	3.09	4.00		
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided.	3.00	3.36	4.00			2.50	3.18	4.00		
4. A program's service activities enable joint resolution of conflicts between participants,	2.50	3.09	4.00			2.25	2.55	3.00		
5. A program's service activities enable sharing of responsibilities, decision making and/or accountability.	3.50	3.64	4.00			2.50	2.82	3.00		
6. A program's service activities include records or documentation that identifies shared resources and rewards.	2.25	3.00	3.75			2.00	2.80	3.00		
7. A program's service activities enable community development strategies that start with what is present in the community and concentrates on the problem solving capacities of local residents.	2.50	3.18	4.00			2.00	2.73	3.00		
8. A program's service activities include a campus/community advisory body with a clear purpose/mission.	3.00	3.36	4.00			2.50	3.18	4.00		

Comments:

_____

_____

_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc) (G)	1	2	3	4	1	2	3	4
10. The program creates long-term sustained partnerships with communities. (I)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- These types of collaborations sometimes require a higher level of schedule coordination and partner availability than is possible. (A)
- Resources = feasibility. (E)
- Question # 1 -> to what extent? & enabling does not = investment or interest. (E)
- #1 doesn't allow for community service. (I)
- #3 doesn't address the goal. (I)
- The challenge is to change the campus approach from "laboratory" to "reciprocal". (K)

IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.33	4.0	

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's service activities provide opportunities to evaluate the institution's attitude toward community needs by participating community agencies.	3.00	3.27	4.00			3.00	3.27	4.00		
2. A program's service activities provide opportunities to evaluate student conduct/service by participating community agencies.	3.00	3.36	4.00			3.00	3.55	4.00		
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction with learning and service goals for all participants.	3.50	3.45	4.00			3.00	3.55	4.00		
4. A program's community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants.	2.00	2.91	4.00			2.00	2.73	3.00		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
5. Evaluate contribution of community partners to course curriculum. (G)	1	2	3	4	1	2	3	4
6. Community members have input ahead of time in designing projects and determining learning goals. (I)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- Evaluation of all learners can also include those that community organizations serve – e.g. -> school children, clients, etc. (E)
- The goal implies stakeholder participation in establishing, not just evaluating learning goals. (H)
- #4 community partners must be empowered & educated about SL or this won't happen. (K)

V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.56	4.0	Insert

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include opportunities for participants that accommodate flexible weekday/weekend schedules.	3.00	3.45	4.00			3.00	3.27	4.00		
2. A program's community service-learning activities include opportunities for participants that accommodate a student's potential part-time situation.	3.00	3.27	4.00			3.00	3.36	4.00		
3. A program's community service-learning activities include opportunities that accommodate continuity of service through participant succession and/or combinations.	4.00	3.73	4.00			3.00	3.18	3.50		
4. A program's community service-learning activities include opportunities that accommodate the differences between the academic calendar and the community calendar.	2.50	3.27	4.00			2.00	2.82	3.50		
5. A program's community service-learning activities consider multiple means of transportation.	2.00	2.82	4.00			2.50	2.91	3.00		
6. A program's community service-learning activities provide opportunities for student participants to evaluate the perceived significance of the community service-learning activity.	3.00	3.36	4.00			3.00	3.45	4.00		

Comments:

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
7. Provides opportunities for community partners to express concerns to college personnel. (F)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- The goal is very important; however, I do not believe that collecting and evaluating data on this point is the best use of program resources over time. Simply assuring that some of the partners with whom we work serve the needs of minorities and women will meet the objective. (A)
- #1 not possible in every class – but possible in context of program. (E)
- #6 seems more in line with goal #II. (H)

VI. An effective community service-learning program is committed to participation by and with diverse populations.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.89	4.0	Insert

Outcome measures of this goal:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include collecting demographic data of participants.	3.00	3.30	4.00			2.25	3.00	4.00		
2. A program's community service-learning activities include collecting attrition data of participants.	2.00	2.90	3.75			2.00	2.40	3.00		
3. A program's service activities include collecting demographic data of the populations served by community agency partners.	3.00	3.10	3.75			2.00	2.40	3.00		
4. A program's community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.	3.00	3.60	4.00			2.00	3.10	4.00		
5. A program's community service-learning activities provide opportunities evaluate community agency climate and training regarding support of diverse ethnicity, background, orientation etc.	3.00	3.00	3.00			2.00	2.50	3.00		
6. A program's community service-learning activities include opportunities that consider the schedule/calendar of underrepresented populations.	3.00	3.30	4.00			3.00	3.10	3.75		
7. The evaluation of student reflection activities considers underrepresented populations.	3.00	3.20	4.00			2.25	2.90	3.00		

Comments:

_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
8. Service allows students to engage with diverse community members.	1	2	3	4	1	2	3	4
9. A program provides meaningful opportunities for disabled students to volunteer. (I)	1	2	3	4	1	2	3	4

* Researcher's Note: A copy of Nadine Cruz's Diversity Principles was referred to by a respondent. The stated 'Outcome Measurements' are an attempt to quantify these principles. If they are incomplete pleas add any additional 'Outcome Measurements' you believe to be appropriate. (E)

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- Question #1 is not feasible if looking at data of all participants. But better if looking at student data only. (E)
- Measures 4, 5, 6, and 8 were vaguely worded. (H)

VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.33	4.0	Insert

Outcome measures of this goal: Validity Feasibility

Scale: 1 2 3 4 1 2 3 4

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include initiatives intentionally designed for students at different points in their education and at various stages of development.	3.00	3.45	4.00			3.00	3.45	4.00		
2. A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences.	1.50	2.55	3.00			3.50	3.73	4.00		
3. A program's community service-learning activities include opportunities for participant's intensive service-learning experiences where students dedicate themselves to a service experience for a significant portion of their time-more than 10 hours a week-for a sustained period such as a semester or summer.	3.00	3.36	4.00			3.00	3.36	4.00		
4. A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time.	3.00	3.09	3.55			2.00	2.73	3.50		
5. A program's community service-learning	2.5	3.1	4.0			3.0	3.4	4.0		

activities include opportunities for collaborative efforts between student affairs and academic units.	0	8	0			0	5	0		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
6. A program allows for student leadership development. (I)	1	2	3	4	1	2	3	4
7. A program provides training and orientation to ensure participants are adequately prepared for their service activities. (I)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- #3 can present a challenge related to reflection & learning from other class members. (K)

Curriculum Only Goals

I. An effective community service-learning program articulates clear service and learning goals for everyone involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	4.0	4.0	Insert

Outcome measures of this goal: Validity (*Scale*: 1 2 3 4) Feasibility (1 2 3 4)

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in support of service-learning curriculum.	3.00	3.00	4.00			3.25	3.50	4.00		
2. A program's community service-learning activities include courses that state service-learning requirements in course catalogs.	3.50	3.45	4.00			3.00	3.36	4.00		
3. A program's community service-learning activities enable courses to include service-learning options, expectations and learning objectives in course syllabi.	4.00	3.91	4.00			4.00	3.91	4.00		
4. A program's community service-	3.0	3.4	4.0			3.0	3.4	4.0		

learning activities enable an appropriate faculty body to establish the criteria for courses designated as service-learning courses.	0	5	0			0	5	0		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'. (G)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- I don't see how #1 relates to the goal. (H)
- #2 is poorly worded. (H)
- Listing S-L courses does not = Having goals (H)
- #1 is unclear – what do you mean by academic freedom? (J)
- #2 Faculty turn over with great regularity and syllabi change with them. (K)

II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.75	3.50	4.0	Insert

Outcome measures of this goal:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include collecting data on the number of faculty who include service-learning activities in their course curriculum.	3.25	3.50	4.00			3.00	3.50	4.00		
2. A program's community service-learning activities include collecting data on the number of promotion and tenure granting policies that recognize service-learning efforts of faculty.	3.00	3.00	3.75			3.00	3.20	3.75		
3. A program's community service-learning activities enable faculty to evaluate student attitudes regarding the ability of service-learning to meet course objectives.	3.00	3.40	4.00			3.00	3.50	4.00		
4. A program's community service-learning activities enable the evaluation	3.00	3.40	4.00			2.25	3.00	4.00		

of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service experiences with course content, not for the service alone.										
5. A program's community service-learning activities enable faculty to provide options available within their curriculum, for example; as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option.	2.00	2.60	3.00			3.25	3.50	4.00		
6. A program's community service-learning activities provide opportunities for faculty to provide interdisciplinary service-learning activities/assignments.	3.25	3.50	4.00			3.25	3.70	4.00		
7. A program's community service-learning activities include collecting data on the graduation rates of student's involved in service-learning courses.	2.00	2.60	3.00			2.25	3.00	4.00		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
8. Provides opportunities for faculty to discuss successful and not so successful projects. (F)	1	2	3	4	1	2	3	4
9. Includes curriculum development workshops for faculty. (G)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- By definition service learning programs are already integrated into the curriculum. (H)

III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.44	4.0	Insert

Outcome measures of this goal: Validity / Feasibility

Scale: 1 2 3 4 (Validity) 1 2 3 4 (Feasibility)

	Validity: First Quartile	Validity: Mean	Validity: Third Quartile	Validity: Round 1 Response	Validity: Change?	Feasibility: First Quartile	Feasibility: Mean	Feasibility: Third Quartile	Feasibility: Round 1 Response	Feasibility: Change?
1. A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based.	3.00	3.30	4.00			2.00	3.00	4.00		
2. A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences.	3.50	3.73	4.00			3.50	3.55	4.00		
3. A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class.	4.00	3.91	4.00			3.00	3.64	4.00		
4. A program's community service-learning activities enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	2.25	3.20	4.00			2.25	3.00	3.75		
5. A program's community service-learning activities enable the faculty to evaluate the student participant's application of higher-order thinking skills and critical analysis to the service-learning experience.	3.50	3.73	4.00			3.00	3.27	4.00		
6. A program's community service-learning activities enable faculty to conduct studies and/or current research on campus that explores critical issues that advance the service-learning field.	3.00	3.09	3.50			3.00	3.18	4.00		

Comments:

_____

_____

_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning. (F)	1	2	3	4	1	2	3	4
8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy. (K)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

There were no comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures.

Organizational, Administrative and Policy Goals

I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.33	4.0	Insert

Outcome measures of this goal: Validity Feasibility

Scale: 1 2 3 4 1 2 3 4

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule.	3.00	3.20	4.00			2.25	2.90	3.75		
2. A program's community service-learning activities include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience.	3.00	3.36	4.00			2.50	3.09	4.00		
3. A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity.	3.00	3.36	4.00			2.00	3.09	4.00		
4. A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures.	2.00	2.82	4.00			2.00	2.55	3.00		
5. A program's community service-learning activities include opportunities for participants to evaluate service-learning ethical/moral confidentiality policies and procedures.	3.00	3.18	4.00			2.00	2.73	3.00		

Comments:

_____
_____
_____

There were no additional outcome measures identified by panel members.

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- The extent to which partners are able to make meaningful contributions to this process depends on the quality of their own internal organization and the availability of their volunteer staff. Organizations with paid professional staff are often more available.
- "Participants" need to clearly include students, faculty, community & staff administrators. (I)

II. An effective community service-learning program recognizes changing circumstances.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.67	4.0	Insert

Outcome measures of this goal:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include opportunities for participants to evaluate perceptions of campus, community relationships.	3.25	3.40	4.00			2.25	3.00	3.75		
2. A program's community service-learning activities include collecting data on the number of service-learning sites/agencies that program administrators manage.	2.50	3.00	4.00			3.00	3.36	4.00		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
3. Activities include regular assessment of community needs. (I)	1	2	3	4	1	2	3	4
4. Service-learning activities include tools & resources available to faculty, community partners and students. (K)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- Not sure how #2 relates to the goal. (H)
- #1 seems more appropriate to curricular, co-curricular goal #III (H)

III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.89	4.0	Insert

Outcome measures of this goal: Validity (*Scale*: 1 2 3 4) | Feasibility (1 2 3 4)

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include collecting data on the hours of student time involved in community service-learning.	2.00	2.90	4.00			3.00	3.20	3.75		
2. A program's community service-learning activities include surveys of faculty to determine level of institutional leadership's advocacy and support of faculty inclusion of service-learning curriculum.	2.50	3.09	4.00			3.00	2.91	3.00		
3. A program's community service-learning activities include sustained budget allocations to enable service-learning operating expenses, services and faculty/staff development.	3.00	3.55	4.00			3.00	3.36	4.00		
4. A program's community service-learning activities include the presence of a campus service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts.	4.00	3.82	4.00			3.00	3.64	4.00		
5. A program's community service-learning activities include regular published communications that highlight local and national agendas, findings and opportunities for current research.	3.00	3.00	3.00			3.00	3.09	3.50		
6. A program's community service-learning activities include participant feedback to determine perceived levels of integration into the central mission of the school and/or agency.	3.00	3.56	4.00			2.00	2.89	3.00		
7. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities.	2.25	3.10	4.00			3.00	3.10	3.00		
8. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of faculty/staff development opportunities.	2.00	3.00	4.00			3.00	3.00	3.00		
9. A program's community service-learning activities include the presence of professional staff with overall	4.00	3.73	4.00			3.00	3.27	4.00		

responsibility for management and representation of service-learning efforts.										

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
10. Collection of data on long term partnerships with community organizations. (E)	1	2	3	4	1	2	3	4
11. Include faculty with expertise in teaching about ethics, civics and social responsibility. (G)	1	2	3	4	1	2	3	4
12. Financial resources are provided that assist faculty and departments with service-learning activities. (K)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- To the extent that surveys and interviews are informal, the suggested process is feasible. To the extent that the process is formalized with large amounts of energy and time going into the surveying and interviewing, it is very much less so. (A)
- Not sure how #1 relates to the goal. (H)

IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.78	4.0	Insert

Outcome measures of this goal: Validity Feasibility

Scale: 1 2 3 4 1 2 3 4

	First Quartile	Mean	Third Quartile	Round 1 Response	Change?	First Quartile	Mean	Third Quartile	Round 1 Response	Change?
1. A program's community service-learning activities include opportunities for participant feedback to determine impact of recruitment strategies.	2.50	3.27	4.00			3.00	3.36	4.00		
2. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding the training provided.	2.25	3.10	4.00			3.00	3.40	4.00		
3. A program's community service-learning activities include evaluation of program planning efforts as they pertain to on site supervision during the service-learning experience.	2.00	2.73	3.00			2.50	2.73	3.00		

4. A program's community service-learning activities include surveys and interviews of student interests and activities pertaining to community service-learning opportunities.	3.00	3.09	3.50			3.00	3.27	4.00		
5. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding effectiveness of community service-learning strategies.	3.00	3.22	4.00			3.00	3.33	4.00		
6. A program's community service-learning activities include collecting data regarding the number of campus & community awards and honors earned by participants.	2.00	2.10	2.00			2.25	2.80	3.00		
7. A program's community service-learning activities include surveys and interviews to evaluate the nature of the student experiences by the population being served, peers and program leaders.	3.00	3.20	3.75			2.25	2.70	3.00		

Comments:

_____
_____
_____

Please rate these additional outcome measures identified by panel members:

	Validity				Feasibility			
8. Service-learning activities include regular awards & recognition of faculty, students and community partners. (K)	1	2	3	4	1	2	3	4

Please identify potential problems associated with utilizing any of these outcome measures.

_____
_____
_____

Comments from Round 1 regarding potential problems associated with utilizing any of these outcome measures:

- The statement in the goal is overly broad -> should be broken down into specific activities & specific groups. (H)

There were no additional comments regarding important goals and related outcome measures that had not been included in this questionnaire.

GENERAL BACKGROUND INFORMATION

Please complete this brief survey about your personal background.

1. How long have you been in a position responsible for the administration of campus based service-learning programs?

___ 0-3 years ___ 3-6 years ___ 6-10 years ___ over 10 years

2. Please indicate your highest degree and area of concentration.
___ Ph D. ___ Ed D. ___ Ed M. ___ M. S. ___ M.A. ___ B.A. / B.S.

Other: (please specify)
_____

3. Has your school developed a service-learning assessment program?
___ Yes (if yes, may I contact you for details) ___ No

Thank you for your time answering this questionnaire. You will be contacted shortly with the next round and summaries.

APPENDIX H

ROUND THREE DELPHI PANEL COVER LETTER AND SURVEY INSTRUMENT

Identification of Core Goals and Outcome Measures of Campus Service-Learning Programs
Summary Statistics of Questionnaire #2
Final Questionnaire

Curricular and Co-Curricular Practice Goals

I. An effective community-service learning program engages people in responsible and challenging actions for the common good.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.80	4.0	

Outcome measures of this goal:

	Validity *Scale*: 1 2 3 4				Feasibility 1 2 3 4			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's service activities include opportunities for participant's direct interaction with adults in need; for example, visiting, feeding, or caring for the homeless, poor, sick, elderly, or handicapped.	2.00	2.80	3.00		3.00	3.40	4.00	
2. A program's service activities include opportunities for participants to provide service for causes: for example, the environment, social justice, or human services/rights.	3.25	3.70	4.00		3.00	3.20	4.00	
3. A program's service activities include opportunities for participant's direct interaction with children; for example, tutoring, coaching, and childcare.	2.63	2.95	3.00		3.13	3.55	4.00	
4. A program's service activities include opportunities for participants to provide functionary work; for example, cleaning/maintenance work or organizing/administrative work.	2.00	2.10	2.00		2.00	3.00	4.00	
5. A program's service activities include opportunities for participants to provide services contributing to the preservation of democratic values/citizenship; for example, working with a political party, community associations, and/or immigration services.	3.00	3.40	4.00		3.00	3.30	4.00	
6. A program's service activities include opportunities for participants to work with cultural services; for example, the arts, race/ethnic organizations/events.	3.00	3.40	4.00		3.00	3.40	4.00	

Additional outcome measures identified by panel members:

	Validity *Scale*: 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**

7. Projects completed for community organizations.	3.00	3.10	3.75			3.00	3.30	4.00		
8. Research done and used to benefit community.	3.00	3.20	4.00			2.25	2.90	3.00		
9. Develops opportunities for participants to continue extra curricular service activities.	2.00	2.90	3.75			3.00	3.40	4.00		
10. Opportunities to examine issues of diversity, explore different power relations in society.	3.00	3.60	4.00			3.00	3.30	3.75		
11. A program incorporates reflection and education in all service activities to help students better serve the common good.	3.25	3.50	4.00			3.00	3.10	3.75		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- Important to distinguish that these activities can be but not necessarily should be part of successful programs.
- These activities predicated on solid faculty development plan and program. The problem with strong link to extracurricular activities is the continued convolution of service-learning with volunteerism/credit for "ladling soup".
- The meaning outcome # 7 is unclear.
- # 7 is vague.
- # * is vague.
- # 11 fits under category #2.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	4.0	4.0	

Outcome measures of this goal:

Scale: 1 2 3 4

	Validity				Feasibility			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's service activities include opportunities for faculty to evaluate student's abilities to reflect critically on their service experiences through journals, papers, and group discussions.	4.00	3.90	4.00		3.25	3.60	4.00	
2. A program's service activities include opportunities for student's to participate in classroom reflection sessions.	4.00	4.00	4.00		4.00	3.70	4.00	
3. A program's service activities include opportunities for participants to compare attitudes about the social, psychological, political and ethical considerations involved in the service and the need for the service.	4.00	4.00	4.00		3.00	3.50	4.00	

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
4. Develop complex understanding of social problems.	3.25	3.70	4.00			3.00	3.00	3.00		
5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	3.25	3.60	4.00			2.25	3.00	3.75		
6. Service activities include opportunities for community partners to participate in classroom reflection activities.	3.00	3.30	4.00			2.25	2.80	3.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 4 Depends on individual students' maturation rates and ability to internalize complex social learning.
- #5 & #6 Depend heavily on faculty willingness to incorporate new pedagogical practice and allow "strangers" into their classrooms.
- # 6 Sometimes this puts community partners in a very vulnerable position – depending upon student prep.
- # 4 is not a direct outcome of the goal listed, it is its own goal.
- Some of our classes we use Web CT or other alternative forms of reflection.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

III. An effective community service-learning program allows for those with needs to define those needs.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.8	4.0	

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Your Response		First Quartile	Mean	Third Quartile	Your Response	
1. A program's service activities enable participation, communication and utilization, of faculty, administration, students, academic units, and campus organizations in community mobilization and development activities.	3.00	3.50	4.00			3.00	3.20	4.00		
2. A program's service activities enable participation, communication and utilization, of community members, agency staff, clients & informal positional leaders in community mobilization and development activities.	4.00	3.80	4.00			3.00	3.30	4.00		
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction regarding the service provided.	3.25	3.50	4.00			3.00	3.30	4.00		
4. A program's service activities enable joint resolution of conflicts between participants,	2.25	3.30	4.00			2.25	2.70	3.00		

5. A program's service activities enable sharing of responsibilities, decision making and/or accountability.	4.00	3.70	4.00		3.00	2.80	3.00	
6. A program's service activities include records or documentation that identifies shared resources and rewards.	3.00	3.10	3.00		2.00	2.60	3.00	
7. A program's service activities enable community development strategies that start with what is present in the community and concentrates on the problem solving capacities of local residents.	3.00	3.50	4.00		2.00	2.70	3.00	
8. A program's service activities include a campus/community advisory body with a clear purpose/mission.	3.00	3.50	4.00		2.63	3.30	4.00	

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4.00	3.90	4.00			3.00	3.20	3.75		
10. The program creates long-term sustained partnerships with communities.	4.00	3.90	4.00			3.00	3.00	3.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 10 requires resources and a lot of political will.
- # 3 is not directly related to the goal, it is about students' needs, not about the community identifying its needs.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.5	4.0	

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Your Response		First Quartile	Mean	Third Quartile	Your Response	
1. A program's service activities provide opportunities to evaluate the institution's attitude toward community needs by participating community agencies.	3.00	3.40	4.00			3.00	3.30	4.00		
2. A program's service activities provide opportunities to evaluate student conduct/service by participating	3.25	3.40	4.00			3.00	3.50	4.00		

community agencies.								
3. A program's service activities provide opportunities to collect feedback to determine participant satisfaction with learning and service goals for all participants.	3.25	3.50	4.00		3.00	3.50	4.00	
4. A program's community service-learning activities provide opportunities to evaluate commitment to sharing and reciprocity among all participants.	2.25	3.00	4.00		2.00	2.70	3.00	

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
5. Evaluate contribution of community partners to course curriculum.	2.25	2.70	3.00			2.00	2.50	3.00		
6. Community members have input ahead of time in designing projects and determining learning goals.	3.00	3.50	4.00			3.00	3.00	3.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 5 is difficult to measure. #5 & #6 heavily dependent upon faculty willingness and ability to dedicate adequate planning time prior to academic term.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.6	4.0	

Outcome measures of this goal:	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Your Response		First Quartile	Mean	Third Quartile	Your Response	
1. A program's community service-learning activities include opportunities for participants that accommodate flexible weekday/weekend schedules.	3.00	3.50	4.00			3.00	3.40	4.00		
2. A program's community service-learning activities include opportunities for participants that accommodate a student's potential part-time situation.	3.00	3.30	4.00			3.00	3.40	4.00		
3. A program's community service-learning activities include opportunities that accommodate continuity of service through participant succession and/or combinations.	4.00	3.80	4.00			3.00	3.00	3.00		
4. A program's community service-learning activities include opportunities that accommodate the differences between the academic calendar and the community calendar.	3.00	3.40	4.00			2.00	2.65	3.00		
5. A program's community service-learning activities consider multiple means of transportation.	2.00	2.80	4.00			2.25	2.70	3.00		
6. A program's community service-learning activities provide	3.00	3.30	4.00			3.00	3.50	4.00		

opportunities for student participants to evaluate the perceived significance of the community service-learning activity.									

