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Integrating service-learning into the curriculum at Appalachian State University : a case study

Amy M. Webb

To the Graduate Council:

I am submitting herewith a thesis written by Amy M. Webb entitled "Integrating service-learning into the curriculum at Appalachian State University : a case study." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in College Student Personnel.

E. Grady Bogue, Major Professor

We have read this thesis and recommend its acceptance:

Robert Kronick, Terri Mangione

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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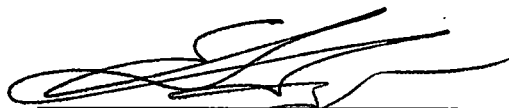
Dr. Terri Mangione

Accepted for the Council:

Vice Provost and
Dean of Graduate Studies

INTEGRATING SERVICE-LEARNING INTO THE CURRICULUM AT APPALACHIAN STATE UNIVERSITY: A CASE STUDY

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Amy M. Webb
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ABSTRACT

Service-learning is an innovative strategy for collaboration between academic affairs and student affairs. While several studies have documented the success of service-learning, few have discussed the development and first year integration of service-learning. The purpose of this study was to document the ways in which one public institution made the initial transition from co-curricular to curricular service.

Using case study methodology, data was collected through the review of documents, interviews, and observations. The documents included the ASU general bulletin, faculty and student newspaper articles, the service-learning resource guide for faculty, the service opportunities directory, faculty syllabi, and other brochures, forms, surveys, and evaluations utilized by the service-learning office. The following fourteen people were interviewed: four faculty members, five students, three administrators, and two staff members. Observations were recorded at the first service-learning workshop at ASU, at a statewide service-learning conference, and during each visit to campus.

Qualitative and quantitative analysis was conducted on the data. The interview tapes were transcribed verbatim and coded by hand. Cross tabulation and chi-square analysis was used on the service-learning course evaluations, which were completed by faculty and students at the end of each semester.

The findings include the strategies, implementation, and evaluation of the service-learning program at ASU. There are also recommendations for the development of a service-learning program from a volunteer center.

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CHAPTER ONE

INTRODUCTION

> Much of present day education fails because it neglects the fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations. As a result they do not become part of the life experience of the child and so not truly educative. Education, therefore, is a process of living and not a preparation for life.
>
> John Dewey, as written in his <u>Creed for Education</u>, 1897

Dewey's words spoken over 100 hundred years ago, are being referenced again as we begin a new millennium. Colleges and universities across the nation are brainstorming for the future, reflecting on the past, and evaluating their current practices of educating students. Furthermore, many institutions are trying to respond to critics of higher education that believe the university has forsaken its commitment to civic awareness and moral education (Barber, 1992; Bellah, 1991; Coles, 1993). In fact, Coles states, "This is the purpose, after all, of colleges and universities – to help one generation after another grow intellectually and morally through study and self-scrutiny" (p. 148).

One practice many schools have recently implemented as a response to the call for a more involved form of education is service-learning. Less than 50 years old, this unique method combines the learning in the classroom with practical experiences in the community. However, while the term "service-learning" may be new, the concept

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of service in higher education is not. In fact, according to the Student Personnel *Points of View* (1987), "The traditional purposes of higher education are to preserve, transmit, and create knowledge; to encourage personal development; and to serve society" (p. 9). Barber (1992) reiterates this view in *Aristocracy for Everyone* when he points out, "American colleges and universities were first founded in the seventeenth and eighteenth centuries around the idea of service: service to church (many began as training seminars for the ministry), service to the local community and service to the emerging nation" (p. 246). The primary goal of service-learning is to take such acts of service and intentionally integrate them within the academic constructs of the university curriculum.

It is important to distinguish between volunteerism and service-learning. These terms are not synonymous. In volunteerism, the student merely completes an act of assistance. Whereas, service-learning is the process of integrating that act in the community into the learning that is occurring in the classroom. Consider the act of cleaning up a stream. A student may visit the campus volunteer center, see an advertisement for the clean-up day, register, and attend. Rather than only participating in the isolated act of cleaning up the creek, a service-learning course would surround the act with learning. For example, prior to the clean-up date, an ecology seminar may spend several class periods discussing the impact of humans on the ecosystems of many plants and animals. Following the clean-up, the students would be asked to complete a journal reflecting on their experiences to be discussed in the next class. At the completion of the service-learning process, the student will have volunteered in the

community, and the memory of the first class discussion on the impact of humans on ecosystems will be expanded and the student's future behavior may also change in response to the actively acquired new knowledge.

Typical outcomes of service-learning in higher education include, but are not limited to, increases in a student's academic, career, personal, and social development. In 1989, the Wingspan Journal reported specifically that participants of service-learning programs:

- Develop a habit of critical reflection on their experiences, enabling them to learn more throughout life;

- Are more curious and motivated to learn;

- Strengthen their ethic of social and civic response;

- Understand problems in a more complex way and can imagine alternative solutions;

- Respect other cultures more and are better able to learn about cultural differences;

- Realize that their lives can make a difference. (Honnet, 1989)

Furthermore, in the past ten years, there has been increased federal and senior administrative support for integrating service learning into the curriculum in higher education. Through the National and Community Service Act, Learn and Serve America Higher Education programs have emerged, and since the formation of Campus Compact in 1985, over 620 college and university presidents have committed to enhancing the development of college students through service. And, as Berson

(1993) concluded, with service-learning, "It's a win/win/win situation. The community gains, the college gains, the students gain" (p. 35).

Statement of the Problem

Eyler, Giles, and Braxton (1997) have found that service-learning programs "have an impact on students' attitudes, values, and perceptions even over the relatively brief period of a semester." These authors state, "Given the differences in pre-test scores between those who choose service and those who don't, it seems clear that colleges which hope that community service will add to the educational value of their programs may want to consider integrating these opportunities into their core curriculum rather than making them volunteer options" (p. 9). Furthermore, in their *Executive Summary: How Service Learning Affects Students*, Astin et. al (2000) report, "Both the qualitative and quantitative findings provide strong support for the notion that service-learning courses should be specifically designed to assist students in making connections between the service experience and the academic material" (p. 4). And yet, even with quantitative research to support service-learning, Tim Stanton (1999) worries that "We aren't getting into deep discussion of how you actually connect the action of service, wherever you are on that continuum, and the action of learning" (p. 217). Jeffery Howard (1998) echoes Stanton's concerns by stating that, "though the notion of adding community service to an academic course may not be difficult to conceptualize, the practice of integrating service and learning is anything but simple" (p. 21).

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Thus, although many institutions of higher education may already have a community service program in place, many are not exactly certain how to transition into a service-learning program. Therefore, the problem was to thoroughly examine and richly describe the first year of Appalachian State University's transition from maintaining a volunteer center to integrating service-learning into its academic curriculum and the culture of its campus. The successes and challenges of the implementation were documented, as well as the current perceptions of faculty, staff, students, and administrators. This information may assist other higher education institutions in effectively and efficiently beginning the incorporation service-learning into their college or university environment, since "service as a form of practical experience enhances learning in all areas of a university's curriculum, and the experience of community service reinforces moral and civic values inherent in serving others" (Ehrlich, 1995).

Statement of Purpose

Nearly 25 years ago, Alexander Astin identified student involvement as the key to retaining students in higher education (Astin, 1977). Vincent Tinto supported Astin's findings when he reported that social and academic integration increases retention (Tinto, 1993). In the fifth postulate of his theory of student involvement, Astin (1984) further clarified that, "The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (p. 298). Thus, one might deduce that institutions interested in retaining

students and enhancing their success would be interested in service-learning as a means of getting students involved. However, in 1999, Astin noted that "both public 4-year colleges and especially universities show a weak commitment to student involvement in community service" (p. 594).

The purpose of this study was to document the ways in which one public institution made the initial transition from co-curricular to curricular service. By tracing the development of the service-learning program, discovering best practices, challenges, and current trends, this study determined the factors that nurture or impede service-learning attempts. As a result, other institutions will be able to ascertain both the positive results and difficult issues of "bringing the lessons of service into the classroom, even as they bring the lessons of the classroom out into the community" (Barber, 1992, p. 252).

Research Questions

1. Why did Appalachian State University select to transition from operating a Volunteer Center to offering service-learning courses and opportunities?

2. What steps did Appalachian State University take to shift from co-curricular to curricular service?

3. How is service-learning being defined at Appalachian State University?

4. What factors nurtured the implementation of service-learning? What factors impeded?

5. Is the service-learning program housed in academic or student affairs? Why?

6. Is service-learning an integral part of the mission of the institution? Why or why not?

7. What are the perceptions of effectiveness of service-learning among the stakeholders? Students? Faculty? Administration?

8. What is the vision for service-learning in the future at Appalachian State University?

Statement of Significance

Over two thousand years ago, Confucius found that "I read and I forget, I see and I remember, I do and I understand." This ancient wisdom correlates with recent research findings of service-learning programs. Those students involved in the act of doing have enhanced understanding in their academics as well (Astin, 2000; Astin, 1998; Markus, 1993; Young, 1997). And yet, even though high school seniors are volunteering in record amounts with 74.2% of all students participating, only 18.9% expect to continue serving in college (Sax, 1998). But, if students are already interested in service and service is a method of enhancing student success, should colleges and universities not respond by offering students the opportunity to continue serving while incorporating that service within the academic curriculum?

Service-learning is defended with reports like Cohen and Kinsey's (1994) that "Community service tied directly to academics--service learning--carries the promise of success in its potential to transport the student beyond the limiting cultural bounds of the text/lecture forms of the campus and outward into the larger social context from which, and for which, we construct the institutions of education" (p. 13). However, in *Origins, Evolution, and Progress: Reflections on a Movement* (1996), after stating all

of the key issues in the service-learning field, Liu Goodwin concludes that "they are circumscribed by agreement on a central, specific problematic – how to combine service and learning effectively" (p. 35). Thus, this study will serve as a resource for institutions of higher education that are troubled by the development, design, and implementation of service-learning.