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale: 1 2 3 4	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
7. Provides opportunities for community partners to express concerns to college personnel.	4.00	3.70	4.00			3.25	3.50	4.00		

There are no comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

VI. An effective community service-learning program is committed to participation by and with diverse populations.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.9	4.0	

Outcome measures of this goal:	Validity				Feasibility			
Scale: 1 2 3 4	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include collecting demographic data of participants.	3.00	3.30	4.00		3.00	3.20	4.00	
2. A program's community service-learning activities include collecting attrition data of participants.	2.00	2.80	3.00		2.00	2.40	3.00	
3. A program's service activities include collecting demographic data of the populations served by community agency partners.	3.00	3.10	3.00		2.00	2.40	3.00	
4. A program's community service-learning activities include training to support diverse ethnicity, backgrounds, orientation etc.	3.00	3.60	4.00		2.00	3.10	4.00	
5. A program's community service-learning activities provide opportunities evaluate community agency climate and training regarding support of diverse ethnicity, background, orientation etc.	3.00	3.10	3.00		2.00	2.40	3.00	
6. A program's community service-learning activities include opportunities that consider the schedule/calendar of underrepresented populations.	3.00	3.40	4.00		3.00	3.05	3.00	
7. The evaluation of student reflection activities considers underrepresented populations.	3.00	3.40	4.00		3.00	2.85	3.00	

Additional outcome measures identified by panel members:

	Validity (Scale: 1 2 3 4)					Feasibility (1 2 3 4)				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
8. Service allows students to engage with diverse community members.	4.00	3.78	4.00			3.00	3.33	4.00		
9. A program provides meaningful opportunities for disabled students to volunteer.	4.00	3.78	4.00			2.00	2.89	3.00		

There are no comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.6	4.0	

Outcome measures of this goal:	Validity (Scale: 1 2 3 4)				Feasibility (1 2 3 4)			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include initiatives intentionally designed for students at different points in their education and at various stages of development.	3.25	3.50	4.00		3.00	3.50	4.00	
2. A program's community service-learning activities include opportunities for participant's one-time or short-term service-learning experiences.	2.00	2.70	3.75		4.00	3.80	4.00	
3. A program's community service-learning activities include opportunities for participant's intensive service-learning experiences where students dedicate themselves to a service experience for a significant portion of their time-more than 10 hours a week-for a sustained period such as a semester or summer.	3.00	3.60	4.00		3.00	3.40	4.00	
4. A program's community service-learning activities include opportunities for participant's immersion service-learning experiences where students live within the community being served for a period of time.	3.00	3.30	3.75		2.00	2.50	3.00	
5. A program's community service-learning activities include opportunities for collaborative efforts between student affairs and academic units.	3.00	3.50	4.00		3.00	3.50	4.00	

Additional outcome measures identified by panel members:

	Validity (Scale: 1 2 3 4)					Feasibility (1 2 3 4)				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
6. A program allows for student leadership development.	3.00	3.50	4.00			3.00	3.10	3.00		
7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	4.00	3.90	4.00			3.00	3.20	3.75		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 6 depends upon the unique environment of each campus and academic term.
- What is meant by leadership development and for whom? Service-learners? Student Coordinators?
- It is important to have one-time service opportunities for students who are not initially committed to service, programs that only offer long-term service projects risk not getting new students engaged and committed.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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Curriculum Only Goals

I. An effective community service-learning program articulates clear service and learning goals for everyone involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	4.0	4.0	

Outcome measures of this goal:	Validity (Scale: 1 2 3 4)				Feasibility (1 2 3 4)			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include opportunities for faculty to evaluate the level of academic freedom in support of service-learning curriculum.	3.00	3.00	4.00		3.00	3.40	4.00	
2. A program's community service-learning activities include courses that state service-learning requirements in course catalogs.	4.00	3.70	4.00		3.25	3.60	4.00	
3. A program's community service-learning activities enable courses to include service-learning options, expectations and learning objectives in course syllabi.	4.00	3.90	4.00		4.00	3.90	4.00	
4. A program's community service-learning activities enable an appropriate faculty body to establish the criteria for courses designated as service-learning courses.	3.00	3.50	4.00		3.00	3.55	4.00	

Additional outcome measures identified by panel members:

	Validity (Scale: 1 2 3 4)					Feasibility (1 2 3 4)				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	3.00	3.50	4.00			2.25	3.00	3.75		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- The language is problematic. I would use social concerns, societal issues. A religious studies faculty may be looking simply to conscientize a student. A environmental studies faculty member may be looking to heighten a student's sense of caring for the environment. I wouldn't use this language with my faculty.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.6	4.0	

Outcome measures of this goal: (Scale: 1 2 3 4)	Validity				Feasibility			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include collecting data on the number of faculty who include service-learning activities in their course curriculum.	4.00	3.56	4.00		3.00	3.20	4.00	
2. A program's community service-learning activities include collecting data on the number of promotion and tenure granting policies that recognize service-learning efforts of faculty.	3.00	2.89	3.00		3.00	3.00	4.00	
3. A program's community service-learning activities enable faculty to evaluate student attitudes regarding the ability of service-learning to meet course objectives.	3.00	3.33	4.00		3.00	3.10	4.00	
4. A program's community service-learning activities enable the evaluation of curriculum and courses by the appropriate faculty body to ensure learning and knowledge results from connecting service experiences with course content, not for the service alone.	3.00	3.44	4.00		2.00	2.70	4.00	
5. A program's community service-learning activities enable faculty to provide options available within their curriculum, for example; as extra credit within a grading system, as an alternative for other assignments, or as a means of earning additional course credit in what has become known as the fourth-credit option.	2.00	2.44	3.00		3.00	3.20	4.00	
6. A program's community service-learning activities provide opportunities for faculty to provide interdisciplinary service-learning activities/assignments.	4.00	3.78	4.00		4.00	3.40	4.00	
7. A program's community service-learning activities include collecting data on the graduation rates of student's	2.00	2.56	3.00		3.00	2.80	4.00	

involved in service-learning courses.										

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
8. Provides opportunities for faculty to discuss successful and not so successful projects.	3.00	3.40	4.00			3.00	3.20	4.00		
9. Includes curriculum development workshops for faculty.	3.25	3.70	4.00			3.00	3.20	4.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- These are easy to organize, maybe harder to implement. Resources required.
- Our faculty are very independent and to conceive of someone even intimating telling them how/what to teach is out of the question.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.5	4.0	

Outcome measures of this goal:	Validity				Feasibility			
Scale:	1 2 3 4				1 2 3 4			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities enable the faculty to articulate the theoretical/pedagogical framework on which service-learning interventions are based.	3.00	3.30	4.00		2.00	3.00	4.00	
2. A program's community service-learning activities enable student participants to evaluate the connection between course studies and service experiences.	3.63	3.75	4.00		3.25	3.60	4.00	
3. A program's community service-learning activities enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class.	4.00	3.90	4.00		3.00	3.60	4.00	
4. A program's community service-learning activities enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3.00	3.30	4.00		2.25	2.90	3.00	
5. A program's community service-learning activities enable the faculty to evaluate the student participant's application of higher-order thinking skills and critical analysis to the service-learning experience.	3.25	3.70	4.00		3.00	3.30	4.00	
6. A program's community service-learning activities enable faculty to conduct studies and/or current research on	3.00	3.15	3.38		3.00	3.40	4.00	

campus that explores critical issues that advance the service-learning field.										

Additional outcome measures identified by panel members:

	Validity					Feasibility				
Scale:	1 2 3 4					1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	2.25	3.00	3.75			2.25	2.90	3.00		
8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	2.25	3.30	4.00			3.00	2.80	3.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 8 needs resources and institutional buy-in (Deans, VPs, etc…)

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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Organizational, Administrative and Policy Goals

I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.0	3.5	4.0	

Outcome measures of this goal:	Validity				Feasibility			
Scale:	1 2 3 4				1 2 3 4			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include opportunities for participants to evaluate host service-learning site/agencies documentation of job descriptions, qualifications, scope of responsibility and schedule.	3.00	3.40	4.00		3.00	3.00	3.00	
2. A program's community service-learning activities include opportunities for participants to evaluate student orientation and training as they pertain to the service-learning experience.	3.00	3.60	4.00		3.00	3.30	4.00	
3. A program's community service-learning activities include opportunities for participants to evaluate project scope, objectives, duration and location of service-learning opportunity.	3.00	3.50	4.00		2.25	3.20	4.00	
4. A program's community service-learning activities include opportunities for participants to evaluate service-learning liability and risk management policies and procedures.	2.00	2.90	4.00		2.25	2.60	3.00	
5. A program's community service-learning activities include opportunities for participants to evaluate service-learning	3.00	3.40	4.00		2.00	2.60	3.00	

ethical/moral confidentiality policies and procedures.								

No additional outcome measures were identified by panel members.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

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II. An effective community service-learning program recognizes changing circumstances.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	3.25	3.70	4.0	

Outcome measures of this goal:

Scale:	Validity 1 2 3 4				Feasibility 1 2 3 4			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include opportunities for participants to evaluate perceptions of campus, community relationships.	4.00	3.80	4.00		3.00	3.10	3.75	
2. A program's community service-learning activities include collecting data on the number of service-learning sites/agencies that program administrators manage.	3.00	3.10	3.75		3.00	3.50	4.00	

Additional outcome measures identified by panel members:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
3. Activities include regular assessment of community needs.	3.00	3.44	4.00			2.00	2.89	3.00		
4. Service-learning activities include tools & resources available to faculty, community partners and students.	3.25	3.60	4.00			3.00	3.50	4.00		

There are no comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

Please provide any comments regarding the ability to utilize any of the above outcome measures.

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III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.9	4.0	

Outcome measures of this goal:

Scale:	Validity 1 2 3 4				Feasibility 1 2 3 4			
	First Quartile	Mean	Third Quartile	Your Response	First Quartile	Mean	Third Quartile	Your Response
1. A program's community service-learning activities include collecting data on the hours of student time involved in community service-learning.	2.00	2.80	3.75		3.00	3.10	3.00	
2. A program's community service-learning activities include surveys of faculty to determine level of institutional leadership's advocacy and support of faculty inclusion of service-learning curriculum.	3.00	3.10	4.00		3.00	2.80	3.00	
3. A program's community service-learning activities include sustained budget allocations to enable service-learning operating expenses, services and faculty/staff development.	3.25	3.70	4.00		3.00	3.50	4.00	
4. A program's community service-learning activities include the presence of a campus service-learning center that assists in placement, training, record keeping and coordination of service-learning efforts.	4.00	4.00	4.00		3.25	3.70	4.00	
5. A program's community service-learning activities include regular published communications that highlight local and national agendas, findings and opportunities for current research.	3.00	3.00	3.00		3.00	3.20	3.00	
6. A program's community service-learning activities include participant feedback to determine perceived levels of integration into the central mission of the school and/or agency.	3.00	3.60	4.00		2.25	2.80	3.00	
7. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of service-learning opportunities.	2.25	3.10	4.00		3.00	3.10	3.00	
8. A program's community service-learning activities include surveys and interviews of faculty and administrators to determine perceived levels of institutional support of faculty/staff development opportunities.	2.00	3.00	4.00		3.00	3.00	3.00	
9. A program's community service-learning activities include the presence of professional staff with overall responsibility for management and representation of service-learning efforts.	4.00	3.90	4.00		3.00	3.40	4.00	

Additional outcome measures identified by panel members:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
10. Collection of data on long term partnerships with community organizations.	2.50	3.40	4.00			3.00	3.00	3.00		
11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	3.00	3.20	4.00			3.00	2.80	3.00		

12. Financial resources are provided that assist faculty and departments with service-learning activities.	3.00	3.67	4.00			3.00	3.00	3.00		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- # 12 depends on university – State vs. Private…

Please provide any comments regarding the ability to utilize any of the above outcome measures.

_____

_____

IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

	First Quartile	Mean	Third Quartile	Your Response
Importance:	4.0	3.9	4.0	

Outcome measures of this goal: Validity *Scale*: 1 2 3 4 — Feasibility 1 2 3 4

	Validity: First Quartile	Validity: Mean	Validity: Third Quartile	Validity: Your Response	Feasibility: First Quartile	Feasibility: Mean	Feasibility: Third Quartile	Feasibility: Your Response
1. A program's community service-learning activities include opportunities for participant feedback to determine impact of recruitment strategies.	2.25	3.30	4.00		3.00	3.50	4.00	
2. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding the training provided.	3.00	3.20	4.00		3.00	3.40	4.00	
3. A program's community service-learning activities include evaluation of program planning efforts as they pertain to on site supervision during the service-learning experience.	2.00	2.60	3.00		3.00	2.80	3.00	
4. A program's community service-learning activities include surveys and interviews of student interests and activities pertaining to community service-learning opportunities.	3.00	3.20	3.00		3.00	3.40	4.00	
5. A program's community service-learning activities include surveys and interviews to determine participant satisfaction regarding effectiveness of community service-learning strategies.	3.00	3.30	3.75		3.00	3.40	4.00	
6. A program's community service-learning activities include collecting data regarding the number of campus & community awards and honors earned by participants.	2.00	2.15	2.00		2.25	2.80	3.00	
7. A program's community service-learning activities include surveys and interviews to evaluate the nature of the student experiences by the population being served, peers and program leaders.	3.00	3.15	3.38		2.50	2.70	3.00	

Additional outcome measures identified by panel members:

Scale:	Validity 1 2 3 4					Feasibility 1 2 3 4				
	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**	First Quartile	Mean	Third Quartile	Round 1 Response	**Change ?**
8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3.00	3.30	4.00			3.00	3.00	3.75		

Comments from Round 2 regarding potential problems associated with utilizing any of these *NEW* outcome measures:

- The statement in the goal is overly broad -> should be broken down into specific activities & specific groups.
- We have experienced a backlash against any sort of ceremony or award giving for service. We have difficulty even getting students to attend a simple dinner to acknowledge or recognize service worked.

Please provide any comments regarding the ability to utilize any of the above outcome measures.

Please feel free to provide any feedback on this process.

Thank you for your time participating in this process. I will contact you shortly with the final summary data.

APPENDIX I

RESPONDENT DATA: GOAL RATINGS

Survey Round 1																				
	Goals	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	1st Quartile	Mean	**Median**	Mode	3rd Quartile	StDev	**IQR**
													Importance						
Curricular and Co-Curricular Practice Goals		A	B	C	D	E	F	G	H	I	J	K							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.	4	4		4	4	2	4	4	4	4		4.00	3.75	**4.00**	4.00	4.00	0.71	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.	4	4		4	4	4	4	4	4	4		4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.	4	4		4	4	2	4	4	4	4		4.00	3.75	**4.00**	4.00	4.00	0.71	**0.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	3	3		4	4	4	3	3	3	3		3.00	3.38	**3.00**	3.00	4.00	0.52	**1.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	4	4		4	3	4	3	3	3	4		3.00	3.50	**3.50**	4.00	4.00	0.53	**1.00**
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.	4	4		4	4	4	4	4	4	3		4.00	3.88	**4.00**	4.00	4.00	0.35	**0.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	3	4		4	4	4	1	4	4	2		3.50	3.38	**4.00**	4.00	4.00	1.19	**0.50**
Curriculum Only Goals																			
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.	4	4		4	4	4	4	4	4	4		4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.	4	4		3	4	4		1	4	4		3.50	3.00	**4.00**	4.00	4.00	1.13	**0.50**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.	4	4		4	3	3	4	3	3	3		3.00	3.38	**3.00**	3.00	4.00	0.52	**1.00**
Organizational, Administrative and Policy Goals																			
I	I. An effective community service-learning program claimes the responsibilities of each person and organization involved.	3	3		4	3	3	3	4	4	3		3.00	3.38	**3.00**	3.00	4.00	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.	4	4		4	4	4	3	3	4	3		3.00	3.63	**4.00**	4.00	4.00	0.52	**1.00**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	4	4		4	4	4	3	4	4	4		4.00	3.88	**4.00**	4.00	4.00	0.35	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	3	4		4	4	4	4	3	4	4		4.00	3.88	**4.00**	4.00	4.00	0.35	**0.00**

	Goals	Survey Round 2																		
		Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	1st Quartile	Mean	**Median**	Mode	3rd Quartile	StDev	**IQR**
													Importance						
Curricular and Co-Curricular Practice Goals		A	B	C	D	E	F	G	H	I	J	K							
I	I. An effective community service-learning program engages people in responsible and challenging actions for the common good.		4	4	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.		4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.		4	4	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.		3	4	4	4	4	3	3	3	3	4	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.		4	4	4	3	4	3	3	3	4	4	3.00	3.60	**4.00**	4.00	4.00	0.52	**1.00**
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.		4	4	4	4	4	4	4	4	3	4	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.		4	4	4	4	4	1	4	4	3	4	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
Curriculum Only Goals																			
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.		4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.		4	4	3	4	4	4	1	4	4	4	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.		4	4	4	3	3	4	3	3	3	4	3.00	3.50	**3.50**	4.00	4.00	0.53	**1.00**
Organizational, Administrative and Policy Goals																			
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.		3	4	4	3	3	3	4	4	3	4	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.		4	4	4	4	4	3	3	4	3	4	3.25	3.70	**4.00**	4.00	4.00	0.48	**0.75**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.		4	4	4	4	4	4	4	4	4	3	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.		4	4	4	4	4	4	3	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**