Definitions

For the purposes of this paper, service-learning is defined by The Commission on National and Community Service as those experiences:

(a) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with school and community.

(b) that are integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity.

(c) that provide a student with opportunities to use newly acquired skills and knowledge in real life situations in their own communities; and

(d) that enhance what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. (National Community and Service Act of 1990)

CHAPTER TWO

REVIEW OF THE LITERATURE

Students in secondary and higher education are volunteering at record rates. In fact, Arthur Levine (1994) reports that 64 percent of all undergraduate students are involved in community service activities. However, he also states that "for most undergraduates, their volunteer activities are separate and unrelated to their coursework and college life" (p. 4). Yet, if student learning is to be maximized, volunteer experiences need to be valued by institutions of higher education and recognized as opportune venues for accentuating classroom experiences. Otherwise, the students are likely to respond as one participant in Levine's study did – "Service isn't important. If it were, it would be part of the curriculum" (p. 5). Thus, now is the time for institutions to integrate not just service, but service-learning into their curriculums and missions.

Prior to creating a service-learning initiative, one must first reflect on the history of experiential education, examine the current criticisms of service-learning, and distinguish between volunteerism and service-learning. The following review of the literature traces service-learning from its roots to its present status, discusses several debates surrounding the issue, and reveals qualitative and quantitative data supporting the effects of service-learning. This section concludes with the concept of institutionalizing service-learning and making it a part of the required curriculum in higher education. Since, in the words of Barbara Jacoby (1996), "To survive and

thrive in the long run, service-learning must be central rather than marginal, institutionalized rather than fragmented, and strong rather than weak" (p. 317).

History of Service-Learning

In 1938 in *Experience and Education* John Dewey stated that for education "to accomplish its ends both for the individual and for the society it must be based upon experience – which is always the actual life-experience of some individual" (p. 89). To date, field experts still refer back to the principles of Dewey in defending and defining experiential education. More recently, David Kolb has extended Dewey's ideas and principles through his experiential learning cycle. Thus, although the term "service-learning" only emerged in the literature in the 1960's the concept has actually been in existence much longer. According to Kolb (1984), "Learning is the process whereby knowledge is created through the transformation of experience" (p. 38). In this cycle, a student has a concrete experience, reflects, begins to form abstract conceptualizations about the experience, and then actively experiments to incorporate the new concepts.

There are several significant dates in history for service-learning. It was in 1964, in East Tennessee, that the actual term "service-learning" originated. Oak Ridge Associated Universities developed "service-learning as a strategy for change in Southern higher education" (O'Connell, 1990, p. 594). At that time, it was defined as the "combination of the performance of a useful service for society and the disciplined

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interpretation of that experience for an increase in knowledge and in understanding one's self" (p. 595).

Next, 1972 witnessed the development of the University Year for Action, which marked the beginnings of many campus volunteer centers (Wutzdorff, 1997). Soon following, in 1985, twenty-three schools united to form Campus Compact, which remains "the only higher education organization whose primary purpose is to support campus-based public and community service" (www.compact.org). And, since 1985, the number of institutions affiliated with Campus Compact has grown from 23 to 620. The federal government has also shown significant interest and support in service through the National Community Service Act in 1990 and the development of the National Community Trust Act in 1993. In the past few years, the support has continued to increase, and the number of publications on service-learning has increased into the hundreds, whereas a decade ago, there were basically none (Eyler, 1999).

Volunteerism vs. Service-Learning

The typical model for service-learning programs includes preparation, action, reflection, and recognition (Burns, 1998). It is primarily the reflection component that distinguishes service-learning from other types of volunteerism or experiential education programs. In fact, "reflection is sometimes described as the hyphen in service-learning; it is the link that ties student experience in the community to academic learning" (Eyler, 1999, p. 171).

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Reflection can involve many different methods including journals, group discussions, projects, portfolios, and presentations. Specifically, according to Eyler, Giles, and Schmiede's *A Practitioner's Guide to Reflection*, "the best reflection is continuous in time frame, connected to the 'big picture' information provided by academic pursuits, challenging to assumptions and complacency, and contextualized in terms of design and setting" (p. 21).

In 1994, Judith Boss found that "students who engage in community service work as part of their class requirement will make greater gains in their moral reasoning than those who do not." However, the significance of her study was not only in the discovery of increased moral reasoning in college students participating in service-learning. More importantly, she discovered that "involvement in community service work prior to the semester had no significant effect on students' pre-test DIT scores, indicating that community service work without discussion of the relevant moral dilemmas is also ineffective" (p. 191). In other words, community service, even within the constructs of an academic course, can be ineffective if it is not coupled with the exercise of reflection.

Silcox (1995) explains this phenomenon by noting that "we remember 10% of what we hear, 15% of what we see, and 20% of what we see and hear...(Compared to the fact that) we retain 60% of what we do, and 80% of what is done actively with reflection" (p. 23). He then uses this information to challenge educators to move away from a philosophy of learning as rote memorization, to educating through participation, reflection, and critical thinking.

Defense of Service Learning

In Haynes' (1977) report on *Service-learning in the Comer School Development Program,* he refutes many of the critics of service-learning when he so eloquently states that "Service-learning is not 'feel-good,' make-work activity to keep young people busy. Carefully planned and well-structured, service-learning is a rigorous teaching/learning methodology with the capacity to teach academic information, life skills, and values while allowing students to see themselves as useful energized citizens" (p. 85). Alexander Astin (1993) echoes these sentiments in *What Matters in College,* when he reports positive correlations not only with attitudinal outcomes, but also within the academic realm. Specifically, he illustrates gains in "commitment to developing a meaningful philosophy of life, promoting racial understanding, participating in programs to clean up the environment...degree aspirations, attainment of the bachelor's degree, and self-reported growth in cultural awareness, in public speaking skills, and in interpersonal skills" (p. 392). This data supports Conrad and Hedin's (1991) statement that, "Researchers consistently report a heightened sense of personal and social responsibility, more positive attitudes toward adults, more active exploration of careers, enhanced self-esteem, growth in moral and ego development, more complex patterns of thought, and greater mastery of skills and content that are directly related to the experiences of the participants [in service-learning programs]" (p. 747).

Further support for service-learning can be found in a recent research article

authored by Alexander Astin and Linda Sax (1998). They report that the impact of

service on undergraduates is phenomenal. Astin and Sax studied 3,450 students from

42 institutions with federally funded community service programs. Specifically, they

found that "participation in volunteer service during the undergraduate years enhanced

the student's academic development, civic responsibility, and life skills" (p. 255).

Other areas in which service participants demonstrated a significant positive change

include understanding community problems, accepting individuals of different

ethnicities, increasing their conflict resolution skills, and their ability to think

critically. Astin and Sax also found that course-based service positively impacted a

student's leadership ability, commitment to service, and understanding of national and

community problems.

Joshua Young and Susan Benton (1997) also report results that

overwhelmingly indicate that service-learning has been effective in enhancing the

academic experience for students. In fact, 88% agree "that their service helped them

better understand the required lectures and readings. Ninety-seven percent agreed that

the service helped make the course material relevant to everyday life, and 92%

indicated that service activities increased self-knowledge" (p. 93). In another study,

Markus, et. al (1993) discovered after comparing students in service-learning sections

to students enrolled in traditional sections that "students' academic learning was

significantly enhanced by participation in course-relevant community service"

(p. 416). In regards specifically to grade point average, Linda Sax and Alexander

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Astin (1997) have found that while the benefit is small (0.1 grade points), it is positive and statistically significant.

In 1985, Frank Newman concluded that, "if there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most important responsibility of the nation's schools and colleges" (p. 31). However, after reviewing a recent RAND/UCLA report on the impact of community service on college students, Secretary of Education, Richard Riley said, "Engaging the college student in service appears to represent a powerful tool for rekindling students' interest in becoming more responsible citizens" (Kunin, 1997, p. 150). And, in fact, an increase in civic responsibility and personal effectiveness for both faculty and students is a commonly found outcome affiliated with service-learning courses (Astin, 2000). Kathleen Rice and Jane Brown (1998) discovered utilizing pre- and post-questionnaires that after only one semester of a service-learning course students had made significant gains in understanding not only the community's needs and problems, but also the community's strengths and capacities. Furthermore, they concluded that "service-learning can foster students' commitment to service while challenging them to learn the cognitive and interactional skills necessary for self-reflective, culturally aware, and responsive participation in a diverse society" (p. 145).

Another benefit in service-learning is an increase in tolerance for diversity. For instance, Cohen and Kinsey (1994) discovered that after spending three hours a week for seven weeks in a volunteer agency 75% of the students reversed their

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description of the people they were serving from negative to positive, specifically as a result of their service.

Service-learning appears not only to teach this responsibility during college, but to leave a lasting impression beyond college. Astin (1997) found that service during the undergraduate years tends to continue impacting the student's life five years later including "enrollment in postgraduate study, commitment to community values, [and] participation in community service after college" (p. 11).

Thus, the research supports the learning and developmental benefits of service-learning. Faculty members have been responsive to the increases in academic development, as well as the enhancement in the classroom experiences. Student affairs personnel link many of the positive outcomes of service learning with cognitive and moral development theorists such as Kohlberg, Perry, and Gilligan. Also, service-learning assists in helping the students progress along the stages of development. Thus, integrating service-learning into the curriculum is a success for the student, the faculty, and the administration.

Criticism of Service-Learning

However, as with any proposed change, especially within the higher education environment, service-learning has also been greeted with skepticism and criticism. Those who oppose service-learning claim that each of the stakeholders (students, faculty, and community agencies) may be harmed rather than helped through service-learning.