Survey Round 3 STAY THE SAME																			
	Goals	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	Importance	1st Quartile	Mean	**Median**	Mode	3rd Quartile	StDev	**IQR**
												Importance						
Curricular and Co-Curricular Practice Goals		B	C	D	E	F	G	H	I	J	K							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.	4	4	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.	4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.	4	4	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	3	4	4	4	4	3	3	3	3	4	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	4	4	4	3	4	3	3	3	4	4	3.00	3.60	**4.00**	4.00	4.00	0.52	**1.00**
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.	4	4	4	4	4	4	4	4	3	4	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	4	4	4	4	4	1	4	4	3	4	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
Curriculum Only Goals																		
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.	4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.	4	4	3	4	4	4	1	4	4	4	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.	4	4	4	3	3	4	3	3	3	4	3.00	3.50	**3.50**	4.00	4.00	0.53	**1.00**
Organizational, Administrative and Policy Goals																		
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.	3	4	4	3	3	3	4	4	3	4	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.	4	4	4	4	4	3	3	4	3	4	3.25	3.70	**4.00**	4.00	4.00	0.48	**0.75**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	4	4	4	4	4	4	4	4	4	3	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	4	4	4	4	4	4	3	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**

	Goals	MEDIAN DIFFERENCE				IQR DIFFERENCE				SD DIFFERENCE			
		DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME	DIFF 1-2	Diff 2-3	Diff 1-3	SAME
Curricular and Co-Curricular Practice Goals													
I	i. An effective community-service learning program engages people in responsible and challenging actions for the common good.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.07	0.00	-0.07	DECREASE
II	ii. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
III	iii. An effective community service-learning program allows for those with needs to define those needs.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.07	0.00	-0.07	DECREASE
IV	iv. An effective community service-learning program considers all parties learners who help determine what is to be learned.	0.50	0.00	0.50	INCREASE	0.00	0.00	0.00	SAME	0.01	0.00	0.01	INCREASE
V	v. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	0.50	0.00	0.50	INCREASE	0.00	0.00	0.00	SAME	-0.02	0.00	-0.02	DECREASE
VI	vi. An effective community service-learning program is committed to participation by and with diverse populations.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.04	0.00	-0.04	DECREASE
VII	vii. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	0.00	0.00	0.00	SAME	-0.50	0.00	-0.50	DECREASE	-0.22	0.00	-0.22	DECREASE
Curriculum Only Goals													
I	i. An effective community service-learning program articulates clear service and learning goals for everyone involved.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
II	ii. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.	0.00	0.00	0.00	SAME	-0.50	0.00	-0.50	DECREASE	-0.17	0.00	-0.17	DECREASE
III	iii. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.	0.50	0.00	0.50	INCREASE	0.00	0.00	0.00	SAME	0.01	0.00	0.01	INCREASE
Organizational, Administrative and Policy Goals													
I	i. An effective community service-learning program clarifies the responsibilities of each person and organization involved.	0.50	0.00	0.50	INCREASE	0.00	0.00	0.00	SAME	0.01	0.00	0.01	INCREASE
II	ii. An effective community service-learning program recognizes changing circumstances.	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.03	0.00	-0.03	DECREASE
III	iii. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.04	0.00	-0.04	DECREASE
IV	iv. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.04	0.00	-0.04	DECREASE
			MED	4	INCREASE		**IQR**	2	DECREASE		**SD**	9	DECREASE
				10	SAME			12	SAME			2	SAME
												3	INCREASE

APPENDIX J

RESPONDENT DATA: VALIDITY RATINGS

			Survey Round 1											1							
		RESPONDENT VALIDITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Validity**							
Curricular and Co-Curricular Practice Goals																					
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.													.							
		1. direct interaction with adults in need;	3	4	2	4	2	3	2	2	3	3	4	2.00	2.90	**3.00**	2.00	3.75	0.77	0.88	**1.75**
		2. opportunities for participants to provide service for causes		4	3	4	4	3	4	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		3. participant's direct interaction with children	3	4	2	4	2	3	2	3	3	3	3	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		4. to provide functionary work	3	3	2	4	1	2	1	2	2	1	2	1.25	2.00	**2.00**	2.00	2.00	0.89	0.94	**0.75**
		5. provide services contributing to the preservation of democratic values/citizenship	3	2	3	3	4	3	4	4	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. participants to work with cultural services	3	3	3	4	4	3	4	3	3	3	4	3.00	3.36	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		7. Projects completed for community organizations	.																		
		8. Research don and used to benefit community.	.																		
		9. Develops opportunities for participants to continue extra curricular service activities.	.																		
		10. Opportunities to examine issues of diversity, explore different power relations in society.	.																		
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	.																		
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.													.							
		1. opportunities for faculty to evaluate	4	4	4	3	4	4	4	4	4	4	4	4.00	3.91	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		2. opportunities for student's to participate in classroom reflection	3	4	4	4	4	4	4	4	4	4	4	4.00	3.91	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		3. opportunities for participants to compare attitudes	2	3	4	4	4	4	4	4	4	2	4	4.00	3.55	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		4. Develop complex understanding of social problems.	.																		
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	.																		
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	.																		
III	III. An effective community service-learning program allows for those with needs to define those needs.													.							
		1. enable participation..., of faculty, administration, students, academic units	3	4	4	4	3	2	3	4	2	4	4	3.00	3.36	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		2. enable participation, ..., of community members, agency staff, clients	3	4	3	4	4	2	4	4	4	4	4	4.00	3.64	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. collect feedback to determine participant satisfaction	3	4	3	4	4	2	4	4	1	4	4	3.25	3.36	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		4. activities enable joint	4	4	4	4	4	2	2	4		2	4	2.00	3.09	**4.00**	4.00	4.00	1.00	1.00	**2.00**

		resolution of conflicts																			
		5. enable sharing of responsibilities	4	4	4	4	4	2	4	4	3	3	4	3.25	3.64	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		6. include records or documentation		2	3	4	2	2	4	3	3	4	3	2.25	2.73	**3.00**	3.00	3.75	0.67	0.82	**1.50**
		7. enable community development strategies	2	3	2	4	3	2	4	4	4	3	4	3.00	3.18	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		8. activities include a campus/community advisory body	3	4	3	4	3	2	2	4	4	4	4	3.00	3.36	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	.																		
		10. The program creates long-term sustained partnerships with communities.	.																		
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.													.							
		1. evaluate the institution's attitude	3	4	4	4	4	3	2	1	3	4	4	3.00	3.27	**4.00**	4.00	4.00	1.12	1.06	**1.00**
		2. evaluate student conduct	4	4	4	4	4	2	2	1	4	4	4	2.50	3.36	**4.00**	4.00	4.00	1.34	1.16	**1.50**
		3. collect feedback to determine participant satisfaction	4	4	4	4	3	4	2	1	4	4	4	3.25	3.45	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		4. evaluate commitment to sharing and reciprocity	2	3	4	4	3	3	4	1	2	2	4	2.25	2.91	**3.00**	4.00	4.00	1.11	1.05	**1.75**
		5. Evaluate contribution of community partners to course curriculum.	.																		
		6. Community members have input ahead of time in designing projects and determining learning goals.	.																		
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.													.							
		1. opportunities for participants that accommodate flexible	4	4	4	4	2	3	3	3	3	4	4	3.00	3.45	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		2. accommodate a student's potential part-time	3	4	4	4	3	3	4	3	3	3	2	3.00	3.27	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. accommodate continuity of service	4	2	4	4	4	3	4	4	4	4	4	4.00	3.73	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		4. accommodate the differences between the academic calendar	2	4	4	4	3	2	2	4	4	3	4	3.00	3.27	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		5. consider multiple means of transportation	3	2	4	4	4	2	1	3	4	2	2	2.00	2.82	**2.50**	2.00	4.00	1.29	1.14	**2.00**
		6. opportunities for student participants to evaluate the perceived significance	4	4	4	4	3	4	3	1	3	3	4	3.00	3.36	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	.																		
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.													.							
		1. include collecting demographic data	.	4	3	4	3	2	4	2	4	3	4	3.00	3.00	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		2. include collecting attrition data	.	2	2	3	3	2	2	4	4	3	4	2.00	2.64	**3.00**	2.00	3.75	0.77	0.88	**1.75**
		3.include collecting demographic data of the populations served	.	2	3	4	3	2	4	3	4	3	3	3.00	2.82	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		4. include training to support diverse ethnicity	.	3	3	4	4	3	4	3	4	4	4	3.00	3.27	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		5. evaluate community agency climate and training	.	3	3	4	3	2	3	3	3	2	4	3.00	2.73	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		6. consider the schedule/calendar	.	2	3	4	4	3	4	3	4	3	3	3.00	3.00	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		7. reflection activities considers underrepresented populations	.	2	3	4	4	3	2	3	4	3	4	3.00	2.91	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		8. Service allows students to engage with diverse	.																		

		community members.																			
		9. A program provides meaningful opportunities for disabled students to volunteer.	.																		
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.												.								
		1. designed for students at different points in their education	3	3	4	4	4	4	1	4	4	3	4	3.25	3.45	**4.00**	4.00	4.00	0.94	0.97	**0.75**
		2. participant's one-time or short-term service-learning	1	4	3	4	2	3	1	1	4	3	2	2.00	2.55	**3.00**	4.00	3.75	1.34	1.16	**1.75**
		3. participant's intensive service-learning experiences	2	2	4	4	3	4	4	3	4	3	4	3.00	3.36	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		4. participant's immersion service-learning experiences	1	4	3	4	3	3	3	3	4	2	4	3.00	3.09	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		5. collaborative efforts between student affairs and academic	1	2	4	4	4	2	3	3	4	4	4	3.00	3.18	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		6. A program allows for student leadership development.	.																		
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	.																		

			Survey Round 1											1							
		RESPONDENT VALIDITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Validity**							
Curriculum Only Goals																					
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.													.							
		1. opportunities for faculty to evaluate the level of academic freedom	3	4	4	4	3	3	1	1	3		4	3.00	2.73	**3.00**	4.00	4.00	1.50	1.22	**1.00**
		2. courses that state service-learning requirements	3	4	4	4	4	4	4	2	4	1	4	4.00	3.45	**4.00**	4.00	4.00	1.17	1.08	**0.00**
		3. enable courses to include service-learning options	4	4	4	3	4	4	4	4	4	4	4	4.00	3.91	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	3	4	4	3	3	2	4	4	4	3	4	3.00	3.45	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	.																		
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.													.							
		1. collecting data on the number of faculty who include service-learning	3	3	4	4	4	4	1		4	4	4	4.00	3.18	**4.00**	4.00	4.00	1.03	1.01	**0.00**
		2. the number of promotion and tenure granting policies that recognize	3	3	3	3	4	2	1		3	4	4	3.00	2.73	**3.00**	3.00	4.00	1.00	1.00	**1.00**
		3. enable faculty to evaluate student attitudes	4	4	3	3	3	4	1		4	4	4	3.00	3.09	**4.00**	4.00	4.00	1.00	1.00	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	4	3	4	3	2	2	4		4	4	4	3.00	3.09	**4.00**	4.00	4.00	0.75	0.87	**1.00**
		5. enable faculty to provide options available within their curriculum	3	2	4	3	3	2	1		2	2	4	2.00	2.36	**2.00**	2.00	3.00	1.03	1.01	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	2	4	4	4	2	4	4		4	3	4	4.00	3.18	**4.00**	4.00	4.00	0.50	0.71	**0.00**
		7. collecting data on the graduation rates	2	2	4	3	2	2	2		2	3	4	2.00	2.36	**2.00**	2.00	3.00	0.75	0.87	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	.																		
		9. Includes curriculum development workshops for faculty.	.																		
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.													.							
		1. enable the faculty to articulate the theoretical/pedagogical framework	.	3	3	4	3	2	4	4	3	3	4	3.00	3.00	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		2. enable student participants to evaluate the connection	4	4	4	4	3	3	3	4	4	4	4	3.25	3.73	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	4	4	4	4	3	4	4	4.00	3.91	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	4	3	2	4	2	2	4	4		3	4	2.00	2.91	**3.00**	4.00	4.00	0.86	0.93	**2.00**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	4	3	4	4	4	3	4	4	3	4	4	3.25	3.73	**4.00**	4.00	4.00	0.23	0.48	**0.75**

		6. enable faculty to conduct studies and/or current research	3	2	4	3	3	2	3	3	3	4	4	3.00	3.09	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	.																		
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	.																		

			Survey Round 1											1							
		RESPONDENT VALIDITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Validity**							
Organizational, Administrative and Policy Goals																					
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.													.							
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	.	2	4	4	1	3	3	4	4	3	4	3.00	2.91	**3.50**	4.00	4.00	1.07	1.03	**1.00**
		2. participants to evaluate student orientation and training	3	2	4	4	2	3	3	4	4	4	4	3.00	3.36	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		3. participants to evaluate project scope, objectives,	3	3	4	4	2	2	3	4	4	4	4	3.00	3.36	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		4. for participants to evaluate service-learning liability and risk management	3	2	3	4	1	1	3	4	4	2	4	2.00	2.82	**3.00**	4.00	4.00	1.51	1.23	**2.00**
		5. for participants to evaluate service-learning ethical/moral confidentiality	3	2	4	4	3	3	3	4	4	2	3	3.00	3.18	**3.00**	4.00	4.00	0.62	0.79	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.													.							
		1. participants to evaluate perceptions of campus, community relationships	.	4	4	4	4	2	4	4	1	3	4	3.25	3.09	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	4	3	3	4	2	4	3	1	2	3	4	2.25	3.00	**3.00**	3.00	3.75	0.99	0.99	**1.50**
		3. Activities include regular assessment of community needs.	.																		
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	.																		
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.													.							
		1. collecting data on the hours of student time involved	4	4	2	4	3	2	3	1		2	4	2.00	2.64	**3.00**	4.00	4.00	1.19	1.09	**2.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	4	2	3	4	3	2	1	4	4	3	4	2.25	3.09	**3.00**	4.00	4.00	1.11	1.05	**1.75**
		3. sustained budget allocations	3	2	4	4	4	4	4	4	3	3	4	3.25	3.55	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		4. presence of a campus service-learning center	3	4	4	4	3	4	4	4	4	4	4	4.00	3.82	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		5. include regular published communications	2	2	3	4	3	3	3	3	3	3	4	3.00	3.00	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		6. include participant feedback	.	3		4	2	3	4	4	4	4	4	3.00	2.91	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		7. determine perceived levels of institutional support of service-learning opportunities.	3	2		4	4	2	2	3	3	4	4	2.00	2.82	**3.00**	4.00	4.00	0.86	0.93	**2.00**
		8. determine perceived levels of institutional support of faculty/staff development	3	2	4	4	4	2	2	2	3		4	2.00	2.73	**3.00**	2.00	4.00	1.00	1.00	**2.00**
		9. the presence of professional staff	4	2	4	4	4	4	4	4	4	3	4	4.00	3.73	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		10. Collection of data on long term partnerships with community organizations.	.																		
		11. Include faculty with expertise in teaching	.																		

		about ethics, civics and social responsibility.																		
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	.																	
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.												.							
		1. determine impact of recruitment strategies	3	4	4	4	4	2	2	2	4	3	4	2.25	3.27	**4.00**	4.00	4.00	0.90	0.95	**1.75**
		2. satisfaction regarding the training provided.	.	2	3	4	3	2	3	2	4	4	4	2.25	2.82	**3.00**	4.00	4.00	0.77	0.88	**1.75**
		3. site supervision during the service-learning experience	3	3	2	4	3	2	2	1	3	3	4	2.00	2.73	**3.00**	3.00	3.00	0.90	0.95	**1.00**
		4. surveys and interviews of student interests and activities	3	3	2	4	3	3	3	3	4	2	4	3.00	3.09	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		5. determine participant satisfaction regarding effectiveness	.	3		3	2	3	4	3	3	4	4	3.00	2.64	**3.00**	3.00	4.00	0.44	0.67	**1.00**
		6. number of campus & community awards and honors	2	1		3	2	2	2	2	2	2	3	2.00	1.91	**2.00**	2.00	2.00	0.36	0.60	**0.00**
		7. evaluate the nature of the student experiences	3	3		4	4	2	3	3	3	3	4	3.00	2.91	**3.00**	3.00	4.00	0.44	0.67	**1.00**
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	.																		

			Survey Round 2										2							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Curricular and Co-Curricular Practice Goals													.							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.																			
		1. direct interaction with adults in need;	**3**	2	4	2	3	2	2	3	3	4	2.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**1.00**
		2. opportunities for participants to provide service for causes		3	4	4	3	4	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		3. participant's direct interaction with children	4	**2.5**	4	2	3	2	3	3	3	3	2.63	2.95	**3.00**	3.00	3.00	0.47	0.69	**0.38**
		4. to provide functionary work	3	2	4	1	2	1	2	2	**2**	2	2.00	2.10	**2.00**	2.00	2.00	0.77	0.88	**0.00**
		5. provide services contributing to the preservation of democratic values/citizenship	**3**	3	3	4	3	4	4	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		6. participants to work with cultural services	3	3	4	4	3	4	3	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		7. Projects completed for community organizations	3	4	3	4	2	3	3	3	2	4	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		8. Research don and used to benefit community.	4	4	3	4	3	3	2	4	2	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		9. Develops opportunities for participants to continue extra curricular service activities.	4	2	3	4	2	2	2	4	3	3	2.00	2.90	**3.00**	2.00	3.75	0.77	0.88	**1.75**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	3	4	3	4	3	4	4	4	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	4	4	3	4	2	4	4	4	2	4	3.25	3.50	**4.00**	4.00	4.00	0.72	0.85	**0.75**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.																			
		1. opportunities for faculty to evaluate	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		2. opportunities for student's to participate in classroom reflection	4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		3. opportunities for participants to compare attitudes	**4**	4	4	4	4	4	4	4	**4**	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		4. Develop complex understanding of social problems.	4	4	4	4	3	4	4	4	3	3	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	4	4	4	4	3	2	4	4	3	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	4	4	3	3	3	2	3	4	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.																			
		1. enable participation..., of faculty, administration, students, academic units	4	4	4	3	2	3	4	**3**	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. enable participation, ..., of community members, agency staff, clients	4	**4**	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**
		3. collect feedback to determine participant satisfaction	4	3	4	4	2	4	4	**2**	4	4	3.25	3.50	**4.00**	4.00	4.00	0.72	0.85	**0.75**

		4. activities enable joint resolution of conflicts	4	4	4	4	2	2	4	**2**	**3**	4	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**
		5. enable sharing of responsibilities	4	4	4	4	2	4	4	3	**4**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		6. include records or documentation		3	4	**3**	2	4	3	3	**3**	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		7. enable community development strategies	3	**4**	4	3	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		8. activities include a campus/community advisory body	4	3	4	3	2	**3**	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		10. The program creates long-term sustained partnerships with communities.	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.																			
		1. evaluate the institution's attitude	4	4	4	4	3	**3**	1	3	4	4	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**
		2. evaluate student conduct	4	4	4	4	2	**3**	1	4	4	4	3.25	3.40	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		3. collect feedback to determine participant satisfaction	4	4	4	3	4	**3**	1	4	4	4	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**
		4. evaluate commitment to sharing and reciprocity	3	4	4	3	3	4	1	2	2	4	2.25	3.00	**3.00**	4.00	4.00	1.11	1.05	**1.75**
		5. Evaluate contribution of community partners to course curriculum.	3	4	3	3	2	1	2	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.68	0.82	**0.75**
		6. Community members have input ahead of time in designing projects and determining learning goals.	3	4	4	4	2	3	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.																			
		1. opportunities for participants that accommodate flexible	4	4	4	**3**	3	3	3	3	4	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		2. accommodate a student's potential part-time	4	4	4	3	3	4	3	3	3	2	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. accommodate continuity of service	**3**	4	4	4	3	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**
		4. accommodate the differences between the academic calendar	4	4	4	3	2	2	4	4	3	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		5. consider multiple means of transportation	2	4	4	4	2	1	3	4	2	2	2.00	2.80	**2.50**	2.00	4.00	1.29	1.14	**2.00**
		6. opportunities for student participants to evaluate the perceived significance	4	4	4	3	4	3	1	3	3	4	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	4	4	4	4	2	4	4	4	3	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.																			
		1. include collecting demographic data	4	3	4	3	2	4	2	4	3	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		2. include collecting attrition data	2	2	3	3	2	2	4	4	3	**3**	2.00	2.80	**3.00**	2.00	3.00	0.62	0.79	**1.00**
		3.include collecting demographic data of the populations served	**3**	3	4	3	2	4	3	**3**	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		4. include training to support diverse ethnicity	3	3	4	4	3	4	3	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		5. evaluate community agency climate and training	3	3	4	3	2	3	3	3	**3**	4	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		6. consider the schedule/calendar	**3**	3	4	4	3	4	3	4	3	3	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		7. reflection activities considers underrepresented populations	**3**	3	4	4	3	**3**	3	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**

		8. Service allows students to engage with diverse community members.	3	4	4	4	3	4	4	4		4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		9. A program provides meaningful opportunities for disabled students to volunteer.	4	3	4	4		4	3	4	4	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.																			
		1. designed for students at different points in their education	3	4	4	4	4	1	4	4	3	4	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**
		2. participant's one-time or short-term service-learning	4	3	4	2	3	1	1	4	3	2	2.00	2.70	**3.00**	4.00	3.75	1.34	1.16	**1.75**
		3. participant's intensive service-learning experiences	**3**	4	4	3	4	4	3	4	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. participant's immersion service-learning experiences	4	3	4	3	3	3	3	**3**	**3**	4	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		5. collaborative efforts between student affairs and academic	**3**	4	4	4	2	3	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		6. A program allows for student leadership development.	4	4	4	4	3	3	3	3	4	3	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**

			Survey Round 2										2							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Curriculum Only Goals													.							
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.																			
		1. opportunities for faculty to evaluate the level of academic freedom	4	4	4	3	3	1	1	3	**3**	4	3.00	3.00	**3.00**	4.00	4.00	1.33	1.15	**1.00**
		2. courses that state service-learning requirements	4	4	4	4	4	4	2	4	**3**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. enable courses to include service-learning options	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	4	4	3	3	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	4	3	3	4	2	4	4	3	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.																			
		1. collecting data on the number of faculty who include service-learning	3	4	4	4	4	1		4	4	4	4.00	3.20	**4.00**	4.00	4.00	1.03	1.01	**0.00**
		2. the number of promotion and tenure granting policies that recognize	3	3	3	4	2	1		3	**3**	4	3.00	2.60	**3.00**	3.00	3.00	0.86	0.93	**0.00**
		3. enable faculty to evaluate student attitudes	4	3	3	3	4	1		4	4	4	3.00	3.00	**4.00**	4.00	4.00	1.00	1.00	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	3	4	3	**3**	2	4		4	4	4	3.00	3.10	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		5. enable faculty to provide options available within their curriculum	2	**3**	3	3	2	1		2	2	4	2.00	2.20	**2.00**	2.00	3.00	0.78	0.88	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	4	4	4	**3**	4	4		4	3	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	2	4	3	2	2	2		2	3	**3**	2.00	2.30	**2.00**	2.00	3.00	0.53	0.73	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	4	4	4	4	3	2	2	3	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		9. Includes curriculum development workshops for faculty.	3	4	3	4	3	4	4	4	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.																			
		1. enable the faculty to articulate the theoretical/pedagogical framework	3	3	4	3	2	4	4	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		2. enable student participants to evaluate the connection	4	4	4	**3.5**	3	3	4	4	4	4	3.63	3.75	**4.00**	4.00	4.00	0.18	0.42	**0.38**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	4	4	4	3	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3	**3**	4	**3**	2	4	4	**3**	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		5. enable the faculty to evaluate the student	3	4	4	4	3	4	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**

		participant's application of higher-order thinking skills																	
		6. enable faculty to conduct studies and/or current research	**3**	**3.5**	3	3	2	3	3	3	4	4	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	4	3	3	4	2	2	2	3	4	3	2.25	3.00	**3.00**	3.00	3.75	0.67	0.82	**1.50**
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	3	4	2	4	2	4	2	4	4	4	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**

			Survey Round 2										2							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Organizational, Administrative and Policy Goals													.							
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.																			
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	**3**	4	4	**2**	3	3	4	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		2. participants to evaluate student orientation and training	**3**	4	4	**3**	3	3	4	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		3. participants to evaluate project scope, objectives,	3	4	4	**3**	2	3	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		4. for participants to evaluate service-learning liability and risk management	2	3	4	**2**	1	3	4	4	2	4	2.00	2.90	**3.00**	4.00	4.00	1.21	1.10	**2.00**
		5. for participants to evaluate service-learning ethical/moral confidentiality	**3**	4	4	3	3	3	4	4	**3**	3	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.																			
		1. participants to evaluate perceptions of campus, community relationships	4	4	4	4	2	4	4	**4**	**4**	4	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	3	3	4	**3**	4	3	1	**3**	3	4	3.00	3.10	**3.00**	3.00	3.75	0.77	0.88	**0.75**
		3. Activities include regular assessment of community needs.	3	4	4	4	2	2	4	4	4		3.00	3.10	**4.00**	4.00	4.00	0.78	0.88	**1.00**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	4	4	4	4	2	3	4	3	4	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.																			
		1. collecting data on the hours of student time involved	4	2	4	3	2	3	1	**3**	2	4	2.00	2.80	**3.00**	4.00	3.75	1.07	1.03	**1.75**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	**3**	3	4	3	2	1	4	4	3	4	3.00	3.10	**3.00**	3.00	4.00	0.99	0.99	**1.00**
		3. sustained budget allocations	**3**	4	4	4	4	4	4	3	3	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		4. presence of a campus service-learning center	4	4	4	**4**	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		5. include regular published communications	2	3	4	3	3	3	3	3	3	**3**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		6. include participant feedback	3	**3**	4	**3**	3	4	4	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		7. determine perceived levels of institutional support of service-learning opportunities.	2	**3**	4	4	2	2	3	3	4	4	2.25	3.10	**3.00**	4.00	4.00	0.77	0.88	**1.75**
		8. determine perceived levels of institutional support of faculty/staff development	2	4	4	4	2	2	2	3	**3**	4	2.00	3.00	**3.00**	2.00	4.00	0.89	0.94	**2.00**
		9. the presence of professional staff	**3**	4	4	4	4	4	4	4	**4**	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		10. Collection of data on long term partnerships with community organizations.	4	4	4	4	2	2	4	4	4	2	2.50	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.50**
		11. Include faculty with expertise in teaching about ethics, civics and	4	3	3	4	2	4	2	3	3	4	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**

		social responsibility.																		
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	3	4	3	4	3	4	4	4	4		3.00	3.30	**4.00**	4.00	4.00	0.25	0.50	**1.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.																			
		1. determine impact of recruitment strategies	4	4	4	4	2	2	2	4	3	4	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**
		2. satisfaction regarding the training provided.	**3**	3	4	3	2	3	2	4	4	4	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. site supervision during the service-learning experience	3	2	4	3	2	2	1	3	3	**3**	2.00	2.60	**3.00**	3.00	3.00	0.71	0.84	**1.00**
		4. surveys and interviews of student interests and activities	3	**3**	4	3	3	3	3	4	**3**	**3**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		5. determine participant satisfaction regarding effectiveness	3	**3**	3	**3**	3	4	3	3	4	4	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		6. number of campus & community awards and honors	**2**	**2**	3	2	2	2	2	2	2	**2.5**	2.00	2.15	**2.00**	2.00	2.00	0.11	0.34	**0.00**
		7. evaluate the nature of the student experiences	3	**3**	4	4	2	3	3	3	3	**3.5**	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3	3	2	4	2	3	4	4	4	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**

			Survey Round 3										3							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Curricular and Co-Curricular Practice Goals																				
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.																			
		1. direct interaction with adults in need;	**3**	2	4	2	3	2	2	3	3	4	2.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**1.00**
		2. opportunities for participants to provide service for causes		3	4	4	3	4	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		3. participant's direct interaction with children	4	**2.5**	4	2	3	2	3	3	3	3	2.63	2.95	**3.00**	3.00	3.00	0.47	0.69	**0.38**
		4. to provide functionary work	3	2	4	1	2	1	2	2	**2**	2	2.00	2.10	**2.00**	2.00	2.00	0.77	0.88	**0.00**
		5. provide services contributing to the preservation of democratic values/citizenship	**3**	3	3	4	3	4	4	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		6. participants to work with cultural services	3	3	4	4	3	4	3	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		7. Projects completed for community organizations	3	4	3	**4**	**3**	3	3	3	**3**	4	3.00	3.25	**3.00**	3.00	3.38	0.18	0.42	**0.38**
		8. Research don and used to benefit community.	4	4	3	4	3	3	2	4	**3**	3	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		9. Develops opportunities for participants to continue extra curricular service activities.	**3**	2	3	**3**	2	2	2	**3**	3	3	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	3	4	3	4	3	4	4	4	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	4	4	3	4	2	4	4	4	**4**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.																			
		1. opportunities for faculty to evaluate	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		2. opportunities for student's to participate in classroom reflection	4	4	4	4	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		3. opportunities for participants to compare attitudes	**4**	4	4	4	4	4	4	4	**4**	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		4. Develop complex understanding of social problems.	4	4	4	4	3	4	4	4	**4**	3	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	4	4	4	4	3	2	4	4	**4**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	4	4	3	3	3	2	3	4	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.																			
		1. enable participation..., of faculty, administration, students, academic units	4	4	4	3	2	3	4	**3**	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. enable participation, ..., of community members, agency staff, clients	4	**4**	4	4	2	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**
		3. collect feedback to determine participant satisfaction	4	3	4	4	2	4	4	**2**	4	4	3.25	3.50	**4.00**	4.00	4.00	0.72	0.85	**0.75**

		4. activities enable joint resolution of conflicts	4	4	4	4	2	2	4	**2**	**3**	4	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**
		5. enable sharing of responsibilities	4	4	4	4	2	4	4	3	**4**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		6. include records or documentation		3	4	**3**	2	4	3	3	**3**	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		7. enable community development strategies	3	**4**	4	3	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		8. activities include a campus/community advisory body	4	3	4	3	2	**3**	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		10. The program creates long-term sustained partnerships with communities.	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
IV		IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.																		
		1. evaluate the institution's attitude	4	4	4	4	3	**3**	1	3	4	4	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**
		2. evaluate student conduct	4	4	4	4	2	**3**	1	4	4	4	3.25	3.40	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		3. collect feedback to determine participant satisfaction	4	4	4	3	4	**3**	1	4	4	4	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**
		4. evaluate commitment to sharing and reciprocity	3	4	4	3	3	4	1	2	2	4	2.25	3.00	**3.00**	4.00	4.00	1.11	1.05	**1.75**
		5. Evaluate contribution of community partners to course curriculum.	3	4	3	3	2	1	2	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.68	0.82	**0.75**
		6. Community members have input ahead of time in designing projects and determining learning goals.	3	4	4	4	2	3	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
V		V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.																		
		1. opportunities for participants that accommodate flexible	4	4	4	**3**	3	3	3	3	4	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		2. accommodate a student's potential part-time	4	4	4	3	3	4	3	3	3	2	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. accommodate continuity of service	**3**	4	4	4	3	4	4	4	4	4	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**
		4. accommodate the differences between the academic calendar	4	4	4	3	2	2	4	4	3	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		5. consider multiple means of transportation	2	4	4	4	2	1	3	4	2	2	2.00	2.80	**2.50**	2.00	4.00	1.29	1.14	**2.00**
		6. opportunities for student participants to evaluate the perceived significance	4	4	4	3	4	3	1	3	3	4	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	4	4	4	4	2	4	4	4	**4**	4	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**
VI		VI. An effective community service-learning program is committed to participation by and with diverse populations.																		
		1. include collecting demographic data	4	3	4	3	2	4	2	4	3	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		2. include collecting attrition data	2	2	3	3	2	2	4	4	3	**3**	2.00	2.80	**3.00**	2.00	3.00	0.62	0.79	**1.00**
		3.include collecting demographic data of the populations served	**3**	3	4	3	2	4	3	**3**	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		4. include training to support diverse ethnicity	3	3	4	4	3	4	3	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		5. evaluate community agency climate and training	3	3	4	3	2	3	3	3	**3**	4	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		6. consider the schedule/calendar	**3**	3	4	4	3	4	3	4	3	3	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		7. reflection activities considers underrepresented populations	**3**	3	4	4	3	**3**	3	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**

		8. Service allows students to engage with diverse community members.	**4**	4	4	4	**4**	4	4	4	**4**	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		9. A program provides meaningful opportunities for disabled students to volunteer.	4	3	4	4	**2**	4	**4**	4	4	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
VII		VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.																		
		1. designed for students at different points in their education	3	4	4	4	4	1	4	4	3	4	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**
		2. participant's one-time or short-term service-learning	4	3	4	2	3	1	1	4	3	2	2.00	2.70	**3.00**	4.00	3.75	1.34	1.16	**1.75**
		3. participant's intensive service-learning experiences	**3**	4	4	3	4	4	3	4	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. participant's immersion service-learning experiences	4	3	4	3	3	3	3	**3**	**3**	4	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		5. collaborative efforts between student affairs and academic	**3**	4	4	4	2	3	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		6. A program allows for student leadership development.	4	4	4	4	3	3	3	3	4	3	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	4	4	4	4	3	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**

			Survey Round 3										3							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Curriculum Only Goals																				
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.																			
		1. opportunities for faculty to evaluate the level of academic freedom	4	4	4	3	3	1	1	3	**3**	4	3.00	3.00	**3.00**	4.00	4.00	1.33	1.15	**1.00**
		2. courses that state service-learning requirements	4	4	4	4	4	4	2	4	**3**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. enable courses to include service-learning options	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	4	4	3	3	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	4	3	3	4	**3**	4	4	3	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.																			
		1. collecting data on the number of faculty who include service-learning	3	4	4	4	4	1		4	4	4	4.00	3.20	**4.00**	4.00	4.00	1.03	1.01	**0.00**
		2. the number of promotion and tenure granting policies that recognize	3	3	3	4	2	1		3	**3**	4	3.00	2.60	**3.00**	3.00	3.00	0.86	0.93	**0.00**
		3. enable faculty to evaluate student attitudes	4	3	3	3	4	1		4	4	4	3.00	3.00	**4.00**	4.00	4.00	1.00	1.00	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	3	4	3	**3**	2	4		4	4	4	3.00	3.10	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		5. enable faculty to provide options available within their curriculum	2	**3**	3	3	2	1		2	2	4	2.00	2.20	**2.00**	2.00	3.00	0.78	0.88	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	4	4	4	**3**	4	4		4	3	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	2	4	3	2	2	2		2	3	**3**	2.00	2.30	**2.00**	2.00	3.00	0.53	0.73	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	4	4	4	4	3	2	2	3	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		9. Includes curriculum development workshops for faculty.	**4**	4	3	4	**4**	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.																			
		1. enable the faculty to articulate the theoretical/pedagogical framework	3	3	4	3	2	4	4	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		2. enable student participants to evaluate the connection	4	4	4	**3.5**	3	3	4	4	4	4	3.63	3.75	**4.00**	4.00	4.00	0.18	0.42	**0.38**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	4	4	4	3	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3	**3**	4	**3**	2	4	4	**3**	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		5. enable the faculty to evaluate the student	3	4	4	4	3	4	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**

		participant's application of higher-order thinking skills																	
		6. enable faculty to conduct studies and/or current research	**3**	**3.5**	3	3	2	3	3	3	4	4	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	**3**	3	3	4	**3**	2	2	3	4	3	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	3	4	2	4	**3**	4	2	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**

			Survey Round 3										3							
		RESPONDENT VALIDITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	St Dev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Validity**							
Organizational, Administrative and Policy Goals													.							
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.																			
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	**3**	4	4	**2**	3	3	4	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		2. participants to evaluate student orientation and training	**3**	4	4	**3**	3	3	4	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		3. participants to evaluate project scope, objectives,	3	4	4	**3**	2	3	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		4. for participants to evaluate service-learning liability and risk management	2	3	4	**2**	1	3	4	4	2	4	2.00	2.90	**3.00**	4.00	4.00	1.21	1.10	**2.00**
		5. for participants to evaluate service-learning ethical/moral confidentiality	**3**	4	4	3	3	3	4	4	**3**	3	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.																			
		1. participants to evaluate perceptions of campus, community relationships	4	4	4	4	2	4	4	**4**	**4**	4	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	3	3	4	**3**	4	3	1	**3**	3	4	3.00	3.10	**3.00**	3.00	3.75	0.77	0.88	**0.75**
		3. Activities include regular assessment of community needs.	3	4	4	4	2	2	4	4	4	**3**	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	4	4	4	4	**3**	3	4	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.																			
		1. collecting data on the hours of student time involved	4	2	4	3	2	3	1	**3**	2	4	2.00	2.80	**3.00**	4.00	3.75	1.07	1.03	**1.75**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	**3**	3	4	3	2	1	4	4	3	4	3.00	3.10	**3.00**	3.00	4.00	0.99	0.99	**1.00**
		3. sustained budget allocations	**3**	4	4	4	4	4	4	3	3	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		4. presence of a campus service-learning center	4	4	4	**4**	4	4	4	4	4	4	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**
		5. include regular published communications	2	3	4	3	3	3	3	3	3	**3**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		6. include participant feedback	3	**3**	4	**3**	3	4	4	4	4	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		7. determine perceived levels of institutional support of service-learning opportunities.	2	**3**	4	4	2	2	3	3	4	4	2.25	3.10	**3.00**	4.00	4.00	0.77	0.88	**1.75**
		8. determine perceived levels of institutional support of faculty/staff development	2	4	4	4	2	2	2	3	**3**	4	2.00	3.00	**3.00**	2.00	4.00	0.89	0.94	**2.00**
		9. the presence of professional staff	**3**	4	4	4	4	4	4	4	**4**	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		10. Collection of data on long term partnerships with community organizations.	4	4	4	4	**3**	2	4	4	4	**4**	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		11. Include faculty with expertise in teaching about ethics, civics and	4	3	3	4	**3**	4	2	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**

		social responsibility.																	
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	3	4	3	4	3	4	4	4	4	**4**	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
IV		IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.																	
		1. determine impact of recruitment strategies	4	4	4	4	2	2	2	4	3	4	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**
		2. satisfaction regarding the training provided.	**3**	3	4	3	2	3	2	4	4	4	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. site supervision during the service-learning experience	3	2	4	3	2	2	1	3	3	**3**	2.00	2.60	**3.00**	3.00	3.00	0.71	0.84	**1.00**
		4. surveys and interviews of student interests and activities	3	**3**	4	3	3	3	3	4	**3**	**3**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		5. determine participant satisfaction regarding effectiveness	3	**3**	3	**3**	3	4	3	3	4	4	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		6. number of campus & community awards and honors	**2**	**2**	3	2	2	2	2	2	2	**2.5**	2.00	2.15	**2.00**	2.00	2.00	0.11	0.34	**0.00**
		7. evaluate the nature of the student experiences	3	**3**	4	4	2	3	3	3	3	**3.5**	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3	3	2	4	**3**	3	4	4	4	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**

					MEDIAN CHANGE				IQR CHANGE				SD CHANGE	
		RESPONDENT VALIDITY RATINGS	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
			.	.	.	.	.	.	.	.	.	.	.	.
Curricular and Co-Curricular Practice Goals			.	.	.	.	.	.	.	.	.	.	.	.
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.													
		1. direct interaction with adults in need;	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.09	0.00	-0.09	DECR EASE
		2. opportunities for participants to provide service for causes	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. participant's direct interaction with children	0.00	0.00	0.00	SAME	-0.38	0.00	-0.38	SAME	-0.05	0.00	-0.05	DECR EASE
		4. to provide functionary work	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.07	0.00	-0.07	DECR EASE
		5. provide services contributing to the preservation of democratic values/citizenship	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.16	0.00	-0.16	DECR EASE
		6. participants to work with cultural services	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		7. Projects completed for community organizations	.	0.00	.	SAME	.	-0.38	.	SAME	.	-0.31	.	DECR EASE
		8. Research don and used to benefit community.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.11	.	DECR EASE
		9. Develops opportunities for participants to continue extra curricular service activities.	.	0.00	.	SAME	.	-0.75	.	DECR EASE	.	-0.36	.	DECR EASE
		10. Opportunities to examine issues of diversity, explore different power relations in society.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	.	0.00	.	SAME	.	-0.75	.	DECR EASE	.	-0.17	.	DECR EASE
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.													
		1. opportunities for faculty to evaluate	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. opportunities for student's to participate in classroom reflection	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. opportunities for participants to compare attitudes	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.67	0.00	-0.67	DECR EASE
		4. Develop complex understanding of social problems.	.	0.00	.	SAME	.	-0.75	.	DECR EASE	.	-0.06	.	DECR EASE
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	.	0.00	.	SAME	.	-0.75	.	DECR EASE	.	-0.02	.	DECR EASE
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
III	III. An effective community service-learning program allows for those with needs to define those needs.													
		1. enable participation..., of faculty, administration, students, academic units	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECR EASE
		2. enable participation, ..., of community	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.04	0.00	-0.04	DECR EASE

		members, agency staff, clients												
		3. collect feedback to determine participant satisfaction	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.23	0.00	-0.23	DECREASE
		4. activities enable joint resolution of conflicts	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.05	0.00	-0.05	DECREASE
		5. enable sharing of responsibilities	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.02	0.00	-0.02	DECREASE
		6. include records or documentation	0.00		0.00	SAME	-1.50	0.00	-1.50	DECREASE	-0.25	0.00	-0.25	DECREASE
		7. enable community development strategies	0.50	0.00	0.50	INCREASE	0.00	0.00	0.00	SAME	-0.12	0.00	-0.12	DECREASE
		8. activities include a campus/community advisory body	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECREASE
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
		10. The program creates long-term sustained partnerships with communities.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.										.			
		1. evaluate the institution's attitude	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.09	0.00	-0.09	DECREASE
		2. evaluate student conduct	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.08	0.00	-0.08	DECREASE
		3. collect feedback to determine participant satisfaction	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.10	0.00	-0.10	DECREASE
		4. evaluate commitment to sharing and reciprocity	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. Evaluate contribution of community partners to course curriculum.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
		6. Community members have input ahead of time in designing projects and determining learning goals.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.										.			
		1. opportunities for participants that accommodate flexible	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.17	0.00	-0.17	DECREASE
		2. accommodate a student's potential part-time	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. accommodate continuity of service	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	DECREASE
		4. accommodate the differences between the academic calendar	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. consider multiple means of transportation	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		6. opportunities for student participants to evaluate the perceived significance	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		7. Provides opportunities for community partners to express concerns to college personnel.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.04	.	DECREASE
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.										.			
		1. include collecting demographic data	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. include collecting attrition data	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.09	0.00	-0.09	DECREASE
		3.include collecting demographic data of the populations served	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.17	0.00	-0.17	DECREASE
		4. include training to support diverse ethnicity	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. evaluate community agency climate and training	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.10	0.00	-0.10	DECREASE
		6. consider the schedule/calendar	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.16	0.00	-0.16	DECREASE