One such claim is that it will overburden professors that already have a full teaching/research load. Deans and department chairs also fear service-learning will detract from the faculty's research efforts and energies in their traditional disciplines (Yarmolinsky 1996). Or worse, as Stanton (1990) fears "while recognizing the important values of public service, they (faculty) view it as inherently lacking in academic substance and best pursued apart from the curriculum" (p. 179).

Others claim that the community agencies will be overwhelmed by the sheer number of students and will not have meaningful service opportunities for all of those that are interested (Gose, 1997). Or, going against the guiding ethical principles of student affairs, critics argue that the agency or client may actually be harmed when subjected to a student that is being forced to perform service (Levison, 1990). However, reports from community agencies do not seem to support these theories. Rather, Miami-Dade Community College found that agencies were 100% in agreement with the following statements: "M-DCC service-learning students were an asset to our agency" and "M-DCC service-learning students benefited the clients our agency serves" (Young, 1997, p. 102). Similar results were documented by RAND's (1997) evaluation of the Learn and Serve America Higher Education program which found that, "97% indicated that they would work with student volunteers again if given the chance, and 92% responded that the benefits of working with the student volunteers outweighed the problems and costs" (p. 109).

Others make the argument that you cannot force students into service, or use the time constraints of college students as a reason for not implementing service-

learning. For example, some scholars fear required time in the community will have a negative impact on academics for the students. However, Alexander Astin and Linda Sax (1998) recently completed a study comparing service participants with non-participants in academic development, civic values, and life skills. Out of thirty-five different outcome measures, every one was positively influenced by service participation. This data disputes the previous argument that the additional time required by performing service will interfere with the student's academics. Instead, service "appears to enhance academic development," as well as personal development for the college student (p. 10).

Another current subject of debate among supporters and non-supporters of service-learning is whether or not it should be mandatory. Proponents of mandated service-learning believe that those students that would benefit most from service experiences are the ones that are least likely to select to do them on their own. For instance, after spending a weekend in a shelter in New York, one woman reported, "I never would have done it if they hadn't made me. Now I volunteer all the time" (Stanton, 1999, p. 234).

Some individuals also argue that mandated service is no different from involuntary servitude. In fact, mandatory service has been challenged in the court system. In K-12, school systems have survived legal challenges in New Jersey, Pennsylvania, Maryland, New York, and North Carolina (Schine, 1997). The legal question has not yet been answered for higher education, but many institutions, such as Tusculum College, North Carolina Central University, and Portland State

University have already instituted service-learning as a graduation requirement (Enos, 1996).

Institutionalization of Service-Learning

In March 1994, in the *Chronicle of Higher Education*, Ernest Boyer challenged American higher education to reconsider its mission and goals. In this article, he described "the New American College" as,

> an institution that celebrates teaching and selectively supports research, while also taking special pride in its capacity to connect thought to action, theory to practice. This New American College would organize cross-disciplinary institutes around pressing social issues. Undergraduates at the college would participate in field projects, relating ideas to real life. Classrooms and laboratories would be extended to include clinics, youth centers, schools, and government offices. Faculty members would build partnerships with practitioners who would, in turn, come to campus as lecturers and student advisers.
>
> The New American College, as a connected institution, would be committed to improving, in a very intentional way, the human condition. As clusters of such colleges formed, a new model of excellence in higher education would emerge, one that would enrich the campus, renew communities, and give new dignity and status to the scholarship of service (p. 48).

Many scholars have identified service-learning as the blueprint in establishing the type of "New American College" which Boyer proposes.

One method for beginning to incorporate service-learning into the curriculum involves the formation of a partnership between student affairs and academic affairs. Engstrom and Tinto (1997) identified two critical factors in the partnership as "support and validation by senior administration, and recognition of the jurisdiction, knowledge, and skills of faculty and student affairs professionals" (p. 12). If service-learning is consistent with the mission and goals of the college or university, supported by a partnership of student and academic affairs, it is likely service-learning may become engrained in the culture of the institution.

Bringle and Hatcher (1996) have identified several indicators of the institutionalization of service-learning. These indicators include "extensive use of the 4th credit option, widespread faculty interest in service-learning and student enrollment in service learning classes, curricula integrated around service-learning, student assessment related to service-learning activities, service-learning that is part of the institution's general education curriculum, student recruitment to the campus because of service-learning curricula, increased retention of students due to service-learning, and a student culture that accepts and promotes service and service-learning" (p. 234). However, this type of institutionalization of service- learning does not occur quickly. Although the benefits are profound, as John Dewey stated, "the road of the new education is not an easier one to follow than the old road but a more strenuous and difficult one" (Dewey, 1938, p. 90).

Summary

The principles of service-learning have been in effect since the early 1900's, when John Dewey wrote about connecting experience with education. Recently, researchers, such as Alexander Astin and Linda Sax, have begun studying the impact of service-learning on students. Most of the results have shown a significant correlation to the attainment of higher grades, more civic awareness and responsibility, the development of life skills, a higher level of tolerance for diversity, and a commitment to service in the future. However, critics of the field still argue against service-learning citing the burden of time placed on faculty and students to participate in service as part of the academic curriculum. And, while the last couple of years have resulted in publications promoting and discouraging the practice of service-learning, there is a gap in the literature that does not reflect the steps involved in the initial transition to curricular service.

Therefore, this study will document the ways in which one public institution, Appalachian State University, made the initial transition from co-curricular to curricular service. Their history of commitment to service will be traced, as well as their transition from operating a volunteer center to offering service-learning courses for academic credit. The researcher will analyze documents, record observations, and conduct personal interviews in order to record how Appalachian State University defines service-learning, as well as the strategies it used to begin implementing service-learning. Faculty, students, and administrators will also be asked to defend and criticize the efforts of incorporating service-learning into the academic

curriculum. At the conclusion, it will be determined whether at Appalachian State University, the words of Honnet and Poulsen (1989) hold true, that "Service, combined with learning, adds value to each and transforms both" (p. 1).

CHAPTER THREE

METHODOLOGY

This case study was designed to thoroughly examine and richly describe the first year of Appalachian State University's transition from operating a volunteer center to integrating service-learning into the academic curriculum and the culture of the campus. The origins, organization, policies, daily operations, and assessment strategies were documented and evaluated. The instruments used were a series of questionnaires, interviews, and personal observations. Reoccurring themes were identified during the acquisition of data in order to categorize the material for discussion, conclusions, and recommendations. Other institutions of higher education interested in implementing service-learning on their campuses will be able to review this information and gain valuable insight on the successes and failures, challenges and benefits, and the overall process of integrating service-learning into the culture of a public, state-supported university.

Institutional Description

The institution selected for this in-depth study, Appalachian State University, is a public, Masters I Comprehensive institution according to the Carnegie classification system. Founded in 1899, Appalachian State University has an undergraduate population of approximately 12,500 students. The Center for Student Involvement and Leadership recognizes that "the development of the whole student is

achieved through in-class and out-of-class learning opportunities and experiences"
(Appalachian, 1998, p. 25). As a result, they have created a volunteer center known
simply as ACT (Appalachian and the Community Together). Both volunteerism and
service-learning are housed under ACT at Appalachian State University. According to
the 1999-2000 undergraduate catalog, they also have "a Service-Learning Coordinator
who works with faculty and students to create volunteer learning opportunities
incorporated into academic classes" (p. 27).

Data Collection

Prior to visiting the campus, a questionnaire (see Appendix A) was sent to the
current ACT office requesting information and documents pertaining to service-
learning on the campus. The purpose of the questionnaire was to obtain background
data and information, such as funding sources, site placement, and basic structure, to
familiarize the researcher with the campus service-learning program prior to arrival, as
well as to gain a greater understanding of the campus history. The researcher also
reviewed the following documents before meeting and interviewing the key
stakeholders in the service-learning program.

(1) Service-Learning Resource Guide for Faculty

(2) Service Opportunities Directory

(3) Appalachian State University General Bulletin

(4) Faculty and Student Newspaper Articles

(5) Service-Learning Coordinator Position Descriptions

(6) Faculty syllabi

(7) Service-learning course evaluations (See Appendices I and J)

(8) Other brochures and forms used by the service-learning program

As each document was reviewed, notes were compiled by the researcher to identify the document, summarize the content, and relate it to other observations and interviews being conducted with the study. A statistical analysis of the data acquired from the service-learning evaluations was also used to provide quantitative results of the efforts of incorporating service-learning into the curriculum at Appalachian State University.

Interviews

The next stage of the research involved interviewing the stakeholders. The following individuals or representatives were interviewed (see guiding questions in Appendices B-E):

(1)   Vice President for Student Affairs

(2)   Service-Learning Coordinator

(3)   Previous ACT Coordinator

(4)   Chair of Faculty Development

(5)   Faculty Members (Currently integrating service-learning or considering integrating service-learning)

(6)   Students (Previously or currently enrolled in service-learning courses or paraprofessional student staff members in the ACT office)

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Potential participants were mailed electronically a description of the purpose of the study and asked to participate in interviews approximately one hour in length. When the contacted individuals responded with an interest in participating in this study, there was a follow-up telephone call to schedule the time and location most convenient for the interviewee. Prior to each interview, each potential participant was asked to review and sign a consent form (see Appendix F). Outlined in the consent form, each participant was asked permission to audiotape the interview for later reference by the researcher. The identity and position of each interviewee was concealed through a coding system on the tapes.

Requests for interviews were made to 26 individuals. These faculty members, students, and administrators were identified with the help of the current service-learning coordinator. Nine faculty that were currently teaching service-learning were selected for the study, but due to time constraints or previous engagements, only two were available for interview. All faculty interviews were conducted in the offices of the professor and lasted approximately one hour. Data was also gathered through attendance at a service-learning workshop at ASU, as four other faculty members currently incorporating service-learning in their classrooms discussed their experiences, benefits, challenges, and successes. Two professors interested in adding a service-learning component into their courses were also interviewed. At the conclusion of the project, data had been personally acquired from faculty members from the following departments or programs interviewed: Interdisciplinary Studies,

Freshman Seminar, English, Family and Consumer Sciences, Curriculum and Instruction, Communication, and Psychology.