		7. reflection activities considers underrepresented populations	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECREASE
		8. Service allows students to engage with diverse community members.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.44	.	DECREASE
		9. A program provides meaningful opportunities for disabled students to volunteer.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.23	.	INCREASE
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.													
		1. designed for students at different points in their education	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. participant's one-time or short-term service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. participant's intensive service-learning experiences	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.19	0.00	-0.19	DECREASE
		4. participant's immersion service-learning experiences	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.19	0.00	-0.19	DECREASE
		5. collaborative efforts between student affairs and academic	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECREASE
		6. A program allows for student leadership development.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME

			MEDIAN CHANGE				IQR CHANGE				SD CHANGE			
		RESPONDENT VALIDITY RATINGS	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
			.	.	.	.	.	.	.	.	.	.	.	.
Curriculum Only Goals			.	.	.	.	.	.	.	.	.	.	.	.
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved. .		.	.	.	.	.	.	.	.	.	.	.	.
		1. opportunities for faculty to evaluate the level of academic freedom	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.07	0.00	-0.07	DECREASE
		2. courses that state service-learning requirements	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.41	0.00	-0.41	DECREASE
		3. enable courses to include service-learning options	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. enable an appropriate faculty body to establish the criteria	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.19	.	DECREASE
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum. .		.	.	.	.	.	.	.	.	.	.	.	.
		1. collecting data on the number of faculty who include service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. the number of promotion and tenure granting policies that recognize	0.00	0.00	0.00	SAME	-1.00	0.00	-1.00	DECREASE	-0.07	0.00	-0.07	DECREASE
		3. enable faculty to evaluate student attitudes	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. evaluation of curriculum and courses by the appropriate faculty body	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECREASE
		5. enable faculty to provide options available within their curriculum	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.13	0.00	-0.13	DECREASE
		6. opportunities for faculty to provide interdisciplinary service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECREASE
		7. collecting data on the graduation rates	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECREASE
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	.	0.00	.	SAME	.	0.00	.	SAME	.	0.00	.	SAME
		9. Includes curriculum development workshops for faculty.	.	0.00	.	SAME	.	-0.75	.	DECREASE	.	-0.17	.	DECREASE
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop. .		.	.	.	.	.	.	.	.	.	.	.	.
		1. enable the faculty to articulate the theoretical/pedagogical framework	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. enable student participants to evaluate the connection	0.00	0.00	0.00	SAME	-0.38	0.00	-0.38	SAME	-0.06	0.00	-0.06	DECREASE
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME

		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	0.00	0.00	0.00	SAME	-1.00	0.00	-1.00	DECREASE	-0.25	0.00	-0.25	DECREASE
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		6. enable faculty to conduct studies and/or current research	0.00	0.00	0.00	SAME	-0.38	0.00	-0.38	SAME	-0.16	0.00	-0.16	DECREASE
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	.	0.00	.	SAME	.	-1.50	.	DECREASE	.	-0.15	.	DECREASE
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	.	0.00	.	SAME	.	-0.75	.	DECREASE	.	-0.11	.	DECREASE

		RESPONDENT VALIDITY RATINGS	MEDIAN CHANGE				IQR CHANGE				SD CHANGE			
			DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
			.	.	.	.	.	.	.	.	.	.	.	.
Organizational, Administrative and Policy Goals			.	.	.	.	.	.	.	.	.	.	.	.
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.		.	.	.	.	.	.	.	.	.	.	.	.
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.33	0.00	-0.33	DECR EASE
		2. participants to evaluate student orientation and training	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.33	0.00	-0.33	DECR EASE
		3. participants to evaluate project scope, objectives,	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.14	0.00	-0.14	DECR EASE
		4. for participants to evaluate service-learning liability and risk management	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.13	0.00	-0.13	DECR EASE
		5. for participants to evaluate service-learning ethical/moral confidentiality	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECR EASE
II	II. An effective community service-learning program recognizes changing circumstances.		.	.	.	.	.	.	.	.	.	.	.	.
		1. participants to evaluate perceptions of campus, community relationships	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.44	0.00	-0.44	DECR EASE
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.12	0.00	-0.12	DECR EASE
		3. Activities include regular assessment of community needs.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.04	.	DECR EASE
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.22	.	DECR EASE
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.		.	.	.	.	.	.	.	.	.	.	.	.
		1. collecting data on the hours of student time involved	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.06	0.00	-0.06	DECR EASE
		2. include surveys of faculty to determine level of institutional leadership's advocacy	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.06	0.00	-0.06	DECR EASE
		3. sustained budget allocations	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.22	0.00	-0.22	DECR EASE
		4. presence of a campus service-learning center	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.32	0.00	-0.32	DECR EASE
		5. include regular published communications	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.10	0.00	-0.10	DECR EASE
		6. include participant feedback	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.21	0.00	-0.21	DECR EASE
		7. determine perceived levels of institutional support of service-learning opportunities.	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.05	0.00	-0.05	DECR EASE
		8. determine perceived levels of institutional support of faculty/staff development	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.06	0.00	-0.06	DECR EASE

		9. the presence of professional staff	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.36	0.00	-0.36	DECR EASE
		10. Collection of data on long term partnerships with community organizations.	.	0.00	.	SAME	.	-1.50	.	DECR EASE	.	-0.29	.	DECR EASE
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.11	.	DECR EASE
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	.	0.00	.	SAME	.	-0.25	.	SAME	.	-0.02	.	DECR EASE
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals. .		.	.	.	.	.	.	.	.	.	.	.	.
		1. determine impact of recruitment strategies	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. satisfaction regarding the training provided.	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.09	0.00	-0.09	DECR EASE
		3. site supervision during the service-learning experience	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECR EASE
		4. surveys and interviews of student interests and activities	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECR EASE	-0.32	0.00	-0.32	DECR EASE
		5. determine participant satisfaction regarding effectiveness	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.18	0.00	-0.18	DECR EASE
		6. number of campus & community awards and honors	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.26	0.00	-0.26	DECR EASE
		7. evaluate the nature of the student experiences	0.00	0.00	0.00	SAME	-0.63	0.00	-0.63	DECR EASE	-0.09	0.00	-0.09	DECR EASE
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	.	0.00	.	SAME	.	0.00	.	SAME	.	-0.12	.	DECR EASE
			.	.	.	.	.	.	.	.	.	.	.	.
			.	.	.	.	.	.	.	.	.	.	30	SAME
			.	.	**MED**	.	.	**IQR**	23	DECR EASE	.	**SD**	76	DECR EASE
			.	.	1	INCR EASE	.	.	.	.	.	.	1	INCR EASE

APPENDIX K

RESPONDENT DATA: FEASIBILITY RATINGS

			Survey Round 1																	
		RESPONDENT FEASIBILITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curricular and Co-Curricular Practice Goals			.											.							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.		.											.							
		1. direct interaction with adults in need;	4	4	2	3	2	2	3	4	4	4	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		2. opportunities for participants to provide service for causes	.	4	3	4	4	2	2	3	4	2	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		3. participant's direct interaction with children	4	4	2	4	3	2	3	4	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		4. to provide functionary work	4	4	2	4	2	1	3	4	2	4	4	2.00	3.00	**3.50**	4.00	4.00	1.33	1.15	**2.00**
		5. provide services contributing to the preservation of democratic values/citizenship	3	3	3	3	4	2	3	3	4	4	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. participants to work with cultural services	4	4	3	4	4	2	3	2	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		7. Projects completed for community organizations	.											.							
		8. Research don and used to benefit community.	.											.							
		9. Develops opportunities for participants to continue extra curricular service activities.	.											.							
		10. Opportunities to examine issues of diversity, explore different power relations in society.	.											.							
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	.											.							
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.		.											.							
		1. opportunities for faculty to evaluate	3	4	4	2	4	4	4	3	4	3	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		2. opportunities for student's to participate in classroom reflection	3	4	4	2	4	4	4	4	4	4	3	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. opportunities for participants to compare attitudes	3	4	4	3	4	4	3	3	4	2	3	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		4. Develop complex understanding of social problems.	.											..							
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	.											.							
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	.											.							
III	III. An effective community service-learning program allows for those with needs to define those needs.		.											.							
		1. enable participation..., of faculty, administration, students, academic units	3	4	4	3	2	2	4	2	4	3	3	2.25	3.10	**3.00**	4.00	4.00	0.77	0.88	**1.75**
		2. enable participation, ..., of community members, agency staff, clients	2	4	4	4	2	2	4	3	3	3	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		3. collect feedback to determine participant satisfaction	3	4	2	2	3	2	4	4	4	3	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		4. activities enable joint resolution of conflicts	3	4	3	3	3	2	2	3		2	3	2.00	2.50	**3.00**	3.00	3.00	0.44	0.67	**1.00**
		5. enable sharing of responsibilities	3	4	3	3	3	2	3	2	3	2	3	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		6. include records or documentation		3	3	3	2	2	3	2	4	4	2	2.0	2.8	**3.00**	3.0	3.0	0.62	0.7	**1.0**

														0	0		0	0		9	**0**
		7. enable community development strategies	2	4	2	4	2	2	3	3	3	2	3	2.00	2.80	**3.00**	2.00	3.00	0.62	0.79	**1.00**
		8. activities include a campus/community advisory body	3	4	2	4	2	2	3	4	4	3	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	.											.							
		10. The program creates long-term sustained partnerships with communities.	.											.							
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.		.											.							
		1. evaluate the institution's attitude	3	4	3	4	4	1	3	4	3	3	4	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		2. evaluate student conduct	4	4	4	4	3	2	3	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. collect feedback to determine participant satisfaction	4	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. evaluate commitment to sharing and reciprocity	2	3	4	3	3	2	2	4	2	2	3	2.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**1.00**
		5. Evaluate contribution of community partners to course curriculum.	.											.							
		6. Community members have input ahead of time in designing projects and determining learning goals.	.											..							
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.		.											.							
		1. opportunities for participants that accommodate flexible	3	4	4	3	2	2	4	3	4	3	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		2. accommodate a student's potential part-time	2	4	4	4	3	2	4	3	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. accommodate continuity of service	3	3	4	3	4	2	3	3	4	3	3	3.00	3.20	**3.00**	3.00	3.75	0.40	0.63	**0.75**
		4. accommodate the differences between the academic calendar	2	4	4	3	2	2	2	2	4	3	3	2.00	2.90	**3.00**	2.00	3.75	0.77	0.88	**1.75**
		5. consider multiple means of transportation	3	2	4	3	4	2	3	2	3	3	3	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		6. opportunities for student participants to evaluate the perceived significance	3	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	.											.							
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.		.											.							
		1. include collecting demographic data	.	4	2	3	1	3	4	2	4	4	3	2.25	3.00	**3.00**	4.00	4.00	1.11	1.05	**1.75**
		2. include collecting attrition data	.	2	2	3	2	2	3	3	3	2	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		3.include collecting demographic data of the populations served	.	2	2	3	3	3	2	2	2	3	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		4. include training to support diverse ethnicity	.	4	2	2	3	2	4	2	4	4	4	2.00	3.10	**3.50**	4.00	4.00	0.99	0.99	**2.00**
		5. evaluate community agency climate and training	.	4	2	3	1	2	3	2	3	2	3	2.00	2.50	**2.50**	2.00	3.00	0.72	0.85	**1.00**
		6. consider the schedule/calendar	.	2	3	3	4	2	4	3	4	3	3	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		7. reflection activities considers underrepresented populations	.	3	2	3	4	2	2	3	4	3	3	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		8. Service allows students to engage with diverse community members.	.											.							
		9. A program provides meaningful opportunities for disabled students to volunteer.	.											.							
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.		.											.							
		1. designed for students at different points in their education	3	3	4	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. participant's one-time or short-	3	4	4	4	4	3	4	4	4	3	4	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**

		term service-learning																		
		3. participant's intensive service-learning experiences	3	3	4	4	3	3	4	2	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		4. participant's immersion service-learning experiences	2	4	2	3	2	2	3	2	4	2	4	2.00	2.80	**2.50**	2.00	3.75	0.84	0.92	**1.75**
		5. collaborative efforts between student affairs and academic	3	3	4	3	4	2	4	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		6. A program allows for student leadership development.	.											.							
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	.											.							

			Survey Round 1																	
		RESPONDENT FEASIBILITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curriculum Only Goals			.											.							
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.		.											.							
		1. opportunities for faculty to evaluate the level of academic freedom	4	4	4	4	4	3	1	4	3		4	3.00	3.10	**4.00**	4.00	4.00	1.03	1.01	**1.00**
		2. courses that state service-learning requirements	3	4	4	3	4	4	4	4	4	1	2	3.25	3.40	**4.00**	4.00	4.00	1.16	1.07	**0.75**
		3. enable courses to include service-learning options	4	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	3	4	4	3	2	3	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	.											.							
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.		.											.							
		1. collecting data on the number of faculty who include service-learning	4	3	4	3	4	4	4		2	4	3	3.00	3.10	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		2. the number of promotion and tenure granting policies that recognize	3	3	4	3	2	3	4		3	3	4	3.00	2.90	**3.00**	3.00	4.00	0.44	0.67	**1.00**
		3. enable faculty to evaluate student attitudes	4	4	3	3	3	4	3		4	3	4	3.00	3.10	**3.00**	3.00	4.00	0.28	0.53	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	4	4	4	2	1	2	3		3	3	4	2.00	2.60	**3.00**	4.00	4.00	1.11	1.05	**2.00**
		5. enable faculty to provide options available within their curriculum	4	4	4	2	4	3	4		4	2	4	3.00	3.10	**4.00**	4.00	4.00	0.78	0.88	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	3	4	4	4	4	3	4		4	3	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	4	3	4	2	1	4	3		4	2	3	2.00	2.60	**3.00**	3.00	4.00	1.11	1.05	**2.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	.											.							
		9. Includes curriculum development workshops for faculty.	.											.							
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.		.											.							
		1. enable the faculty to articulate the theoretical/pedagogical framework		4	4	4	2	2	3	2	3	2	4	2.00	3.00	**3.00**	4.00	4.00	0.89	0.94	**2.00**
		2. enable student participants to evaluate the connection	4	4	4	3	2	2	4	4	4	4	4	3.25	3.50	**4.00**	4.00	4.00	0.72	0.85	**0.75**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	4	3	4	3	3	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3	4	3	4	2	2	2	3		3	4	2.00	2.70	**3.00**	4.00	4.00	0.75	0.87	**2.00**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	3	4	4	3	4	2	3	3	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. enable faculty to conduct studies and/or current research	3	4	4	3	1	3	4	3	4	2	4	3.00	3.20	**3.50**	4.00	4.00	1.07	1.03	**1.00**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	.											.							

		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	.										.							

			Survey Round 1																		
		RESPONDENT FEASIBILITY RATINGS												1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			A	B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Organizational, Administrative and Policy Goals			.											.							
I		I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.	.											.							
		1. opportunities for participants to evaluate host service-learning site/agencies documentation		3	4	4	1	2	3	3	4	2	3	2.25	2.90	**3.00**	3.00	3.75	0.99	0.99	**1.50**
		2. participants to evaluate student orientation and training	2	3	4	3	2	2	3	3	4	4	4	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. participants to evaluate project scope, objectives,	2	3	4	3	2	2	2	4	4	4	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		4. for participants to evaluate service-learning liability and risk management	2	3	3	3	1	1	3	3	4	2	3	2.25	2.60	**3.00**	3.00	3.00	0.93	0.97	**0.75**
		5. for participants to evaluate service-learning ethical/moral confidentiality	2	3	4	3	2	3	2	2	4	2	3	2.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**1.00**
II		II. An effective community service-learning program recognizes changing circumstances.	.											.							
		1. participants to evaluate perceptions of campus, community relationships	.	4	4	3	2	2	2	4	3	3	3	2.25	3.00	**3.00**	3.00	3.75	0.67	0.82	**1.50**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	4	3	2	3	1	4	4	4	4	4	4	3.00	3.30	**4.00**	4.00	4.00	1.12	1.06	**1.00**
		3. Activities include regular assessment of community needs.	.											.							
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	.											.							
III		III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	.											.							
		1. collecting data on the hours of student time involved	4	4	3	3	3	2	4	3		3	3	3.00	2.80	**3.00**	3.00	3.00	0.36	0.60	**0.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	4	3	3	2	3	2	3	3	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		3. sustained budget allocations	3	3	4	4	4	3	4	3	2	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		4. presence of a campus service-learning center	3	4	4	4	3	4	4	3	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		5. include regular published communications	3	3	3	4	3	3	4	3	2	2	4	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		6. include participant feedback	.	3		3	2	2	4	3	3	2	4	2.00	2.60	**3.00**	3.00	3.00	0.61	0.78	**1.00**
		7. determine perceived levels of institutional support of service-learning opportunities.	3	3		3	3	2	4	3	3	3	4	3.00	2.80	**3.00**	3.00	3.00	0.36	0.60	**0.00**
		8. determine perceived levels of institutional support of faculty/staff development	3	3	3	3	3	2	4	3	3		3	3.00	2.70	**3.00**	3.00	3.00	0.25	0.50	**0.00**
		9. the presence of professional staff	3	2	3	4	4	3	4	3	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		10. Collection of data on long term partnerships with community organizations.	.											.							
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	.											.							
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	.											.							

IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	.											.							
	1. determine impact of recruitment strategies	2	4	3	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
	2. satisfaction regarding the training provided.		3	3	3	3	2	4	4	4	4	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
	3. site supervision during the service-learning experience	3	3	2	3	3	2	4	1	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.68	0.82	**0.75**
	4. surveys and interviews of student interests and activities	3	3	2	3	3	3	4	4	4	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
	5. determine participant satisfaction regarding effectiveness	.	4		3	2	3	4	3	4	3	4	3.00	3.00	**3.00**	4.00	4.00	0.50	0.71	**1.00**
	6. number of campus & community awards and honors	3	1		3	2	3	3	4	4	3	2	2.00	2.50	**3.00**	3.00	3.00	0.94	0.97	**1.00**
	7. evaluate the nature of the student experiences	3	3		3	2	2	3	2	3	3	3	2.00	2.40	**3.00**	3.00	3.00	0.25	0.50	**1.00**
	8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	.											.							

			Survey Round 2																	
		RESPONDENT FEASIBILITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curricular and Co-Curricular Practice Goals			.										.							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.		.										.							
		1. direct interaction with adults in need;	4	**4**	3	2	2	3	4	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		2. opportunities for participants to provide service for causes	**3**	3	4	4	2	2	3	4	**3**	4	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. participant's direct interaction with children	4	**3.5**	4	3	2	3	4	4	4	4	3.13	3.55	**4.00**	4.00	4.00	0.47	0.69	**0.88**
		4. to provide functionary work	4	2	4	2	1	3	4	2	4	4	2.00	3.00	**3.50**	4.00	4.00	1.33	1.15	**2.00**
		5. provide services contributing to the preservation of democratic values/citizenship	3	3	3	4	2	3	3	4	4	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. participants to work with cultural services	4	3	4	4	2	3	2	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		7. Projects completed for community organizations	3	3	3	3	2	4	4	4	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		8. Research don and used to benefit community.	3	2	3	3	4	3	2	4	3	2	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		9. Develops opportunities for participants to continue extra curricular service activities.	4	3	3	3	2	4	4	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	3	3	3	3	3	4	4	3	3	4	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	4	3	2	3	2	4	4	3	3	3	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.		.										.							
		1. opportunities for faculty to evaluate	4	4	2	4	4	4	3	4	3	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		2. opportunities for student's to participate in classroom reflection	4	4	2	4	4	4	4	4	4	3	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. opportunities for participants to compare attitudes	4	4	3	4	4	3	3	4	**3**	3	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. Develop complex understanding of social problems.	4	2	3	3	2	4	3	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	4	2	2	4	3	3	2	4	3	3	2.25	3.00	**3.00**	3.00	3.75	0.67	0.82	**1.50**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	4	3	2	3	3	2	2	3	3	3	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
III	III. An effective community service-learning program allows for those with needs to define those needs.		.	.									.							
		1. enable participation..., of faculty, administration, students, academic units	4	4	3	**3**	2	4	2	4	3	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		2. enable participation, ..., of community members, agency staff, clients	4	4	4	**3**	2	4	3	3	3	3	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. collect feedback to determine participant satisfaction	4	**3**	2	3	2	4	4	4	3	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		4. activities enable joint resolution of conflicts	**3**	3	3	3	2	2	3	**2**	**3**	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		5. enable sharing of responsibilities	**3**	3	3	3	2	3	2	3	**3**	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include records or documentation		3	3	2	2	3	2	**3**	**3**	2	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
		7. enable community development	**3**	2	4	2	2	3	3	3	2	3	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**

		strategies																	
		8. activities include a campus/community advisory body	4	**2.5**	4	**2.5**	2	3	4	4	3	4	2.63	3.30	**3.50**	4.00	4.00	0.62	0.79	**1.38**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4	3	4	3	2	4	3	3	3	3	3.00	3.20	**3.00**	3.00	3.75	0.40	0.63	**0.75**
		10. The program creates long-term sustained partnerships with communities.	4	3	4	3	2	2	3	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
IV		IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	.	.									.	.						
		1. evaluate the institution's attitude	4	3	4	4	1	3	4	3	3	4	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		2. evaluate student conduct	4	4	4	3	2	3	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. collect feedback to determine participant satisfaction	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. evaluate commitment to sharing and reciprocity	3	**3**	3	3	2	2	4	2	2	3	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**
		5. Evaluate contribution of community partners to course curriculum.	3	2	2	3	2	2	2	3	3	3	2.00	2.50	**2.50**	3.00	3.00	0.28	0.53	**1.00**
		6. Community members have input ahead of time in designing projects and determining learning goals.	3	3	3	3	2	3	2	3	4	4	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
V		V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	.	.									.	.						
		1. opportunities for participants that accommodate flexible	4	4	3	**3**	2	4	3	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		2. accommodate a student's potential part-time	4	4	4	3	2	4	3	3	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		3. accommodate continuity of service	3	**3**	3	4	2	3	3	**3**	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		4. accommodate the differences between the academic calendar	**3**	**3.5**	3	2	2	2	2	**3**	3	3	2.00	2.65	**3.00**	3.00	3.00	0.34	0.58	**1.00**
		5. consider multiple means of transportation	2	**3**	3	**3**	2	3	2	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		6. opportunities for student participants to evaluate the perceived significance	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	4	4	4	4	1	4	4	3	3	4	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**
VI		VI. An effective community service-learning program is committed to participation by and with diverse populations.	.	.									.	.						
		1. include collecting demographic data	4	**3**	3	**2**	3	4	2	4	4	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		2. include collecting attrition data	2	2	3	2	2	3	3	3	2	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		3.include collecting demographic data of the populations served	2	2	3	3	3	2	2	2	3	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		4. include training to support diverse ethnicity	4	2	2	3	2	4	2	4	4	4	2.00	3.10	**3.50**	4.00	4.00	0.99	0.99	**2.00**
		5. evaluate community agency climate and training	**3**	2	3	1	2	3	2	3	2	3	2.00	2.40	**2.50**	3.00	3.00	0.49	0.70	**1.00**
		6. consider the schedule/calendar	**3**	3	3	**3.5**	2	4	3	**3**	3	3	3.00	3.05	**3.00**	3.00	3.00	0.25	0.50	**0.00**
		7. reflection activities considers underrepresented populations	3	**2.5**	3	**3**	2	**3**	3	**3**	3	3	3.00	2.85	**3.00**	3.00	3.00	0.11	0.34	**0.00**
		8. Service allows students to engage with diverse community members.	3	3	4	3	3	4	4	3		3	3.00	3.00	**3.00**	3.00	4.00	0.25	0.50	**1.00**
		9. A program provides meaningful opportunities for disabled students to volunteer.	4	2	2	4		3	2	3	3	3	2.00	2.60	**3.00**	3.00	3.00	0.61	0.78	**1.00**
VII		VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	.	.									.	.						
		1. designed for students at different points in their education	3	4	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. participant's one-time or short-term service-learning	4	4	4	4	3	4	4	4	3	4	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**
		3. participant's intensive service-	3	4	4	3	3	4	2	4	3	4	3.0	3.4	**3.50**	4.0	4.0	0.49	0.7	**1.0**

		learning experiences											0	0		0	0		0	**0**
		4. participant's immersion service-learning experiences	4	2	3	2	2	3	2	**3**	2	**2**	2.00	2.50	**2.00**	2.00	3.00	0.50	0.71	**1.00**
		5. collaborative efforts between student affairs and academic	3	4	3	4	2	4	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		6. A program allows for student leadership development.	4	3	3	3	2	4	3	3	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	4	3	3	3	2	3	4	4	3	3	3.00	3.20	**3.00**	3.00	3.75	0.40	0.63	**0.75**

			Survey Round 2																
		RESPONDENT FEASIBILITY RATINGS										1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curriculum Only Goals			.	.									.	.						
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.		.	.									.	.						
		1. opportunities for faculty to evaluate the level of academic freedom	4	4	4	4	3	1	4	3	**3**	4	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**
		2. courses that state service-learning requirements	4	4	3	4	4	4	4	4	**3**	2	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable courses to include service-learning options	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	4	4	3	**2.5**	3	4	4	4	3	4	3.00	3.55	**4.00**	4.00	4.00	0.36	0.60	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	4	2	2	4	3	3	2	3	3	4	2.25	3.00	**3.00**	3.00	3.75	0.67	0.82	**1.50**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.		.	.									.	.						
		1. collecting data on the number of faculty who include service-learning	3	4	3	4	4	4		**3**	4	3	3.00	3.20	**4.00**	4.00	4.00	0.28	0.53	**1.00**
		2. the number of promotion and tenure granting policies that recognize	3	4	3	**3**	3	4		3	3	4	3.00	3.00	**3.00**	3.00	4.00	0.25	0.50	**1.00**
		3. enable faculty to evaluate student attitudes	4	3	3	3	4	3		4	3	4	3.00	3.10	**3.00**	3.00	4.00	0.28	0.53	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	4	4	2	**2**	2	3		3	3	4	2.00	2.70	**3.00**	4.00	4.00	0.75	0.87	**2.00**
		5. enable faculty to provide options available within their curriculum	4	4	2	4	3	4		4	**3**	4	3.00	3.20	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	4	4	4	4	3	4		4	3	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	3	4	2	**2**	4	3		4	**3**	3	3.00	2.80	**3.00**	3.00	4.00	0.61	0.78	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	4	4	2	3	3	3	4	3	4	2	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		9. Includes curriculum development workshops for faculty.	3	4	1	3	3	4	4	3	4	3	3.00	3.20	**3.00**	3.00	4.00	0.84	0.92	**1.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.		.	.									.	.						
		1. enable the faculty to articulate the theoretical/pedagogical framework		4	4	2	2	3	2	3	2	4	2.00	3.00	**3.00**	4.00	4.00	0.89	0.94	**2.00**
		2. enable student participants to evaluate the connection	4	4	3	**3**	2	4	4	4	4	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	3	4	3	3	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	4	3	4	**3**	2	2	3	**2**	3	**3**	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	4	4	3	4	2	3	3	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. enable faculty to conduct studies and/or current research	4	4	3	**2**	3	4	3	4	**3**	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	4	3	2	3	2	3	3	4	3	2	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	3	3	1	3	2	3	3	3	3	4	3.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**0.00**

			Survey Round 2																	
		RESPONDENT FEASIBILITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Organizational, Administrative and Policy Goals			.	.									.	.						
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.		.	.									.	.						
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	3	4	4	**2**	2	3	3	**3**	**3**	3	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		2. participants to evaluate student orientation and training	3	4	3	**3**	2	3	3	4	4	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. participants to evaluate project scope, objectives,	3	4	3	2	2	2	4	4	4	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		4. for participants to evaluate service-learning liability and risk management	3	3	3	**2**	1	3	3	**3**	2	3	2.25	2.60	**3.00**	3.00	3.00	0.49	0.70	**0.75**
		5. for participants to evaluate service-learning ethical/moral confidentiality	3	**3**	3	2	3	2	2	**3**	2	3	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.		.	.									.	.						
		1. participants to evaluate perceptions of campus, community relationships	4	4	3	**3**	2	2	4	3	3	3	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	3	**3**	3	**2**	4	4	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. Activities include regular assessment of community needs.	3	3	4	2	2	2	3	3	4		2.00	2.60	**3.00**	3.00	3.00	0.61	0.78	**1.00**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	4	4	3	4	2	3	4	3	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.		.	.									.	.						
		1. collecting data on the hours of student time involved	4	3	3	3	2	4	3	**3**	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	3	3	2	3	2	3	3	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		3. sustained budget allocations	3	4	4	4	3	4	3	**3**	3	4	3.00	3.50	**3.50**	3.00	4.00	0.28	0.53	**1.00**
		4. presence of a campus service-learning center	4	4	4	3	4	4	3	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		5. include regular published communications	3	3	4	3	3	4	3	**3**	**3**	**3**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include participant feedback	3	**3**	3	2	2	4	3	3	2	**3**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		7. determine perceived levels of institutional support of service-learning opportunities.	3	**3**	3	3	2	4	3	3	3	4	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		8. determine perceived levels of institutional support of faculty/staff development	3	3	3	3	2	4	3	3	**3**	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		9. the presence of professional staff	**3**	3	4	4	3	4	3	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		10. Collection of data on long term partnerships with community organizations.	3	3	3	3	2	3	4	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	3	3	3	3	2	3	2	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	3	3	2	3	3	3	3	3	4		3.00	2.70	**3.00**	3.00	3.00	0.25	0.50	**0.00**
IV	IV. An effective community service-learning program includes recruitment,		.	.									.	.						

	training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.																			
	1. determine impact of recruitment strategies	4	3	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
	2. satisfaction regarding the training provided.		3	3	3	2	4	4	4	4	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
	3. site supervision during the service-learning experience	3	**3**	3	3	2	4	1	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**0.00**
	4. surveys and interviews of student interests and activities	3	**3**	3	3	3	4	4	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
	5. determine participant satisfaction regarding effectiveness	4	**3**	3	**3**	3	4	3	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
	6. number of campus & community awards and honors	**2**	**3**	3	2	3	3	4	**3**	3	2	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
	7. evaluate the nature of the student experiences	3	**2.5**	3	**2.5**	2	3	2	3	3	3	2.50	2.70	**3.00**	3.00	3.00	0.18	0.42	**0.50**
	8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3	3	1	3	2	3	4	3	4	4	3.00	3.00	**3.00**	3.00	3.75	0.89	0.94	**0.75**

			Survey Round 3																	
		RESPONDENT FEASIBILITY RATINGS										1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curricular and Co-Curricular Practice Goals			.										.							
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.		.										.							
		1. direct interaction with adults in need;	4	**4**	3	2	2	3	4	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		2. opportunities for participants to provide service for causes	**3**	3	4	4	2	2	3	4	**3**	4	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. participant's direct interaction with children	4	**3.5**	4	3	2	3	4	4	4	4	3.13	3.55	**4.00**	4.00	4.00	0.47	0.69	**0.88**
		4. to provide functionary work	4	2	4	2	1	3	4	2	4	4	2.00	3.00	**3.50**	4.00	4.00	1.33	1.15	**2.00**
		5. provide services contributing to the preservation of democratic values/citizenship	3	3	3	4	2	3	3	4	4	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. participants to work with cultural services	4	3	4	4	2	3	2	4	4	4	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		7. Projects completed for community organizations	3	3	3	3	**3**	4	4	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		8. Research don and used to benefit community.	**3**	2	3	3	4	3	2	**3**	3	**3**	3.00	2.90	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		9. Develops opportunities for participants to continue extra curricular service activities.	4	3	3	3	**3**	4	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	3	3	3	3	3	4	4	3	3	**3**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	**3**	3	2	3	**3**	4	4	3	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.		.	.									.							
		1. opportunities for faculty to evaluate	4	4	2	4	4	4	3	4	3	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		2. opportunities for student's to participate in classroom reflection	4	4	2	4	4	4	4	4	4	3	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. opportunities for participants to compare attitudes	4	4	3	4	4	3	3	4	**3**	3	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. Develop complex understanding of social problems.	**3**	2	3	3	**3**	4	3	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	**3**	2	2	**3**	3	3	2	**3**	3	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	**3**	3	2	3	3	2	2	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
III	III. An effective community service-learning program allows for those with needs to define those needs.		.	.									.							
		1. enable participation..., of faculty, administration, students, academic units	4	4	3	**3**	2	4	2	4	3	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		2. enable participation, ..., of community members, agency staff, clients	4	4	4	**3**	2	4	3	3	3	3	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. collect feedback to determine participant satisfaction	4	**3**	2	3	2	4	4	4	3	4	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		4. activities enable joint resolution of conflicts	**3**	3	3	3	2	2	3	**2**	**3**	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		5. enable sharing of responsibilities	**3**	3	3	3	2	3	2	3	**3**	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include records or documentation		3	3	2	2	3	2	**3**	**3**	2	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
		7. enable community development	**3**	2	4	2	2	3	3	3	2	3	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**

		strategies																	
		8. activities include a campus/community advisory body	4	**2.5**	4	**2.5**	2	3	4	4	3	4	2.63	3.30	**3.50**	4.00	4.00	0.62	0.79	**1.38**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	**3**	3	4	3	**3**	4	3	3	3	3	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		10. The program creates long-term sustained partnerships with communities.	**3**	3	4	3	**3**	2	3	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
IV		IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	.	.									.							
		1. evaluate the institution's attitude	4	3	4	4	1	3	4	3	3	4	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		2. evaluate student conduct	4	4	4	3	2	3	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. collect feedback to determine participant satisfaction	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. evaluate commitment to sharing and reciprocity	3	**3**	3	3	2	2	4	2	2	3	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**
		5. Evaluate contribution of community partners to course curriculum.	3	2	2	3	2	2	2	3	3	3	2.00	2.50	**2.50**	3.00	3.00	0.28	0.53	**1.00**
		6. Community members have input ahead of time in designing projects and determining learning goals.	3	3	3	3	2	3	2	3	4	4	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
V		V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	.	.									.							
		1. opportunities for participants that accommodate flexible	4	4	3	**3**	2	4	3	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		2. accommodate a student's potential part-time	4	4	4	3	2	4	3	3	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		3. accommodate continuity of service	3	**3**	3	4	2	3	3	**3**	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		4. accommodate the differences between the academic calendar	**3**	**3.5**	3	2	2	2	2	**3**	3	3	2.00	2.65	**3.00**	3.00	3.00	0.34	0.58	**1.00**
		5. consider multiple means of transportation	2	**3**	3	**3**	2	3	2	3	3	3	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		6. opportunities for student participants to evaluate the perceived significance	4	4	3	3	3	3	4	4	3	4	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		7. Provides opportunities for community partners to express concerns to college personnel.	4	4	4	4	**2**	4	4	3	**4**	4	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
VI		VI. An effective community service-learning program is committed to participation by and with diverse populations.	.	.									.							
		1. include collecting demographic data	4	**3**	3	**2**	3	4	2	4	4	3	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		2. include collecting attrition data	2	2	3	2	2	3	3	3	2	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		3.include collecting demographic data of the populations served	2	2	3	3	3	2	2	2	3	2	2.00	2.40	**2.00**	2.00	3.00	0.27	0.52	**1.00**
		4. include training to support diverse ethnicity	4	2	2	3	2	4	2	4	4	4	2.00	3.10	**3.50**	4.00	4.00	0.99	0.99	**2.00**
		5. evaluate community agency climate and training	**3**	2	3	1	2	3	2	3	2	3	2.00	2.40	**2.50**	3.00	3.00	0.49	0.70	**1.00**
		6. consider the schedule/calendar	**3**	3	3	**3.5**	2	4	3	**3**	3	3	3.00	3.05	**3.00**	3.00	3.00	0.25	0.50	**0.00**
		7. reflection activities considers underrepresented populations	3	**2.5**	3	**3**	2	**3**	3	**3**	3	3	3.00	2.85	**3.00**	3.00	3.00	0.11	0.34	**0.00**
		8. Service allows students to engage with diverse community members.	3	3	4	3	3	4	4	3	**3**	3	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**
		9. A program provides meaningful opportunities for disabled students to volunteer.	**3**	2	2	**4**	**2**	3	2	3	3	3	2.00	2.65	**3.00**	3.00	3.00	0.34	0.58	**1.00**
VII		VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	.	.									.							
		1. designed for students at different points in their education	3	4	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. participant's one-time or short-term service-learning	4	4	4	4	3	4	4	4	3	4	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**
		3. participant's intensive service-learning experiences	3	4	4	3	3	4	2	4	3	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**

		4. participant's immersion service-learning experiences	4	2	3	2	2	3	2	**3**	2	**2**	2.00	2.50	**2.00**	2.00	3.00	0.50	0.71	**1.00**
		5. collaborative efforts between student affairs and academic	3	4	3	4	2	4	3	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		6. A program allows for student leadership development.	**3**	3	3	3	2	4	3	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	**3**	3	3	3	2	3	4	**3**	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**

			Survey Round 3																	
		RESPONDENT FEASIBILITY RATINGS											1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Curriculum Only Goals			.	.									.							
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.		.	.									.							
		1. opportunities for faculty to evaluate the level of academic freedom	4	4	4	4	3	1	4	3	**3**	4	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**
		2. courses that state service-learning requirements	4	4	3	4	4	4	4	4	**3**	2	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable courses to include service-learning options	4	4	3	4	4	4	4	4	4	4	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	4	4	3	**2.5**	3	4	4	4	3	4	3.00	3.55	**4.00**	4.00	4.00	0.36	0.60	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	**3**	**2**	**4**	**4**	3	3	2	3	3	**4**	3.00	3.00	**3.00**	3.00	3.38	0.39	0.62	**0.38**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.		.	.									.							
		1. collecting data on the number of faculty who include service-learning	3	4	3	4	4	4		**3**	4	3	3.00	3.20	**4.00**	4.00	4.00	0.28	0.53	**1.00**
		2. the number of promotion and tenure granting policies that recognize	3	4	3	**3**	3	4		3	3	4	3.00	3.00	**3.00**	3.00	4.00	0.25	0.50	**1.00**
		3. enable faculty to evaluate student attitudes	4	3	3	3	4	3		4	3	4	3.00	3.10	**3.00**	3.00	4.00	0.28	0.53	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	4	4	2	**2**	2	3		3	3	4	2.00	2.70	**3.00**	4.00	4.00	0.75	0.87	**2.00**
		5. enable faculty to provide options available within their curriculum	4	4	2	4	3	4		4	**3**	4	3.00	3.20	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	4	4	4	4	3	4		4	3	4	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	3	4	2	**2**	4	3		4	**3**	3	3.00	2.80	**3.00**	3.00	4.00	0.61	0.78	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	4	4	2	3	3	3	4	3	4	**3**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		9. Includes curriculum development workshops for faculty.	3	4	1	3	3	4	4	3	4	3	3.00	3.20	**3.00**	3.00	4.00	0.84	0.92	**1.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.		.	.									.							
		1. enable the faculty to articulate the theoretical/pedagogical framework		4	4	2	2	3	2	3	2	4	2.00	3.00	**3.00**	4.00	4.00	0.89	0.94	**2.00**
		2. enable student participants to evaluate the connection	4	4	3	**3**	2	4	4	4	4	4	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4	4	4	4	3	4	3	3	3	4	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	4	3	4	**3**	2	2	3	**2**	3	**3**	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	4	4	3	4	2	3	3	3	3	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. enable faculty to conduct studies and/or current research	4	4	3	**2**	3	4	3	4	**3**	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		7. Provides opportunities for students (outside of the	**3**	3	2	3	2	3	3	**2**	3	**3**	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**

		classroom) to share the pros and cons of community learning.																	
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	3	3	1	3	**3**	3	3	3	3	**4**	3.00	2.85	**3.00**	3.00	3.00	0.45	0.67	**0.00**