In contrast to the faculty, five of seven students accepted the invitation to share their thoughts on service-learning at Appalachian State University. Two of the students were ACT Peer Counselors, two were impACT members, and one was currently enrolled in a service-learning course. ACT Peer Counselors assist in the ACT office with performing daily operations, updating databases, and training new volunteers. ImpACT members serve as liaisons between the campus and community, as well as advocates and advisors of service-learning at Appalachian State University. The interviews with students occurred in a several different locations based upon the need of the student. Each of the interviews were one hour in duration.

Administrators were the most difficult to schedule for interviewing. While requests were made to seven administrators, only three were available for interviewing. These included the Vice Chancellor for Student Development, the Director of Faculty and Academic Development, and a representative from Watauga College. Each of these interviews lasted one hour and occurred within the office of the administrator. Requests were made via electronic mail and telephone to the Provost / Vice President of Academic Affairs, Coordinator of the Freshman Interest Group Program, Associate Director of Watauga College, and the Director of Freshman Seminar. However, since the researcher was only able to conduct interviews during the summer, it was not possible to arrange a time to ask questions and gather data. However, the other individuals interviewed included the current service-learning

coordinator and the previous volunteer coordinator. Unlike the previous interviews, the current service-learning coordinator was interviewed a couple of times during the project, with each interview lasting approximately one hour.

Each interview session was recorded onto an audiocassette. Notes were also taken by the researcher during each of the interviews. At the conclusion of each interview, these notes were expanded to include observations. At the conclusion of the campus visit, the interview tapes were transcribed verbatim by the researcher.

Observations

Throughout the course of the study, observations were recorded in regard to campus climate and culture, as well as attitudes of service-learning at Appalachian State University. Field notes were completed following the first faculty workshop on service-learning conducted at Appalachian State University, a state-wide conference on service-learning held at Elon College, and each visit to campus. These notes included direct quotes, comments, verbal and non-verbal communication patterns, the people present and their roles, as well as the location.

Data Analysis

This case study involved both quantitative and qualitative research. Qualitatively, this study included the review of documents, observations, and interviews. The first step in the data analysis process involved careful review of the documents acquired prior to the first round of interviews. Notes were taken on the

structure, commonalities, and themes that were referred to consistently throughout the brochures, guides, etc. This data was used to assist in the construction of questions for the interviews. Then, upon completion of the first round of interviews, the audiotapes were transcribed verbatim in order to process the data and begin coding the information. These codes were also used on documents and field notes acquired through observation. Through the development of codes, categories began to develop as well as the structure for the reporting of the data. In order to accommodate more individuals, a return visit to campus allowed for a second round of interviews. In order to maintain consistency, the same questions were asked, the interview tapes were transcribed and the same coding formula was used to analyze the data.

Quantitatively, the researcher analyzed service-learning course evaluations completed by both students and faculty. In the fall of 1999, six professors and 50 students completed the evaluations. In the spring of 2000, there were six other classes that completed forms, with a total of 75 students filling out evaluations. Using crosstabulation and chi-square analysis on these evaluation forms, the researcher was able to ascertain significance of responses. Then, interview transcriptions were consulted to verify whether or not the qualitative data supported the quantitative analysis. At the completion of the project, all data sources, documents, observations, and interviews were reviewed again, compiled and analyzed to construct the written story of how Appalachian State University integrated service-learning into the academic curriculum.

Limitations

The results of this case study are limited since it was restricted to only one institution and may not be generalized to other populations. Furthermore, the study was conducted following the first year of implementation of the program. While this allows other institutions to gain insight into the transition phase from co-curricular to curricular service-learning, a follow-up study five or ten years later should be conducted to determine if the initial efforts have been sustained.

Another limitation of the study was the number of individuals interviewed. This could be a result of the format of requests for interviews. The requests were made to the potential participants through e-mail, and all of the contacted individuals may not use or respond to electronic formats. For those individuals that did not respond to electronic format, a telephone call was placed to their office. However, in this case, it was not always possible to reach the individual, since the phone calls were answered first by an administrative assistant.

More likely, the timing of the interviews did not meet the needs of those being interviewed. For example, many of the faculty and administrators were too focused on other tasks or out of the office at the end of spring term and during the summer months when the of the interviews were conducted. Due to employment reasons, the interviewer was not able to return to campus again in the fall term.

In the future, the following individuals need to also be included in the interviewing: Vice Chancellor of Academic Affairs / Provost, Director of Student Programs, Departmental deans or chairs, and representatives from the advisory board

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for service-learning. In this study, several attempts were made to interview the Provost / Vice Chancellor of Academic Affairs, but to no avail. Other attempts to record the voice of academic affairs did not succeed, primarily because of the aforementioned time allotment for interviews during the summer months.

Furthermore, if more interviews are conducted in the future, it would be beneficial to utilize a software program to assist in the coding of the verbatim transcriptions.

CHAPTER FOUR

FINDINGS

During data acquisition, one of the first themes to emerge from documents and interviews was the climate of service at Appalachian State University. Therefore, the findings section will begin by tracing the history and climate of service at ASU. Then, the researcher will discuss what types of initial strategies were utilized to transition from a community service center to a service-learning office. Next, there is a discussion of the definition of service-learning at Appalachian State University, as well as the current perceptions of effectiveness of the service-learning program by faculty, students, and administrators. Quantitative, as well as qualitative results of the service-learning evaluation forms from the first two semesters of implementation will be discussed. This chapter will conclude not only with a summary of the challenges and successes of the transition from co-curricular to curricular service-learning at Appalachian State University, but also will outline their vision for the future and advice for other institutions that are considering a similar implementation of service-learning into the academic curriculum.

History of service

While researching the history of service at Appalachian State University, many contributing factors emerged. Not only is service a part of the mission at Appalachian State University, it is also a commitment that the residents of North Carolina embrace.

And, not just service, but service-learning. In fact, according to Antonelli and
Thompson (1997), "North Carolina was one of the first states where service-learning
was viewed as a resource" (p.161). North Carolina demonstrated its commitment to
service by establishing the North Carolina Internship Office in 1969. This program
had specific intentions to "increase university and college student involvement with
public needs and opportunities; to increase the utilization of off-campus North
Carolina as a learning environment; and to provide opportunities for students to be
exposed to and develop a service-learning lifestyle" (p.161).

The institutions of higher education within the North Carolina system have
also upheld and continued the support of service and service-learning. Furthermore,
not only do many of the colleges and universities uphold service in their mission, they
also actively participate in discussions on how to actively promote and increase their
levels of service. For example, in the Spring of 2000, Elon College hosted a Service
Learning Institute for colleges and universities in North Carolina. Representatives
from 16 colleges in North Carolina attended. In 2001, Appalachian State University
hopes to serve as the host site for the conference.

Besides being a part of the North Carolina system of higher education,
Appalachian State University was first established as a Teacher's College. In fact,
when asked about how service-learning fits into the mission of ASU, one
administrator commented on their background as a teacher's college, "where teaching
and service were really two big things that happened here for years and years before
we became a university." As a university, ASU still espouses the North Carolina state

plan for community service and service-learning that states, "service makes a difference in people's lives, both for those that are served and those that are serving" (Antonelli, 1997, p.162).

Another specific example of how Appalachian State University demonstrates its commitment to service is through a program in the Department of Interdisciplinary Studies (IDS) called Watauga College. Watauga College is a two-year residential program to designed to "permit emphasis on integrating the academic program with students' personal and social development" (Appalachian, 1999, p. 205). Furthermore, according to the course description outlined in the syllabus of Chatauqua, a class for first-year students and sophomores, "students attend on-campus cultural events, perform service projects, participate in outdoor adventure, increase their involvement in the Watauga community, and write a journal chronicling all of these activities." More specifically, the Freshman Chatauqua includes four group service projects and a writing journal that captures the events and emotions associated with these experiences. In Sophomore Chatuagua, second-year students assist first-year students with individual or group projects within Watauga and Boone County. Thus, after the students have been introduced to the concept of service-learning in their first year, they are expected then to assist the newer students with the experience.

Another way that Appalachian State University provides opportunities for community service and service-learning is through the Appalachian and the Community Together (ACT) office. According to the ACT brochure, the mission is as follows:

- To challenge students to embark on an inner journey of personal, intellectual, moral, and cultural development as they engage in service projects that meet the human needs and environmental concerns of Watauga County and northwest North Carolina.

- To raise students' awareness about crucial social concerns, encourage them to view themselves as part of the global community, and challenge them to seek solutions to the complex root causes of these systemic problems.

- To illustrate the powerful connection between theory and practice by integrating community service with academic coursework, thus augmenting the university's intellectual climate.

- To support and recognize the efforts of individuals, organizations, and classes whose actions and commitment enhance local community agencies' abilities to deliver services, thereby strengthening the relationship between Appalachian and the local community.

- To instill in students an ethic of caring, teach students about the importance of civic responsibility, and empower them to engage in active citizenship beyond graduation from ASU (ACT, 1999).

Originally, the ACT office was created with the primary intentions of connecting the campus and the community while also providing extracurricular community service opportunities for students. However, the ACT office has now expanded to embrace the notion not only of service, but learning through that service.

Transition from Co-curricular to Curricular

When Appalachian State University made the decision to integrate service-learning, it did not forsake the community service aspect of the ACT office. Instead, they built upon the community service foundation and incorporated the extracurricular activities into the classroom. This process involved numerous strategies, including surveys, advertisements, publicity, and patience. And, while service-learning has been

planted and is beginning to grow, faculty, administrators, and the service-learning coordinator indicated in the interviews that there is still a need for educating and nurturing the process.

The incorporation of service-learning into the academic curriculum emerged naturally for some disciplines. In fact, prior to the university commitment to service-learning, several departments were already incorporating a form of service in their courses. According to the previous ACT coordinator, these included the following departments respectively: social work, sociology, psychology, and university studies. When the former ACT coordinator was asked why an additional position needed to be created to focus specifically on service-learning and not just community service, the response was, "We had work-study students and interns, but they changed yearly and sometimes by semester. It was crazy to try to keep expanding with the kind of staffing we had."

With the change in staffing, the approach of service-learning at Appalachian State also changed. Originally, the professors that were interested in integrating service into their courses personally sought out the ACT office. However, the first responsibilities listed in the position description for the service-learning coordinator include promoting and publicizing the option of service-learning to the academic community.

Strategies

One of the most vocalized debates in the higher education arena concerning service-learning involves the determination of to whom the director of the service-learning office reports. Some institutions firmly believe authority should be in academic affairs, while others adamantly think service-learning should be a function of student affairs. Other colleges and universities have had the service-learning coordinator report to both divisions, or in some occasions, directly to the president or provost. Thus, one of the first questions Appalachian State University had to answer when integrating service-learning into the academic curriculum was where the coordinator would be housed. With primary support for the position coming from the vice chancellor of student affairs, ASU selected to place the main responsibility for service-learning within the division of student affairs. In this way, "It uses both of our skills. Our skills are working one-on-one or in groups of students and doing administrative kinds of things to make these programs work. Faculty members' expertise is extracting the educational value out of these experiences."

A couple of the faculty and staff members interviewed believed that service-learning should be housed in faculty development, however, a couple of others echoed the sentiments of one professor at ASU that reported she was "very happy to see a place where student services has offered support to academic affairs." More faculty interviews would need to be conducted to more accurately determine where the majority of the faculty think service-learning should be housed. Thus far, however, the placement does not appear to have affected participation by the faculty

in service-learning activities. This is most likely a result of the great working relationship between the ACT office and the center for faculty and staff support. These offices have worked in conjunction not only to promote and publicize the first service-learning workshop at Appalachian State University, but also to encourage department heads to consider service-learning activities in the tenure review process.

And, even though the service-learning coordinator is housed in student affairs, the first responsibility listed in the position description is to serve as a faculty liaison/consultant. These duties include collaborating with faculty to design service-learning experiences for students, developing a faculty manual for service-learning, offering orientations and training workshops, and promoting and publicizing service-learning to the academic community.

After faculty, students are the next emphasis in the position description. The coordinator is challenged to develop a student guide of service-learning course options and utilize students in the staffing of the ACT office and in assisting faculty with the incorporation of service-learning experiences in their classrooms. The other duties of the service-learning coordinator include: assessment and evaluation of implementation, conducting qualitative and quantitative research on the learning experiences of the students, and continuing to build the service-learning program at the university.

A review of the ACT End of the Year Report shows that in the first year the service-learning coordinator has managed to prioritize and commit to fulfilling nearly all of the duties of the position description (See Appendix G). A few of the

accomplishments of the year include: rewriting the ACT mission statement and all office brochures, designing a service-learning resource guide for faculty, and giving presentations or meeting personally with faculty members from Watauga College, University Honors Program, Freshman Seminar, and Freshman Interest Groups. This ambition and enthusiasm for service-learning by the coordinator was very instrumental in making a smooth, quick transition from co-curricular to curricular service-learning.

Faculty

One of the first steps taken by the service-learning coordinator to facilitate the transition from being a volunteer center was to conduct a faculty survey to determine the extent of faculty knowledge, experience, and interest in service-learning (see Appendix H). Unfortunately, out of the 600 faculty members that were electronically mailed the survey, only 39 surveys were returned. The low return rate is partly due to the poor timing of the distribution of the survey, the beginning of the fall semester. Also, faculty members may have not responded to the survey since the author had only joined the campus in July. Perhaps, a higher number of surveys would have been returned had the survey been distributed on the Faculty Development letterhead or with a cover letter from the Vice President of Academic Affairs during a less demanding time of the year.

However, even though the response rate was low, the service-learning coordinator used the 39 responses to identify the current service-learning practitioners, as well other faculty members that possessed an interest in the possibility of

incorporating service-learning into the classes they teach. Of the thirty-nine responses, only twelve faculty members stated that they were aware of a service-learning program at Appalachian State University before receiving the survey. However, twenty-one of the respondents were familiar with the ACT office. When asked what in the past has deterred them from incorporating service-learning into their courses, faculty responses included the following, "logistics and planning, reluctant to burden local providers, students will not take project seriously, too time-consuming to organize, not sure if it will relate to the subject, and not sure how implement." And, even though they may have been discouraged from implementing it earlier, the faculty were able to identify many benefits of service-learning, including, "students gain hands-on experience, students give something back to the community, students realize learning can take place outside of class, and students put more effort into work." Faculty respondents also appear to be willing to overcome the challenges of service-learning in order to achieve the benefits, since when they were asked whether or not they would be interested in learning more about how to incorporate service-learning into future classes, over half of the professors responded positively.

The survey results indicated that there has been prior faculty involvement in service-learning, and at least a few others are interested in learning more. Since the survey asked the individual completing it to identify other professors at ASU that might be interested in service-learning, the coordinator was able to follow up not only with the respondents, but also their suggested peers. The follow-up letter that was distributed to 80 faculty members provided a more sophisticated definition of service-

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learning, examples of how to incorporate it into many different courses, and a list of resources available for faculty members. As a result, more faculty are aware of the resources of the ACT office, and several of these professors have met individually with the service-learning coordinator to review their syllabi and incorporate service-learning into their coursework.

Besides being a resource for the current faculty, the service-learning coordinator is also on the faculty orientation agenda. Therefore, new faculty are immediately made aware of the initiative, support, and resources available on campus if they want to integrate service into their course.

Publicity

One of the most successful strategies utilized to notify the campus community about the presence of service-learning was through articles in strategic reading materials around campus. For instance, in November 1999, an article entitled "Service-Learning: Connecting Theory and Practice" was published in the faculty and academic development newsletter at Appalachian State University (Service-learning). This article listed benefits for the students and also rewards available through service-learning for faculty members. Not only did the article provide an opportunity for exposure to the concept of service-learning, it also notified faculty of the resources available for them if they were interested in incorporating service into their academic course(s).

The November 1999 issue was followed up with another service-learning article in the February 2000 issue of the faculty newsletter. This article began, "Service learning is a progressive way of teaching that has been adopted by many university faculty members nationwide. As distinguished from traditional community service, service learning is intentionally linked with an academic course and incorporates specific pedagogical goals for community service – including structured reflection activities within the classroom" (Galiardi, 2000). Not only did this article provide the faculty members with a brief explanation of service-learning, it also challenged the professors to be innovative and progressive in their teaching.

There was also an article published in *The Appalachian*, the student newspaper, on February 15, 2000. Included in this article was the following quote by Erin Skinner, Departmental Assistant for the Recreation Management Program: "I like the fact that community service is implemented into our curriculum because it gives the students a chance to better themselves, learn from their experiences and give back to the community" (Wood, 2000). While the champions of service-learning may be few on Appalachian State University's campus, a voice that speaks the benefits of service-learning is a great find for a university that is making the transition from co-curricular to curricular service.

Another form of publicity and advertisement utilized in February 2000 to promote service-learning was a faculty workshop entitled "Connecting Classroom & Community: Making Theory Come Alive Through Service-Learning." This workshop, sponsored by the Center for Faculty and Staff Support, included an

introduction of service-learning, as well as testimonials by faculty members who had incorporated it into their classrooms during the fall semester. Throughout the workshop, the service-learning coordinator emphasized that service-learning resulted in "credit for the critical analysis of service, not just an act of service."

Advisory Boards

Another method of publicity and collaboration for service-learning at Appalachian State University was regularly scheduled meetings with an advisory board for service at ASU. At the beginning of 1999, this advisory board had five faculty members and two community members. However, since the faculty members are not representative of the departments on campus, the proposal for next year is to continue with those five faculty members, but also to establish a service-learning subcommittee with a representative from each college. Another addition planned for the advisory board for next year is the voice of students. Current plans are underway to add a representative from the student government and also a student from the residence life association. The service-learning coordinator would also like to have professional staff members from residence life and career development join the advisory board.

Forms

Prior to service-learning experience, faculty members complete a Service-Learning Project Request Form, which includes general information about the course,

as well as questions about the preferred type of service-learning project. When the service-learning coordinator comes to speak with a class, the students are requested to complete an ACT Individual Volunteer Information Form that asks about their service interests, time commitment, and whether or not the service is voluntary or required for a course. An optional form provided for the faculty members to utilize with their students is the ACT Service-Learning Project Agreement Form. This serves as a contract between the professor and student for the details of the project, including learning objectives and activities, time commitment, and evaluation plans. ACT also provides a Time Log for students to utilize to track the number of hours they are volunteering in the community. At the end of the semester, all of the stakeholders, the faculty, the students, and the community agencies, are asked to evaluate the experience.

Resources

One the most important and significant evidences of the institutional commitment to the service-learning program at Appalachian State University is the ACT office. Here, the most valuable resource is the service-learning coordinator. However, there is also an assortment of books, periodicals, and videos available for students or faculty members to check out. Furthermore, there are student staff members that serve in paraprofessional roles to assist in the service-learning experiences for students and faculty at the university.

In the office there are sixteen students staff members: twelve impACT members and four ACT Peer Counselors. The position description for the impACT students is summarized as follows, "Team members serve as liaisons between ASU and the local non-profit community, promote ACT sponsored projects and events, and offer services to faculty, clubs and organizations, and residence halls" (Want to Make, 1999). From August to November in 1999, impACT member made presentations to 45 classes, residence halls, and student organizations. Not only do these students do presentations, but they also assist with logistics and are available to help out the professors with the reflection component of the service-learning experience. One student commented, "The impACT team has gotten the word out about ACT and service-learning. When the faculty see students want it, they take it better. It's been effective." When asked to offer advice for other institutions, another student commented, "Get students involved. That has been the biggest impact. It has gotten faculty involved and dominoed from there." Serving in a complementary fashion, the ACT Peer Counselors are charged with keeping service opportunities up-to-date, providing one-on-one orientation to new ACT volunteers, and helping to keep the ACT Community Outreach Center running smoothly.