			Survey Round 3																	
		RESPONDENT FEASIBILITY RATINGS										1st Quartile	Mean	**Median**	Mode	3rd Quartile	Variance	StDev	**IQR**
			B	C	D	E	F	G	H	I	J	K	**Feasibility**							
Organizational, Administrative and Policy Goals			.	.									.							
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.		.	.									.							
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	3	4	4	**2**	2	3	3	**3**	**3**	3	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		2. participants to evaluate student orientation and training	3	4	3	**3**	2	3	3	4	4	4	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. participants to evaluate project scope, objectives,	3	4	3	2	2	2	4	4	4	4	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		4. for participants to evaluate service-learning liability and risk management	3	3	3	**2**	1	3	3	**3**	2	3	2.25	2.60	**3.00**	3.00	3.00	0.49	0.70	**0.75**
		5. for participants to evaluate service-learning ethical/moral confidentiality	3	**3**	3	2	3	2	2	**3**	2	3	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.		.	.									.							
		1. participants to evaluate perceptions of campus, community relationships	4	4	3	**3**	2	2	4	3	3	3	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	3	**3**	3	**2**	4	4	4	4	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. Activities include regular assessment of community needs.	3	3	4	2	2	2	3	3	**3**	**3**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	4	4	3	4	2	3	4	3	4	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.		.	.									.							
		1. collecting data on the hours of student time involved	4	3	3	3	2	4	3	**3**	3	3	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	3	3	2	3	2	3	3	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		3. sustained budget allocations	3	4	4	4	3	4	3	**3**	3	4	3.00	3.50	**3.50**	3.00	4.00	0.28	0.53	**1.00**
		4. presence of a campus service-learning center	4	4	4	3	4	4	3	3	4	4	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		5. include regular published communications	3	3	4	3	3	4	3	**3**	**3**	**3**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include participant feedback	3	**3**	3	2	2	4	3	3	2	**3**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		7. determine perceived levels of institutional support of service-learning opportunities.	3	**3**	3	3	2	4	3	3	3	4	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		8. determine perceived levels of institutional support of faculty/staff development	3	3	3	3	2	4	3	3	**3**	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		9. the presence of professional staff	**3**	3	4	4	3	4	3	3	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		10. Collection of data on long term partnerships with community organizations.	3	3	3	3	2	3	4	3	3	3	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	3	3	3	3	2	3	2	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	3	3	2	3	3	3	3	3	**3**	**3**	3.00	2.90	**3.00**	3.00	3.00	0.10	0.32	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring,		.	.									.							

	support, recognition, and evaluation to meet service and learning goals.																		
	1. determine impact of recruitment strategies	4	3	3	4	2	4	4	4	3	4	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
	2. satisfaction regarding the training provided.		3	3	3	2	4	4	4	4	4	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
	3. site supervision during the service-learning experience	3	**3**	3	3	2	4	1	3	3	3	3.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**0.00**
	4. surveys and interviews of student interests and activities	3	**3**	3	3	3	4	4	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
	5. determine participant satisfaction regarding effectiveness	4	**3**	3	**3**	3	4	3	4	3	4	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
	6. number of campus & community awards and honors	**2**	**3**	3	2	3	3	4	**3**	3	2	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
	7. evaluate the nature of the student experiences	3	**2.5**	3	**2.5**	2	3	2	3	3	3	2.50	2.70	**3.00**	3.00	3.00	0.18	0.42	**0.50**
	8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3	3	1	3	**3**	3	4	3	**3**	4	3.00	3.00	**0.00**	3.00	3.00	0.67	0.82	**0.00**

			MEDIAN CHANGE				IQR CHANGE				SD CHANGE			
		RESPONDENT FEASIBILITY RATINGS	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
Curricular and Co-Curricular Practice Goals														
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.													
		1. direct interaction with adults in need;	0.50	0.00	0.50	INCREASE	-0.75	0.00	-0.75	DECREASE	-0.08	0.00	-0.08	DECREASE
		2. opportunities for participants to provide service for causes	-0.50	0.00	-0.50	DECREASE	-0.75	0.00	-0.75	DECREASE	-0.13	0.00	-0.13	DECREASE
		3. participant's direct interaction with children	0.00	0.00	0.00	SAME	-0.13	0.00	-0.13	SAME	-0.16	0.00	-0.16	DECREASE
		4. to provide functionary work	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. provide services contributing to the preservation of democratic values/citizenship	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		6. participants to work with cultural services	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		7. Projects completed for community organizations		0.00		SAME		0.00		SAME		-0.16		DECREASE
		8. Research don and used to benefit community.		0.00		SAME		-0.75		DECREASE		-0.17		DECREASE
		9. Develops opportunities for participants to continue extra curricular service activities.		0.00		SAME		0.00		SAME		-0.17		DECREASE
		10. Opportunities to examine issues of diversity, explore different power relations in society.		0.00		SAME		-0.75		DECREASE		-0.06		DECREASE
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.		0.00		SAME		-0.75		DECREASE		-0.17		DECREASE
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.													
		1. opportunities for faculty to evaluate	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. opportunities for student's to participate in classroom reflection	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. opportunities for participants to compare attitudes	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.17	0.00	-0.17	DECREASE
		4. Develop complex understanding of social problems.		0.00		SAME		0.00		SAME		-0.20		DECREASE
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.		0.00		SAME		-0.75		DECREASE		-0.33		DECREASE
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.		0.00		SAME		0.00		SAME		-0.15		DECREASE
III	III. An effective community service-learning program allows for those with needs to define those needs.													
		1. enable participation..., of faculty, administration, students, academic units	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.09	0.00	-0.09	DECREASE
		2. enable participation, ..., of community members, agency staff, clients	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECREASE
		3. collect feedback to determine participant satisfaction	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.10	0.00	-0.10	DECREASE
		4. activities enable joint resolution of conflicts	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.18	0.00	-0.18	DECREASE
		5. enable sharing of responsibilities	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.21	0.00	-0.21	DECREASE
		6. include records or documentation	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECREASE
		7. enable community development	0.	0.	0.	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECR

		strategies	00	00	00									EASE
		8. activities include a campus/community advisory body	0.00	0.00	0.00	SAME	-0.38	0.00	-0.38	SAME	-0.13	0.00	-0.13	DECREASE
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)		0.00		SAME		-0.75		DECREASE		-0.21		DECREASE
		10. The program creates long-term sustained partnerships with communities.		0.00		SAME		0.00		SAME		-0.20		DECREASE
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.													
		1. evaluate the institution's attitude	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. evaluate student conduct	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3. collect feedback to determine participant satisfaction	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. evaluate commitment to sharing and reciprocity	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECREASE
		5. Evaluate contribution of community partners to course curriculum.		0.00		SAME		0.00		SAME		0.00		SAME
		6. Community members have input ahead of time in designing projects and determining learning goals.		0.00		SAME		0.00		SAME		0.00		SAME
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.													
		1. opportunities for participants that accommodate flexible	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.12	0.00	-0.12	DECREASE
		2. accommodate a student's potential part-time	-0.50	0.00	-0.50	DECREASE	0.00	0.00	0.00	SAME	-0.01	0.00	-0.01	DECREASE
		3. accommodate continuity of service	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.16	0.00	-0.16	DECREASE
		4. accommodate the differences between the academic calendar	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.30	0.00	-0.30	DECREASE
		5. consider multiple means of transportation	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	DECREASE
		6. opportunities for student participants to evaluate the perceived significance	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		7. Provides opportunities for community partners to express concerns to college personnel.		0.00		SAME		-0.75		DECREASE		-0.30		DECREASE
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.													
		1. include collecting demographic data	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.27	0.00	-0.27	DECREASE
		2. include collecting attrition data	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		3.include collecting demographic data of the populations served	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. include training to support diverse ethnicity	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		5. evaluate community agency climate and training	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.15	0.00	-0.15	DECREASE
		6. consider the schedule/calendar	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.24	0.00	-0.24	DECREASE
		7. reflection activities considers underrepresented populations	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.40	0.00	-0.40	DECREASE
		8. Service allows students to engage with diverse community members.		0.00		SAME		-0.25		SAME		-0.02		DECREASE
		9. A program provides meaningful opportunities for disabled students to volunteer.		0.00		SAME		0.00		SAME		-0.20		DECREASE
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.													
		1. designed for students at different points in their education	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. participant's one-time or short-term service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME

		3. participant's intensive service-learning experiences	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. participant's immersion service-learning experiences	-0.50	0.00	-0.50	DECREASE	-0.75	0.00	-0.75	DECREASE	-0.21	0.00	-0.21	DECREASE
		5. collaborative efforts between student affairs and academic	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		6. A program allows for student leadership development.		0.00		SAME		0.00		SAME		-0.10		DECREASE
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.		0.00		SAME		-0.75		DECREASE		-0.16		DECREASE

			MEDIAN CHANGE				IQR CHANGE				SD CHANGE			
		RESPONDENT FEASIBILITY RATINGS	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
Curriculum Only Goals														
I		I. An effective community service-learning program articulates clear service and learning goals for everyone involved.												
		1. opportunities for faculty to evaluate the level of academic freedom	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.05	0.00	-0.05	DECREASE
		2. courses that state service-learning requirements	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.38	0.00	-0.38	DECREASE
		3. enable courses to include service-learning options	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	DECREASE
		4. enable an appropriate faculty body to establish the criteria	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECREASE
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.		0.00		SAME		-1.13		DECREASE		-0.19		DECREASE
II		II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.												
		1. collecting data on the number of faculty who include service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.20	0.00	-0.20	DECREASE
		2. the number of promotion and tenure granting policies that recognize	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.17	0.00	-0.17	DECREASE
		3. enable faculty to evaluate student attitudes	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. evaluation of curriculum and courses by the appropriate faculty body	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.19	0.00	-0.19	DECREASE
		5. enable faculty to provide options available within their curriculum	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.16	0.00	-0.16	DECREASE
		6. opportunities for faculty to provide interdisciplinary service-learning	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		7. collecting data on the graduation rates	0.00	0.00	0.00	SAME	-1.00	0.00	-1.00	DECREASE	-0.27	0.00	-0.27	DECREASE
		8. Provides opportunities for faculty to discuss successful and not so successful projects.		0.00		SAME		0.00		SAME		-0.11		DECREASE
		9. Includes curriculum development workshops for faculty.		0.00		SAME		0.00		SAME		0.00		SAME
III		III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.												
		1. enable the faculty to articulate the theoretical/pedagogical framework		0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		2. enable student participants to evaluate the connection	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.15	0.00	-0.15	DECREASE
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	0.00	0.00	0.00	SAME	-1.25	0.00	-1.25	DECREASE	-0.13	0.00	-0.13	DECREASE
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
		6. enable faculty to conduct studies and/or current research	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.33	0.00	-0.33	DECREASE
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.		0.00		SAME		0.00		SAME		-0.25		DECREASE
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.		0.00		SAME		0.00		SAME		-0.12		DECREASE

			MEDIAN CHANGE				IQR CHANGE				SD CHANGE			
		RESPONDENT FEASIBILITY RATINGS	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3	DIFF 1-2	Diff 2-3	Diff 1-3	SAME 1,2,3
Organizational, Administrative and Policy Goals														
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.													
	1. opportunities for participants to evaluate host service-learning site/agencies documentation	0.00	0.00	0.00	SAME	-1.50	0.00	-1.50	DECREASE	-0.33	0.00	-0.33	DECREASE
	2. participants to evaluate student orientation and training	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.11	0.00	-0.11	DECREASE
	3. participants to evaluate project scope, objectives,	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
	4. for participants to evaluate service-learning liability and risk management	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECREASE
	5. for participants to evaluate service-learning ethical/moral confidentiality	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.27	0.00	-0.27	DECREASE
II	II. An effective community service-learning program recognizes changing circumstances. .												
	1. participants to evaluate perceptions of campus, community relationships	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.08	0.00	-0.08	DECREASE
	2. collecting data on the number of service-learning sites/agencies that program administrators manage.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.35	0.00	-0.35	DECREASE
	3. Activities include regular assessment of community needs.		0.00		SAME		-0.25		SAME		-0.15		DECREASE
	4. Service-learning activities include tools & resources available to faculty, community partners and students.		0.00		SAME		0.00		SAME		0.00		SAME
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.												
	1. collecting data on the hours of student time involved	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.03	0.00	-0.03	DECREASE
	2. include surveys of faculty to determine level of institutional leadership's advocacy	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
	3. sustained budget allocations	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.17	0.00	-0.17	DECREASE
	4. presence of a campus service-learning center	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
	5. include regular published communications	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.32	0.00	-0.32	DECREASE
	6. include participant feedback	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.15	0.00	-0.15	DECREASE
	7. determine perceived levels of institutional support of service-learning opportunities.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.03	0.00	-0.03	DECREASE
	8. determine perceived levels of institutional support of faculty/staff development	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.03	0.00	-0.03	DECREASE
	9. the presence of professional staff	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.16	0.00	-0.16	DECREASE
	10. Collection of data on long term partnerships with community organizations.		0.00		SAME		0.00		SAME		0.00		SAME
	11. Include faculty with expertise in teaching about ethics, civics and social responsibility.		0.00		SAME		0.00		SAME		0.00		SAME
	12. Financial resources are provided that assist faculty and departments with service-learning activities.		0.00		SAME		0.00		SAME		-0.18		DECREASE
IV	IV. An effective community service-learning program includes recruitment,												

	training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.													
	1. determine impact of recruitment strategies	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
	2. satisfaction regarding the training provided.	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME
	3. site supervision during the service-learning experience	0.00	0.00	0.00	SAME	-0.75	0.00	-0.75	DECREASE	-0.03	0.00	-0.03	DECREASE
	4. surveys and interviews of student interests and activities	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.16	0.00	-0.16	DECREASE
	5. determine participant satisfaction regarding effectiveness	0.00	0.00	0.00	SAME	0.00	0.00	0.00	SAME	-0.19	0.00	-0.19	DECREASE
	6. number of campus & community awards and honors	0.00	0.00	0.00	SAME	-0.25	0.00	-0.25	SAME	-0.34	0.00	-0.34	DECREASE
	7. evaluate the nature of the student experiences	0.00	0.00	0.00	SAME	-0.50	0.00	-0.50	DECREASE	-0.08	0.00	-0.08	DECREASE
	8. Service-learning activities include regular awards & recognition of faculty, students and community partners.		0.00		SAME		-0.75		DECREASE		-0.13		DECREASE
			MED	1	INCREASE		IQR	80	SAME		SD	32	SAME
				3	DECREASE			27	DECREASE			75	DECREASE

APPENDIX L

RESPONDENT DATA: VALIDITY AND FEASIBILITY RATING COMPARISON

	V & F Comparison		1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	St Dev	IQR	1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	StDev	IQR
			Validity								Feasibility							
Curricular and Co-Curricular Practice Goals			.	.							.	.						
I	I. An effective community service-learning program engages people in responsible and challenging actions for the common good.		.	.							.	.						
		1. direct interaction with adults in need;	2.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**1.00**	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		2. opportunities for participants to provide service for causes	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**
		3. participant's direct interaction with children	2.63	2.95	**3.00**	3.00	3.00	0.47	0.69	**0.38**	3.13	3.55	**4.00**	4.00	4.00	0.47	0.69	**0.88**
		4. to provide functionary work	2.00	2.10	**2.00**	2.00	2.00	0.77	0.88	**0.00**	2.00	3.00	**3.50**	4.00	4.00	1.33	1.15	**2.00**
		5. provide services contributing to the preservation of democratic values/citizenship	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. participants to work with cultural services	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**
		7. Projects completed for community organizations	3.00	3.25	**3.00**	3.00	3.38	0.18	0.42	**0.38**	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		8. Research don and used to benefit community.	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**	3.00	2.90	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		9. Develops opportunities for participants to continue extra curricular service activties.	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		11. A program incorporates reflection and education ina all service activities to help students better serve the common good.	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.		.	.							.	.						
		1. opportunities for faculty to evaluate	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		2. opportunities for student's to participate in classroom reflection	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**
		3. opportunities for participants to compare attitudes	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. Develop complex understanding of social problems.	4.00	3.80	**4.00**	4.00	4.00	0.18	0.42	**0.00**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		5. Students can reflect on their activites in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
III	III. An effective community service-learning program allows for those with needs to define those needs.																	
		1. enable participation…, of faculty, administration, students, academic units	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	3.00	3.20	**3.00**	4.00	4.00	0.62	0.79	**1.00**
		2. enable participation, …, of community members, agency staff, clients	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. collect feedback to determine participant satisfaction	3.25	3.50	**4.00**	4.00	4.00	0.72	0.85	**0.75**	3.00	3.30	**3.50**	4.00	4.00	0.68	0.82	**1.00**
		4. activities enable joint resolution of conflicts	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		5. enable sharing of responsibilities	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include records or documentation	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
		7. enable community development strategies	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**
		8. activities include a campus/community advisory body	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	2.63	3.30	**3.50**	4.00	4.00	0.62	0.79	**1.38**
		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		10. The program creates long-term sustained partnerships with communities.	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.		.	.							.	.						
		1. evaluate the institution's attitude	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**	3.00	3.30	**3.50**	4.00	4.00	0.90	0.95	**1.00**
		2. evaluate student conduct	3.25	3.40	**4.00**	4.00	4.00	1.16	1.07	**0.75**	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. collect feedback to determine participant satisfaction	3.25	3.50	**4.00**	4.00	4.00	0.94	0.97	**0.75**	3.00	3.50	**3.50**	4.00	4.00	0.28	0.53	**1.00**
		4. evaluate commitment to sharing and reciprocity	2.25	3.00	**3.00**	4.00	4.00	1.11	1.05	**1.75**	2.00	2.70	**3.00**	3.00	3.00	0.46	0.67	**1.00**
		5. Evaluate contribution of community partners to course curriculum.	2.25	2.70	**3.00**	3.00	3.00	0.68	0.82	**0.75**	2.00	2.50	**2.50**	3.00	3.00	0.28	0.53	**1.00**
		6. Community members have input ahead of time in designing projects and determining learning goals.	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**

	V & F Comparison		1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	St Dev	IQR	1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	StDev	IQR
					Validity						Feasibility							
Curriculum Only Goals			.	.							.	.						
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.		.	.							.	.						
		1. opportunities for faculty to evaluate the level of academic freedom	3.00	3.00	**3.00**	4.00	4.00	1.33	1.15	**1.00**	3.00	3.40	**4.00**	4.00	4.00	0.93	0.97	**1.00**
		2. courses that state service-learning requirements	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable courses to include service-learning options	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	3.00	3.55	**4.00**	4.00	4.00	0.36	0.60	**1.00**
		related to 'civic learning' and 'social responsibility'.	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**	3.00	3.00	**3.00**	3.00	3.38	0.39	0.62	**0.38**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.		.	.							.	.						
		1. collecting data on the number of faculty who include service-learning	4.00	3.20	**4.00**	4.00	4.00	1.03	1.01	**0.00**	3.00	3.20	**4.00**	4.00	4.00	0.28	0.53	**1.00**
		2. the number of promotion and tenure granting policies that recognize	3.00	2.60	**3.00**	3.00	3.00	0.86	0.93	**0.00**	3.00	3.00	**3.00**	3.00	4.00	0.25	0.50	**1.00**
		3. enable faculty to evaluate student attitudes	3.00	3.00	**4.00**	4.00	4.00	1.00	1.00	**1.00**	3.00	3.10	**3.00**	3.00	4.00	0.28	0.53	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	3.00	3.10	**4.00**	4.00	4.00	0.53	0.73	**1.00**	2.00	2.70	**3.00**	4.00	4.00	0.75	0.87	**2.00**
		5. enable faculty to provide options available within their curriculum	2.00	2.20	**2.00**	2.00	3.00	0.78	0.88	**1.00**	3.00	3.20	**4.00**	4.00	4.00	0.53	0.73	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**	4.00	3.40	**4.00**	4.00	4.00	0.19	0.44	**0.00**
		7. collecting data on the graduation rates	2.00	2.30	**2.00**	2.00	3.00	0.53	0.73	**1.00**	3.00	2.80	**3.00**	3.00	4.00	0.61	0.78	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		9. Includes curriculum development workshops for faculty.	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.00	3.20	**3.00**	3.00	4.00	0.84	0.92	**1.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.		.	.							.	.						
		1. enable the faculty to articulate the theoretical/pedagogical framework	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**	2.00	3.00	**3.00**	4.00	4.00	0.89	0.94	**2.00**
		2. enable student participants to evaluate the connection	3.63	3.75	**4.00**	4.00	4.00	0.18	0.42	**0.38**	3.25	3.60	**4.00**	4.00	4.00	0.49	0.70	**0.75**
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**	2.25	2.90	**3.00**	3.00	3.00	0.54	0.74	**0.75**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		6. enable faculty to conduct studies and/or current research	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**	2.25	2.70	**3.00**	3.00	3.00	0.23	0.48	**0.75**
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**	3.00	2.85	**3.00**	3.00	3.00	0.45	0.67	**0.00**