Also located in the ACT office is an on-line ACT Service Opportunities Directory. Any student or faculty member can search for service opportunities by agency, academic major, proximity to campus, or type of service experience. The directory guides the individual by first asking for your preference for an individual or group project and length of commitment: on-going, short term, or one-time. Once that

has been established, the on-line program inquires about service interests and proximity to campus. The final result is a screen offering agency contact information, agency description, student service opportunities, training and supervision information, suggested majors, and service-learning information for faculty. There are also over 200 service opportunities included in the directory. The creation of the directory was praised by one student who commented, "Before you had stacks of paper to thumb through, now there is a computer database and all kinds of other resources."

Serve & Learn brochures are also available for each college. These pamphlets offer service suggestions and opportunities that are related to specific colleges and departments on campus. A couple of examples include, "Business majors – Management – offer assistance to a non-profit organization as a volunteer coordinator and schedule, train, and communicate with the organization's volunteers...Fine & Applied Arts Majors – Communication – Assist a community agency with their newsletter" (Galiardi, 2000). These brochures have multiple utility. They can serve as an idea generator for faculty who are considering adding a service component to their course, or as sample internships students can pursue to gain experience in their field of study.

ASU also has multiple resources on the world wide web. For example, through the ACT website (www.appstate.edu/www_docs/student/act), a browser can locate a listing of all service-learning courses which includes the course name, professor, which semesters the course is offered, a course description, and service-

learning project description. A recently added counter indicates about 250 hits per month. While this is not an extremely large amount for a campus the size of ASU, it definitely demonstrates the presence of interest in service-learning on the campus.

Also accessible through the website is a subscription to ACTmail. ACTmail is a weekly electronic newsletter that keeps faculty and students up-to-date on new and upcoming service events. However, if a student or faculty member is just interested in learning more about service-learning in general, the website provides sample benefits for each of the stakeholders – students, faculty, and community members.

In order to ease the transition for faculty, the service-learning coordinator of Appalachian State University, also designed a Service-Learning Resource Guide for Faculty (Galardi, 1999). The guide begins with an introduction to the Appalachian and the Community Together (ACT) office. Next, an overview of service-learning is provided including distinctions between community service and service-learning, the philosophy and pedagogy of service-learning, benefits of service-learning, and testimonials from students regarding their experiences. This section is followed by effective practices in service-learning and enhancing and evaluating student learning. The guide concludes with internet resources and service-learning forms for the faculty, students, and community partners.

This resource guide has almost all the basic information any faculty member would need to become more educated about service-learning and begin to consider how to add a service component into her course. However, since many faculty did not have time to read the entire guide, the service-learning coordinator has also devised a

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two page summary of the information for faculty who prefer more of an overview of service-learning than a "how-to" manual.

Implementation

Over the past year, faculty and students at Appalachian State University have begun to have a better understanding of the definition of service-learning and its incorporation into the academic curriculum. And, while service-learning is still in the infancy stage at the university, positive measurements and growth have already been recorded. The following sections will discuss how more faculty can accurately define the goals of service-learning, more faculty are integrating service-learning into the classroom, and more students are positively evaluating the experiences they are having in their service-learning courses.

Why service-learning?

The reasons faculty members are choosing to incorporate service-learning into their courses are as diverse as the disciplines in higher education. A couple of the professors expressed a personal activist background or a personal commitment to service that caused them to want to have a service component in their course. One faculty member stated, "I have a commitment to service in general. There is a lot going on in this community that students don't know about that they could be helping out with." Other faculty were primarily interested in the benefits for the students. One stated, "It (service-learning) enhanced their learning by obliging them to think

about it," while another saw service-learning as a "helpful activity that students learn a lot from and eventually admit they actually enjoy." While some faculty incorporated service either to "differentiate my course from other courses" or because it tied in with course subject, other faculty recognized service-learning as a method to combat an attitude of indifference in students. For example, one individual stated, "I've seen students that didn't give a dern. When they have an opportunity to choose service, often they are pleasantly surprised and they even often change majors." But, the most interesting response for why faculty members decided to incorporate service-learning into the academic curriculum was "it came from the students, not me."

Definitions

Service-learning can be defined in many different ways. However, the ACT office promotes "Service-learning is intentionally linked with an academic course and incorporates specific pedagogical goals for community service—which includes structured reflection activities within the classroom" (ASU's, 1999). While the faculty may not be able to quote the ACT definition, it was very rewarding to hear faculty accurately summarize the sentiments of the ACT explanation. For example, the following statements regarding service-learning were made by faculty members either in interviews or as part of the course syllabi:

- The value of service-learning is not simply that you learn by doing, but also that you learn by thinking about what you are doing informed by course material appropriate to your service-learning project.

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- This component is meant to create hands on experience with members of the area outside the university campus, facilitate a broader and rich comprehension of the lives of those in the region and provide a vital link between that which we read about and the actual nature and experience of our region.

- Engaged in community life and authentic experiences that will have real consequences, community service-learning allows students to transcend the boundaries of the university classroom and connect theory to practice in meaningful situations... The purpose of the assignment is to provide a service to an agency or business that aligns with CI 2800 course contents and your major.

- Service in the community with a reflective component that is integrated with academic coursework. Not just personal reflection, but reflection within the context of course.

Incorporation

The first step in the incorporation of service-learning into an academic course is the recognition of the service component as part of the requirements of the course. With this in mind, it is imperative that the faculty recognize the experience either as a text for the course or an evaluative project. Thus, rather than merely adding in more requirements for the course, the faculty members are encouraged by the service-learning coordinator to actually replace a portion of their current syllabus with the service-learning experience. This action not only makes the incorporation of service more bearable for the students, but also more manageable for the faculty members. Thus far, approximately ten faculty members have met with the service-learning coordinator and made changes to their course syllabus in order to accommodate the service component. Professors that are hesitant to make this type of a change are encouraged to review the syllabi of other professionals in their discipline that are

incorporating service-learning into the classroom. In order to facilitate this process, the service-learning coordinator assists the faculty members in locating sample service-learning syllabi from their field, as well as referring the faculty to the eighteen volume series on integrating service-learning into the disciplines published by American Association for Higher Education.

Yet, as faculty have begun to incorporate service-learning into the academic curriculum, a review of course syllabi by the researcher indicates that it does not look the same in each course. For example, the amount of time required in the community in a service-learning course varied from 4 hours to 40 hours, with benchmark requirements at a median 15 hours. Furthermore, while some projects lasted only for one day, others took place over a few weeks, and some even spanned the entire course of the semester. Students were also challenged to perform service in a variety of ways. Some faculty members required the entire class to gather together for service, while others performed service in small teams or even individually. More specifically, according to course evaluations, faculty members selected to have their classes participate in service learning in the following ways: 33% individual projects, 33% small group, 33% entire class.

A review of the syllabi reflected that in addition to having different time requirements, project dynamics, and project lengths, faculty also differed in their expectations of how the students reflected on the service experience. For instance, some faculty simply required the student to keep a daily journal of their experiences and feelings. Other faculty members had more rigorous requirements such as internet

research prior to the project, reflection papers incorporating the service experience with the theories presented in class, or even presentations to the class at the end of the semester.

In comparison to other institutions with service-learning, the practice of allowing service-learning to be integrated in several different manners is unique. Therefore, for clarity purposes, the ACT service-learning brochure identifies the four primary methods of integrating service-learning at Appalachian State University. They are listed below:

- Social Action Research: To meet course requirement, students conduct research on a particular issue identified by a community agency. The research project is designed to address informational needs of the agency and to apply classroom theory.

- Service-Learning Course: A course involving students in studying community issues and engaging in relevant service experiences in order to gain hands-on experience with these issues.

- Service-Learning Component: An existing course which incorporates a service project component that supports the learning objectives of the course. The component may be optional or required.

- Extra Credit for Service-Learning: Students receive extra credit for participation in a community service project related to the course (ASU's, 1999).

Interestingly, there are a few instructors that have a service component in their curriculum, but are not working in conjunction with ACT, and even a few who are still not calling the service happening within the classroom service-learning. While the service-learning coordinator is enthusiastic about the service component in these courses, it makes it difficult to identify and advertise service-learning courses to the students. Furthermore, it has the potential to interfere and distract from the efforts of

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the ACT office. Therefore, the service-learning coordinator and students are still working to incorporate these faculty into the ACT office. They are encouraged by the fact that four that were doing it on their own have started using ACT services.

However, at this time, the majority of professors incorporating service into their courses are utilizing the ACT office and the resources available to them through the service-learning coordinator. A list of the courses identified by the service-learning coordinator as having a service-learning component at ASU are recorded in Table 1 on following page. While the list may seem short in comparison to the number of courses offered at Appalachian State University, twenty is a great success in the first year of transitioning service-learning into the curriculum.

Perceptions of Effectiveness

Interviews and service-learning evaluations (see Appendix I) indicate that the faculty members who have selected to incorporate service into the classroom believe that service-learning is an effective tool for learning and teaching. However, the rationale given by faculty members was very diverse. For instance, one professor stated in her interview that the service-learning experience, "Exposed [the students] to other cultures and raised awareness of the issues of hunger and homelessness in our area." Whereas, another faculty member commented on the evaluation form, "All students have listed this experience on their resumes and applications for post baccalaureate internships." However, the most commonly stated benefit for the students was the exposure the service-learning project gave them to diversity.