	V & F Comparison		1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	St Dev	IQR	1st Quartile	Mean	Median	Mode	3rd Quartile	Variance	StDev	IQR
					Validity						Feasibility							
Organizational, Administrative and Policy Goals			.	.							.	.						
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.		.	.							.	.						
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**	3.00	3.00	**3.00**	3.00	3.00	0.44	0.67	**0.00**
		2. participants to evaluate student orientation and training	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**
		3. participants to evaluate project scope, objectives,	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**	2.25	3.20	**3.50**	4.00	4.00	0.84	0.92	**1.75**
		4. for participants to evaluate service-learning liability and risk management	2.00	2.90	**3.00**	4.00	4.00	1.21	1.10	**2.00**	2.25	2.60	**3.00**	3.00	3.00	0.49	0.70	**0.75**
		5. for participants to evaluate service-learning ethical/moral confidentiality	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**	2.00	2.60	**3.00**	3.00	3.00	0.27	0.52	**1.00**
II	II. An effective community service-learning program recognizes changing circumstances.		.	.							.	.						
		1. participants to evaluate perceptions of campus, community relationships	4.00	3.80	**4.00**	4.00	4.00	0.40	0.63	**0.00**	3.00	3.10	**3.00**	3.00	3.75	0.54	0.74	**0.75**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	3.00	3.10	**3.00**	3.00	3.75	0.77	0.88	**0.75**	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		3. Activities include regular assessment of community needs.	3.00	3.40	**4.00**	4.00	4.00	0.71	0.84	**1.00**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.		.	.							.	.						
		1. collecting data on the hours of student time involved	2.00	2.80	**3.00**	4.00	3.75	1.07	1.03	**1.75**	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	3.00	3.10	**3.00**	3.00	4.00	0.99	0.99	**1.00**	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		3. sustained budget allocations	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**	3.00	3.50	**3.50**	3.00	4.00	0.28	0.53	**1.00**
		4. presence of a campus service-learning center	4.00	4.00	**4.00**	4.00	4.00	0.00	0.00	**0.00**	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**
		5. include regular published communications	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		6. include participant feedback	3.00	3.60	**4.00**	4.00	4.00	0.27	0.52	**1.00**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		7. determine perceived levels of institutional support of service-learning opportunities.	2.25	3.10	**3.00**	4.00	4.00	0.77	0.88	**1.75**	3.00	3.10	**3.00**	3.00	3.00	0.32	0.57	**0.00**
		8. determine perceived levels of institutional support of faculty/staff development	2.00	3.00	**3.00**	2.00	4.00	0.89	0.94	**2.00**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		9. the presence of professional staff	4.00	3.90	**4.00**	4.00	4.00	0.10	0.32	**0.00**	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		10. Collection of data on long term partnerships with community organizations.	4.00	3.70	**4.00**	4.00	4.00	0.46	0.67	**0.00**	3.00	3.00	**3.00**	3.00	3.00	0.22	0.47	**0.00**
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	3.00	3.30	**3.00**	3.00	4.00	0.46	0.67	**1.00**	3.00	2.80	**3.00**	3.00	3.00	0.18	0.42	**0.00**
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	3.25	3.70	**4.00**	4.00	4.00	0.23	0.48	**0.75**	3.00	2.90	**3.00**	3.00	3.00	0.10	0.32	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.		.	.							.	.						
		1. determine impact of recruitment strategies	2.25	3.30	**4.00**	4.00	4.00	0.90	0.95	**1.75**	3.00	3.50	**4.00**	4.00	4.00	0.50	0.71	**1.00**
		2. satisfaction regarding the training provided.	3.00	3.20	**3.00**	3.00	4.00	0.62	0.79	**1.00**	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**
		3. site supervision during the service-learning experience	2.00	2.60	**3.00**	3.00	3.00	0.71	0.84	**1.00**	3.00	2.80	**3.00**	3.00	3.00	0.62	0.79	**0.00**
		4. surveys and interviews of student interests and activities	3.00	3.20	**3.00**	3.00	3.00	0.18	0.42	**0.00**	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		5. determine participant satisfaction regarding effectiveness	3.00	3.30	**3.00**	3.00	3.75	0.23	0.48	**0.75**	3.00	3.40	**3.00**	3.00	4.00	0.27	0.52	**1.00**
		6. number of campus & community awards and honors	2.00	2.15	**2.00**	2.00	2.00	0.11	0.34	**0.00**	2.25	2.80	**3.00**	3.00	3.00	0.40	0.63	**0.75**
		7. evaluate the nature of the student experiences	3.00	3.15	**3.00**	3.00	3.38	0.34	0.58	**0.38**	2.50	2.70	**3.00**	3.00	3.00	0.18	0.42	**0.50**
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	3.00	3.40	**3.50**	4.00	4.00	0.49	0.70	**1.00**	3.00	3.00	**3.00**	3.00	3.00	0.67	0.82	**0.00**

APPENDIX M

RESPONDENT DATA: GOAL RATING RANK ORDER

	Goal Rank Order	1st Quartile	Mean	**Median**	Mode	3rd Quartile	StDev	**IQR**
		Importance						
Curricular and Co-Curricular Practice Goals								
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
III	III. An effective community service-learning program allows for those with needs to define those needs.	4.00	3.80	**4.00**	4.00	4.00	0.63	**0.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.	3.00	3.60	**4.00**	4.00	4.00	0.52	**1.00**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**
Curriculum Only Goals								
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.	4.00	4.00	**4.00**	4.00	4.00	0.00	**0.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.	4.00	3.60	**4.00**	4.00	4.00	0.97	**0.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.	3.00	3.50	**3.50**	4.00	4.00	0.53	**1.00**
Organizational, Administrative and Policy Goals								
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.	4.00	3.90	**4.00**	4.00	4.00	0.32	**0.00**
II	II. An effective community service-learning program recognizes changing circumstances.	3.25	3.70	**4.00**	4.00	4.00	0.48	**0.75**
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.	3.00	3.50	**3.50**	3.00	4.00	0.53	**1.00**

APPENDIX N

RESPONDENT DATA: VALIDITY AND FEASIBILITY RATING RANK ORDER

	Validity & Feasibility Rank Order	Outcome Measures	Median	St Dev	IQR	Median	StDev	IQR
			Validity					
Curricular and Co-Curricular Practice Goals								
I	I. An effective community-service learning program engages people in responsible and challenging actions for the common good.							
		11. A program incorporates reflection and education in a all service activities to help students better serve the common good.	**4.00**	0.67	**0.00**	**3.00**	0.57	**0.00**
		2. opportunities for participants to provide service for causes	**4.00**	0.48	**0.75**	**3.00**	0.79	**1.00**
		10. Opportunities to examine issues of diversity, explore different power relations in society.	**4.00**	0.52	**1.00**	**3.00**	0.42	**0.00**
		3. participant's direct interaction with children	**3.00**	0.69	**0.38**	**4.00**	0.69	**0.88**
		7. Projects completed for community organizations	**3.00**	0.42	**0.38**	**3.00**	0.52	**1.00**
		1. direct interaction with adults in need;	**3.00**	0.79	**1.00**	**4.00**	0.84	**1.00**
		6. participants to work with cultural services	**3.00**	0.52	**1.00**	**4.00**	0.84	**1.00**
		9. Develops opportunities for participants to continue extra curricular service activities.	**3.00**	0.52	**1.00**	**3.50**	0.53	**1.00**
		5. provide services contributing to the preservation of democratic values/citizenship	**3.00**	0.52	**1.00**	**3.00**	0.67	**1.00**
		8. Research done and used to benefit community.	**3.00**	0.67	**1.00**	**3.00**	0.57	**0.00**
		4. to provide functionary work	**2.00**	0.88	**0.00**	**3.50**	1.15	**2.00**
II	II. An effective community service-learning program provides structured opportunities for people to reflect critically on their service experience.							
		2. opportunities for student's to participate in classroom reflection	**4.00**	0.00	**0.00**	**4.00**	0.67	**0.00**
		1. opportunities for faculty to evaluate	**4.00**	0.32	**0.00**	**4.00**	0.70	**0.75**
		3. opportunities for participants to compare attitudes	**4.00**	0.00	**0.00**	**3.50**	0.53	**1.00**
		4. Develop complex understanding of social problems.	**4.00**	0.42	**0.00**	**3.00**	0.47	**0.00**
		5. Students can reflect on their activities in multiple ways that engage their different learning styles, including role plays, writing, discussions, etc.	**4.00**	0.67	**0.00**	**3.00**	0.48	**0.75**
		6. Service activities include opportunities for community partners to participate in classroom reflection activities.	**3.00**	0.67	**1.00**	**3.00**	0.48	**0.75**
III	III. An effective community service-learning program allows for those with needs to define those needs.							
		5. enable sharing of responsibilities	**4.00**	0.67	**0.00**	**3.00**	0.42	**0.00**

		9. Existence of regular opportunities for exchange between community partners and campus leaders (faculty, administration, etc)	**4.00**	0.32	**0.00**	**3.00**	0.42	**0.00**
		10. The program creates long-term sustained partnerships with communities.	**4.00**	0.32	**0.00**	**3.00**	0.47	**0.00**
		2. enable participation, ..., of community members, agency staff, clients	**4.00**	0.63	**0.00**	**3.00**	0.67	**1.00**
		3. collect feedback to determine participant satisfaction	**4.00**	0.85	**0.75**	**3.50**	0.82	**1.00**
		1. enable participation..., of faculty, administration, students, academic units	**4.00**	0.71	**1.00**	**3.00**	0.79	**1.00**
		7. enable community development strategies	**4.00**	0.71	**1.00**	**3.00**	0.67	**1.00**
		6. include records or documentation	**3.00**	0.57	**0.00**	**3.00**	0.52	**1.00**
		8. activities include a campus/community advisory body	**4.00**	0.71	**1.00**	**3.50**	0.79	**1.38**
		4. activities enable joint resolution of conflicts	**4.00**	0.95	**1.75**	**3.00**	0.48	**0.75**
IV	IV. An effective community service-learning program considers all parties learners who help determine what is to be learned.							
		2. evaluate student conduct	**4.00**	1.07	**0.75**	**4.00**	0.71	**1.00**
		3. collect feedback to determine participant satisfaction	**4.00**	0.97	**0.75**	**3.50**	0.53	**1.00**
		1. evaluate the institution's attitude	**4.00**	0.97	**1.00**	**3.50**	0.95	**1.00**
		6. Community members have input ahead of time in designing projects and determining learning goals.	**4.00**	0.71	**1.00**	**3.00**	0.67	**0.00**
		5. Evaluate contribution of community partners to course curriculum.	**3.00**	0.82	**0.75**	**2.50**	0.53	**1.00**
		4. evaluate commitment to sharing and reciprocity	**3.00**	1.05	**1.75**	**3.00**	0.67	**1.00**
V	V. An effective community service-learning program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.							
		7. Provides opportunities for community partners to express concerns to college personnel.	**4.00**	0.63	**0.00**	**4.00**	0.67	**0.00**
		3. accommodate continuity of service	**4.00**	0.42	**0.00**	**3.00**	0.47	**0.00**
		4. accommodate the differences between the academic calendar	**4.00**	0.84	**1.00**	**3.00**	0.58	**1.00**
		1. opportunities for participants that accommodate flexible	**3.50**	0.53	**1.00**	**3.50**	0.70	**1.00**
		6. opportunities for student participants to evaluate the perceived significance	**3.50**	0.95	**1.00**	**3.50**	0.53	**1.00**
		2. accommodate a student's potential part-time	**3.00**	0.67	**1.00**	**3.50**	0.70	**1.00**
		5. consider multiple means of transportation	**2.50**	1.14	**2.00**	**3.00**	0.48	**0.75**

VI	VI. An effective community service-learning program is committed to participation by and with diverse populations.							
		8. Service allows students to engage with diverse community members.	**4.00**	0.00	**0.00**	**3.00**	0.48	**0.75**
		9. A program provides meaningful opportunities for disabled students to volunteer.	**4.00**	0.67	**0.00**	**3.00**	0.58	**1.00**
		1. include collecting demographic data	**3.50**	0.82	**1.00**	**3.00**	0.79	**1.00**
		6. consider the schedule/calendar	**3.00**	0.52	**1.00**	**3.00**	0.50	**0.00**
		7. reflection activities considers underrepresented populations	**3.00**	0.52	**1.00**	**3.00**	0.34	**0.00**
		4. include training to support diverse ethnicity	**4.00**	0.52	**1.00**	**3.50**	0.99	**2.00**
		5. evaluate community agency climate and training	**3.00**	0.57	**0.00**	**2.50**	0.70	**1.00**
		3.include collecting demographic data of the populations served	**3.00**	0.57	**0.00**	**2.00**	0.52	**1.00**
		2. include collecting attrition data	**3.00**	0.79	**1.00**	**2.00**	0.52	**1.00**
VII	VII. An effective community service-learning program is committed to a wide range of Service-Learning experiences.							
		7. A program provides training and orientation to ensure participants are adequately prepared for their service activities.	**4.00**	0.32	**0.00**	**3.00**	0.47	**0.00**
		1. designed for students at different points in their education	**4.00**	0.97	**0.75**	**4.00**	0.71	**1.00**
		5. collaborative efforts between student affairs and academic	**4.00**	0.71	**1.00**	**4.00**	0.71	**1.00**
		3. participant's intensive service-learning experiences	**4.00**	0.52	**1.00**	**3.50**	0.70	**1.00**
		6. A program allows for student leadership development.	**3.50**	0.53	**1.00**	**3.00**	0.47	**0.00**
		4. participant's immersion service-learning experiences	**3.00**	0.48	**0.75**	**2.00**	0.71	**1.00**
		2. participant's one-time or short-term service-learning	**3.00**	1.16	**1.75**	**4.00**	0.42	**0.00**

	Validity & Feasibility Rank Order	Outcome Measures	Median	St Dev	IQR	Median	StDev	IQR
			Validity					
Curriculum Only Goals								
I	I. An effective community service-learning program articulates clear service and learning goals for everyone involved.							
		2. courses that state service-learning requirements	**4.00**	0.67	**0.00**	**4.00**	0.70	**0.75**
		3. enable courses to include service-learning options	**4.00**	0.32	**0.00**	**4.00**	0.32	**0.00**
		4. enable an appropriate faculty body to establish the criteria	**4.00**	0.71	**1.00**	**4.00**	0.60	**1.00**
		5. Courses articulate clear learning outcomes related to 'civic learning' and 'social responsibility'.	**4.00**	0.52	**1.00**	**3.00**	0.62	**0.38**
		1. opportunities for faculty to evaluate the level of academic freedom	**3.00**	1.15	**1.00**	**4.00**	0.97	**1.00**
II	II. An effective community service-learning program provides opportunities for service-learning activities to be integrated into the curriculum.							
		1. collecting data on the number of faculty who include service-learning	**4.00**	1.01	**0.00**	**4.00**	0.53	**1.00**
		6. opportunities for faculty to provide interdisciplinary service-learning	**4.00**	0.44	**0.00**	**4.00**	0.44	**0.00**
		9. Includes curriculum development workshops for faculty.	**4.00**	0.32	**0.00**	**3.00**	0.92	**1.00**
		3. enable faculty to evaluate student attitudes	**4.00**	1.00	**1.00**	**3.00**	0.53	**1.00**
		8. Provides opportunities for faculty to discuss successful and not so successful projects.	**4.00**	0.84	**1.00**	**3.00**	0.67	**1.00**
		2. the number of promotion and tenure granting policies that recognize	**3.00**	0.93	**0.00**	**3.00**	0.50	**1.00**
		4. evaluation of curriculum and courses by the appropriate faculty body	**4.00**	0.73	**1.00**	**3.00**	0.87	**2.00**
		5. enable faculty to provide	**2.00**	0.88	**1.00**	**4.00**	0.73	**1.00**

		options available within their curriculum						
		7. collecting data on the graduation rates	**2.00**	0.73	**1.00**	**3.00**	0.78	**1.00**
III	III. An effective community service-learning program applies a theoretical and pedagogical framework from which service-learning interventions can develop.							
		3. enable the faculty to evaluate the student participant's ability to apply the experience to readings and presentations in class	**4.00**	0.32	**0.00**	**4.00**	0.52	**1.00**
		2. enable student participants to evaluate the connection	**4.00**	0.42	**0.38**	**4.00**	0.70	**0.75**
		5. enable the faculty to evaluate the student participant's application of higher-order thinking skills	**4.00**	0.48	**0.75**	**3.00**	0.67	**1.00**
		8. Service-learning activities enable faculty to receive mentoring and support for the pedagogy.	**4.00**	0.84	**1.00**	**3.00**	0.67	**0.00**
		7. Provides opportunities for students (outside of the classroom) to share the pros and cons of community learning.	**3.00**	0.67	**0.00**	**3.00**	0.48	**0.75**
		6. enable faculty to conduct studies and/or current research	**3.00**	0.58	**0.38**	**3.50**	0.70	**1.00**
		4. enable faculty to evaluate student participant's ability to apply the experience to promote civic responsibility.	**3.00**	0.67	**1.00**	**3.00**	0.74	**0.75**
		1. enable the faculty to articulate the theoretical/pedagogical framework	**3.00**	0.67	**1.00**	**3.00**	0.94	**2.00**

	Validity & Feasibility Rank Order	Outcome Measures	Median	St Dev	IQR	Median	StDev	IQR
			Validity					
Organizational, Administrative and Policy Goals								
I	I. An effective community service-learning program clarifies the responsibilities of each person and organization involved.							
		2. participants to evaluate student orientation and training	**4.00**	0.52	**1.00**	**3.00**	0.67	**1.00**
		1. opportunities for participants to evaluate host service-learning site/agencies documentation	**3.50**	0.70	**1.00**	**3.00**	0.67	**0.00**
		5. for participants to evaluate service-learning ethical/moral confidentiality	**3.00**	0.52	**1.00**	**3.00**	0.52	**1.00**
		3. participants to evaluate project scope, objectives,	**4.00**	0.71	**1.00**	**3.50**	0.92	**1.75**
		4. for participants to evaluate service-learning liability and risk management	**3.00**	1.10	**2.00**	**3.00**	0.70	**0.75**
II	II. An effective community service-learning program recognizes changing circumstances.							
		1. participants to evaluate perceptions of campus, community relationships	**4.00**	0.63	**0.00**	**3.00**	0.74	**0.75**
		4. Service-learning activities include tools & resources available to faculty, community partners and students.	**4.00**	0.48	**0.75**	**4.00**	0.71	**1.00**
		3. Activities include regular assessment of community needs.	**4.00**	0.84	**1.00**	**3.00**	0.63	**0.75**
		2. collecting data on the number of service-learning sites/agencies that program administrators manage.	**3.00**	0.88	**0.75**	**4.00**	0.71	**1.00**
III	III. An effective community service-learning program expects genuine, active, and sustained organizational commitment.							
		4. presence of a campus service-learning center	**4.00**	0.00	**0.00**	**4.00**	0.48	**0.75**
		9. the presence of professional staff	**4.00**	0.32	**0.00**	**3.00**	0.52	**1.00**

		10. Collection of data on long term partnerships with community organizations.	**4.00**	0.67	**0.00**	**3.00**	0.47	**0.00**
		3. sustained budget allocations	**4.00**	0.48	**0.75**	**3.50**	0.53	**1.00**
		12. Financial resources are provided that assist faculty and departments with service-learning activities.	**4.00**	0.48	**0.75**	**3.00**	0.32	**0.00**
		6. include participant feedback	**4.00**	0.52	**1.00**	**3.00**	0.63	**0.75**
		5. include regular published communications	**3.00**	0.47	**0.00**	**3.00**	0.42	**0.00**
		2. include surveys of faculty to determine level of institutional leadership's advocacy	**3.00**	0.99	**1.00**	**3.00**	0.42	**0.00**
		11. Include faculty with expertise in teaching about ethics, civics and social responsibility.	**3.00**	0.67	**1.00**	**3.00**	0.42	**0.00**
		1. collecting data on the hours of student time involved	**3.00**	1.03	**1.75**	**3.00**	0.57	**0.00**
		7. determine perceived levels of institutional support of service-learning opportunities.	**3.00**	0.88	**1.75**	**3.00**	0.57	**0.00**
		8. determine perceived levels of institutional support of faculty/staff development	**3.00**	0.94	**2.00**	**3.00**	0.47	**0.00**
IV	IV. An effective community service-learning program includes recruitment, training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.							
		8. Service-learning activities include regular awards & recognition of faculty, students and community partners.	**3.50**	0.70	**1.00**	**3.00**	0.82	**0.00**
		4. surveys and interviews of student interests and activities	**3.00**	0.42	**0.00**	**3.00**	0.52	**1.00**
		7. evaluate the nature of the student experiences	**3.00**	0.58	**0.38**	**3.00**	0.42	**0.50**
		5. determine participant satisfaction regarding effectiveness	**3.00**	0.48	**0.75**	**3.00**	0.52	**1.00**
		2. satisfaction regarding the training provided.	**3.00**	0.79	**1.00**	**3.50**	0.70	**1.00**

		3. site supervision during the service-learning experience	**3.00**	0.84	**1.00**	**3.00**	0.79	**0.00**
		1. determine impact of recruitment strategies	**4.00**	0.95	**1.75**	**4.00**	0.71	**1.00**
		6. number of campus & community awards and honors	**2.00**	0.34	**0.00**	**3.00**	0.63	**0.75**

VITA

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