Table 1: Service-learning Courses at Appalachian State University

Department	Number	Course Title
Anthropology	3550	Applied Anthropology
Anthropology	4570-101	Sustainable Development in the Modern World System
Art	4421	Art Education
Communication	3155	Theories & Practices of Persuasion
Communication Disorders	5671	Neurogenic Disorders
Curriculum and Instruction	2800	Teachers, Schools, and Learners
Curriculum and Instruction	2800-108	Community Service-Learning
Food and Consumer Science	2204	Quantity Food Production I
Inter-Disciplinary Studies	1101	Chatauqua
Inter-Disciplinary Studies	1102	Silenced Voices
Inter-Disciplinary Studies	2411	Introduction to Appalachian Studies
Inter-Disciplinary Studies	2531	Women & Leadership
Inter-Disciplinary Studies	3539	Food and Famine
Marketing	3050-104	Principles of Marketing
Music Therapy	3900	Music Therapy Practicum
Psychology	2700	Behavior Change
Recreation Management	2120	Leadership and Group Dynamics
Recreation Management	2410	Recreation Program Planning
Sociology and Social Work	3000-101	Basic Skills for the Social Professions
Sociology and Social Work	4110	Practice with Groups & Communities
Sociology and Social Work	4390-101	Applied Sociology
University Studies	1150-104	Freshman Seminar
University Studies	1150-102	Freshman Seminar II
University Studies	1020	Tools

Most remarkable was that 12 out of 12 faculty members completing evaluations stated that they would teach a service-learning course again. Perhaps this is a result of having service projects that are directly related to the goals and objectives of the academic course. Since, when asked how the service-learning project fit into the course goals, responses from the faculty included exposure to career opportunities, diverse populations, and the greater Boone community. With these types of new learning opportunities for the students the faculty may be challenged to continue offering these kind of courses.

The majority of the comments made by students were also overwhelmingly positive in regards to their service-learning experiences. Interestingly, most of the student remarks were centered around how they had grown and developed as a person as a result of the course rather than discussing the intellectual benefits of the course. For instance, one student commented that the service-learning course "helped me to break down barriers and just talk to people." Another student realized that, "In a service-learning class, you are face to face with the real world. You deal with real world issues. You are affected by it, and you're going to grow up."

Other common themes expressed by the students included the recognition of need in community, reciprocity, and teamwork. One student claims, "Service-learning is my warm fuzzy time. It's my feel good. It's where I get my high from. It motivates me a lot." Other student comments reflected that students prefer direct service opportunities versus indirect service experiences. This was expressed through comments such as: improvements for the course include "more time with clients." On

the service-learning evaluations, students also articulated the following comments

about their service experience:

- I learned that helping others makes you feel good about yourself and gives you a sense of satisfaction.

- That there are more less fortunate people than myself that have interesting lifelong stories and can share much of our history.

- Realizing that although my part in helping was small, I was still able to make a big difference.

- Cooperation between people regardless of age, sex, background, belief is essential to meeting goal.

- I have a lot of stereotypes and I judge people too quickly. I should wait to know people before I jump to conclusions.

Results

Each instructor using service-learning as part of his/her course content is

requested to have students complete a service-learning evaluation form (see Appendix

J). In the fall of 1999, six professors had a total of 50 students complete the

evaluation. The following spring semester six faculty members turned in forms from

75 students. The following results were derived from these student evaluations of the

service-learning courses. First, there will be a discussion about how previous

experiences of the student and the structure of the course impacts student experiences

and future student behaviors. Then, this section will conclude with a comparison of

student answers from the fall and the spring service-learning evaluations. The contrast

between the data from the fall and the data from the spring illustrates the growth and

development of service-learning at Appalachian State University during the course of their first year of implementation.

One might assume that there would be a correlation in prior participation in service with selecting to take a service-learning course. However, this study found no significant connection in taking a service learning course and prior experience in service. Furthermore, it was determined that participation in service prior to taking a service learning course is not indicative of continued service with an agency. Rather, what is significant is the type of placement and the length of the service project.

Of the students surveyed, 60.2% report that they will continue to volunteer with the agency at which they completed their service hours. Of those in individual placements, 80% plan to continue with the agency, versus only 49.1% of small groups and 54.5% of entire class. Table 2 on the following page illustrates that the type of placement is a significant (p=.012) indicator of continued service.

Furthermore, not only is type of placement important, but also the length of the project. Interestingly, 81% of the students involved in short term projects plan to continue volunteering with the agency. In contract, only 68% of the students participating in ongoing projects plan to continue, and for those students in one-time project experiences, the percentage is even lower (48%). Thus, the length of the service project is significant in determining whether or not a student will continue to volunteer with an agency. On page 58, Table 3 shows the crosstabulation and chi-square tests that demonstrate the duration of the project as an indicator of continued service.

Table 2: Type of Placement as Indicator of Continued Service

			AGENCY		
			End service	Keep serving	Total Number
Type of Placement	0 individual	Count	7	28	35
		% in this placement	20.0%	80.0%	100.0%
		% continue at agency	15.2%	41.2%	30.7%
	1 small group	Count	29	28	57
		% in this placement	50.9%	49.1%	100.0%
		% continue at agency	63.0%	41.2%	50.0%
	2 entire class	Count	10	12	22
		% in this placement	45.5%	54.5%	100.0%
		% continue at agency	21.7%	17.6%	19.3%
TOTAL		Count	46	68	114
		% placed	40.4%	59.6%	100.0%
		% respond	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	8.885*	2	.012
Likelihood Ratio	9.419	2	.009
Linear-by-Linear Association	5.044	1	.025
N of Valid Cases	114		
* 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.88.			

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Table 3: Duration of Project as Indicator of Continued Service

			AGENCY		
			End service	Keep serving	Total number
Length of Project	0 On-going	Count	9	19	28
		% with this duration	32.1%	67.9%	100.0%
		% continue at agency	19.1%	26.8%	23.7%
	1 Short-term	Count	5	21	26
		% with this duration	19.2%	80.8%	100.0%
		% continue at agency	10.6%	29.6%	22.0%
	2 One time	Count	33	31	64
		% with this duration	51.6%	48.4%	100.0%
		% continue at agency	70.2%	43.7%	54.2%
TOTAL		Count	47	71	118
		% serving	39.8%	60.2%	100.0%
		% respond	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	8.970*	2	.011
Likelihood Ratio	9.385	2	.009
Linear-by-Linear Association	4.766	1	.029
N of Valid Cases	118		
* 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.36.			

When asked, "As a result of the service-learning component, I have gained better insight into the concepts presented in this course," 79.5% of the students agree or strongly agree. Furthermore, not only do the students recognize the value in adding a component of service into the coursework, 74.4% agree to the statement that, "The service-learning activities I participated in during this class made me more interested in the course." These statistics indicate that not only do the students recognize and value the added contributions of implementing service experiences into the classroom, but they are also enjoying the learning process more. And, in addition to learning course materials, when asked to respond to the following statement, "This class has helped me to become more aware of social issues that exist in the community," 94.2% of the students agreed.

Ideally, as the faculty becomes more experienced and the service-learning coordinator is able to conduct more training, the evaluations of the student experience with service will increase at Appalachian State University. Interestingly, during the first year, many of the student evaluations showed significant increases in the short time from fall to spring semester. However, since the student enrollment in the fall and in the spring was different, as well as the instructors and courses, it is not possible to draw a direct correlation between faculty experience and increased student evaluations. Yet, one possible explanation between fall and spring results could be a better understanding and sophistication among the faculty of how to incorporate reflection into the service-learning courses. However, another plausible explanation for the increase from fall to spring surfaces after a review of the syllabi. In the spring

term, the majority of the courses with evaluations were sophomore or higher level courses, as compared to the fall semester, when a larger percentage of the courses were for first year students. Therefore, an institution may want to consider adding a service-learning component first to the higher level courses.

Whether the variance comes from instructor understanding or from more advanced students, the data shows that from fall to spring, each of the questions involving a reflection component showed a significant increase. A further explanation follows, and the data is reflected in Tables 4 through 6 on pages 63 to 65.

First, there was an increase in agreement from 53% to 76%, with a significance of p=.008, to the following statement, "The critical reflection assignments in this class helped me to learn the course material." Also, as students reflected on their experiences through journals, class presentations, and/or a final paper, not only did they learn more about the course material, but they also began to explore their personal worldview. For example, one student stated, "I met a bunch of people different than me, and I needed to learn to accept them." After working with the homeless population in Boone, other of the students revealed new understandings they gained from the experience. One student was startled to learn "that homeless people sometimes can be very much like myself." While another student reported, "I had false views about homeless people, this activity showed be the truth." These changes in attitude are reflected not only in comments the students made, but also in the responses to the statement "This course caused me to question my own views about people that are different than me." In the fall semester, 59% of the students agreed

with this statement, however, with increased reflection efforts, the percentage increased to 84% in the Spring, for a significance of p=.003.

Furthermore, it appears that as students reflected more and learned more about the needs of the community, they felt a greater sense of responsibility to respond. For instance, when asked "As a result of this course, I feel a/an (greater, equal, lesser) sense of responsibility toward my community," the number of students reporting a greater sense of responsibility increased significantly from 53% in the fall to 74% in the spring.

These results demonstrated increased student learning not only in the realm of academics, but also citizenship and personal understanding. Another positive result is that 47% of the students plan to take a service learning course again. Thus, students are willing to sacrifice a few additional hours during the semester to have community service integrated into their academic courses.

Evaluation

Each of the individuals interviewed, faculty, students, and administrators were asked to identify both their greatest challenges and greatest successes with implementing service-learning into the academic curriculum at Appalachian State University. Then, they were allowed the opportunity to offer advice to other institutions that may be considering this type of transition from co-curricular to curricular service-learning. The following section captures their thoughts and

Table 4: Acquisition of Knowledge through Critical Reflection

Fall / Spring Crosstabulation					
			YEAR		
			1999	2000	Total
Increased learning through critical reflection	Disagree	Count	22	17	39
		% within Reflection	56.4%	43.6%	100.0%
		% within Year	46.8%	23.6%	32.8%
	Agree	Count	25	55	80
		% within Reflection	31.3%	68.8%	100.0%
		% within Year	53.2%	76.4%	67.2%
TOTAL		Count	47	72	119
		% within Reflection	39.5%	60.5%	100.0%
		% within Year	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	Df	Asymp.Sig (2-sided)	Exact Sig (2-sided)	Exact Sig (1-sided)
Pearson Chi-Square	6.945*	1	.008		
Continuity Correction**	5.932	1	.015		
Likelihood Ratio	6.881	1	.009		
Fisher's Exact Test				.010	.008
Linear-by-Linear Association	6.887	1	.009		
N. of Valid Cases	119				
* 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.40.					
** Computed only for a 2x2 table.					

Table 5: Reflection on Diversity

Fall / Spring Crosstabulation					
			YEAR		
			1999	2000	Total
Increase in tolerance	Disagree	Count	19	11	30
		% within Question	63.3%	36.7%	100.0%
		% within Year	41.3%	16.4%	26/5%
	Agree	Count	27	56	83
		% within Question	32.5%	67.5%	100.0%
		% within Year	58.7%	83.6%	73.5%
TOTAL		Count	46	67	113
		% within Question	40.7%	59.3%	100.0%
		% within Year	100.0%	100.0%	100.0%

Chi-Square Tests					
			Asymp.Sig	Exact Sig	Exact Sig
	Value	df	(2-sided)	(2-sided)	(1-sided)
Pearson Chi-Square	8.662*	1	.003		
Continuity Correction**	7.433	1	.006		
Likelihood Ratio	8.583	1	.003		
Fisher's Exact Test				.005	.003
Linear-by-Linear Association	8.586	1	.003		
N. of Valid Cases	113				
* 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.21.					
** Computed only for a 2x2 table.					

Table 6: Responsibility Towards the Community

Fall / Spring Crosstabulation					
			YEAR		
			1999	2000	Total
Increased Sense of Responsi-Bility	Disagree	Count	23	20	43
		% within Sense	53.5%	46.5%	100.0%
		% within Year	46.9%	26.3%	34.4%
	Agree	Count	26	56	82
		% within Sense	31.7%	68.3%	100.0%
		% within Year	53.1%	73.7%	65.6%
TOTAL		Count	49	76	125
		% within Sense	39.2%	60.8%	100.0%
		% within Year	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Asymp.Sig (2-sided)	Exact Sig (2-sided)	Exact Sig (1-sided)
Pearson Chi-Square	5.615*	1	.018		
Continuity Correction**	4.738	1	.030		
Likelihood Ratio	5.566	1	.018		
Fisher's Exact Test				.021	.015
Linear-by-Linear Association	5.570	1	.018		
N. of Valid Cases	125				
* 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.86.					
** Computed only for a 2x2 table.					

perspectives and also expresses the vision they each possess for the future of service-learning at ASU.

Challenges

As with any new initiative, the transition to incorporate service-learning into the academic curriculum has faced many challenges. Faculty members that were interviewed in this case study expressed their greatest challenges as "Learning how to do it well" and "Getting ready to incorporate into the course." Administrators from academic affairs recognized the need to celebrate the initiative and stated that initially it has been a challenge to have it be rewarded through the tenure and promotion process. Another faculty member expressed concern and hesitation to incorporate service into the academic curriculum because she was fearful of "shifting the instruction of the students to the service-providers and people in the community."

The two aspects of incorporating service-learning that proved most difficult for the faculty included reflection and motivation. Many of the faculty members interviewed were uncertain of what types of tools to use to assist the students in reflecting on their service experience and connecting the learning from the community with the learning in the community. Faculty members were also unsure of how to motivate students to want to do the service and be enthusiastic about the opportunities in the course.

Another challenge for the service-learning coordinator was that there is no indication in the course catalog for which courses involved a service component. Not only did this make it a challenge to identify which professors were already

incorporating service, but it also did not give students the choice to select whether or not they wanted to register for a service-learning course. The service-learning coordinator also articulated a concern that "very soon I am going to be dealing with the challenge of keeping up with the demand."

Successes

While getting students motivated was a challenge, almost all of the faculty and administrators interviewed in this study cited the greatest success as the student response to the service-learning experience. One faculty member summarized the success as, "Two things – getting students motivated, enthusiastic about doing it, believing in doing it, and not doing it just because it's some sort of busy work… second, how students respond to the project when they reflect on it." Thus, even when the project experiences glitches or is difficult to first begin, the concluding experience outweighs the challenges.

The presence of a full-time service-learning coordinator was recognized as vital to the success of the program by the students, the faculty, and the administration. Specifically, the credentials, energy, resources, and enthusiasm possessed by the service-learning coordinator contributed to the success of the program. One faculty member was extremely grateful to learn that a coordinator had been hired. In fact, he stated, "When she sent out an e-mail, I heard about the workshop and I went. I didn't know there was all this help out there. I was doing it all on my own." Another faculty member not only appreciated the resources the service-learning coordinator offered,

but also values her feedback. This faculty member stated, "She's provided more support for me as the professor trying to coordinate these students...more resources... and more feedback (she thought that I should have required more hours and I think that's probably true)."

Not only were faculty members motivated by the newly created service-learning coordinator position, but the students were also. One student stated, "When I was a freshman and I tried to get involved...it didn't have the push. It didn't have any organization. It didn't have what I needed, so I didn't get involved." However, with new marketing strategies and advertisement, as a senior this student got involved and even became a volunteer member of the impACT team.

Another success of the program has been in the personal growth of students involved in service-learning courses. For example, one student responded that "The thing that I learned the most about I think was the way that I perceive people who have less than I do. I was kinda scared of them. I don't know how to relate to people like that – I feel bad for them. I want to help them. [This class] helped me to break down those barriers and just talk to people." Another example of student learning through service follows: "You read texts about this [food and famine], and it's all talking about India and China and all these places. Then, you realize that people are hungry right outside your door."

Vision

      While several of the individuals interviewed stated that they would like for every department to offer at least one service-learning course, the majority of students, faculty, and administrators do not foresee service-learning as becoming a graduation requirement in the next decade. Another way that experiential learning is being recognized by administrators is the discussion of the development of a non-profit management minor offered through the Department of Interdisciplinary Studies. Furthermore, the service-learning coordinator is hoping to work with the development office to establish an endowment for service that would fund a program similar to Bonner Scholars.

      Another initiative currently underway is the creation of a new space for the ACT office. By placing the center in a highly trafficked area of the student center, and adjacent to the Career center, students will have a better knowledge of the opportunities available to them through service. And, while Appalachian State University constitutes half of the town population, one person interviewed acknowledged that, "we need to come up with creative projects. There is no shortage of work to be done."

Advice

      While all individuals interviewed did not have a clear vision for service-learning in the future at Appalachian State University, every one had advice to offer. The two most common responses related to the initial steps of incorporation were as

follows: "academic justifications are going to be important to sell it to the faculty" and "talk to people who have done it and find out what their experiences have been." Another individual suggested that faculty "use service-learning as an energizer. If you've done something for fifteen years, it starts to get old. Service-learning is a way faculty can open a whole new door for them and the students."

The next most common theme for advice was for faculty members who will be incorporating the service experience into the classroom for the first time. The faculty members working with service-learning stated repeatedly that professors need to start early. It takes more time and thought up-front for the teacher, but the result is worth the extra effort. Other tips centered around the structure of the service experience for the students. Faculty repetitively said that the course requirements need to be specific. For example, set the due dates early and continually throughout the course (especially with first year students). With that type of structure you "check that small pieces are being done along the way."

Several of the students also suggested that you "get students involved." Much of the success of the service-learning program at Appalachian State is a direct result of the involvement of the students in selling the program to both their peers and their instructors. Students also suggest having strong advertising campaigns in order to let the students and faculty know what resources are available for them. One student also suggested that faculty members "have class sessions just to sit around and talk about it. You learn a lot more when you write in your journal and reflect."

One administrator commented that other institutions should become involved in service-learning since "it's one of the ways in which student affairs can truly work cooperatively with faculty and give them on hand meaningful resources they can use," and also "it is a wonderful learning activity for students."

The service-learning coordinator had many different strategies to offer as advice. First, assess the culture and climate of campus, and then look for allies. She warns to "Start small! Don't get big too fast." She also recommends that individuals interested in transitioning to a service-learning program should find faculty that are interested in service, read the recent research on service-learning, and get on the service-learning listserv.

Summary

When tracing the history of the development and implementation of service-learning at Appalachian State University, one must first recognize the foundational roots of service not only within the university, but also within the state. When considering adding a service-learning program, it is not necessarily a requirement to have a climate steeped in service, however, it can greatly contribute to the success and natural fit of service on campus.

Furthermore, incorporating service into the curriculum is not an overnight task. The service-learning coordinator summed up her first year as, "the summer and first half of the semester were dedicated to developing administrative systems, creating materials/publications, recruiting/selecting/training Peer Counselors and impACT

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team members, and doing campus-based outreach for ACT as a whole. Then, the last half of the semester has been dedicated to getting ACT's Service-Learning Program off the ground."

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

A case study was the most practical design for an in-depth examination of how to transition to the integration of service-learning into the academic curriculum from a volunteer center. The researcher was able to outline the process and the challenges of the institutionalization of service-learning at Appalachian State University. ASU was the institution of choice due to the history of service and establishment of a community service office prior to incorporation of service-learning. Furthermore, ASU offered a sample of a recent successful integration, rather than a long established program. As a result, the following recommendations have been compiled so that the information gained from the study can be utilized immediately and have a dramatic influence on other institutions that are considering implementing service-learning into the academic curriculum.

Outcomes

There were many outcomes associated with the research conducted in this case study. Not only did the researcher learn about the process of transitioning from co-curricular to curricular service, but she also learned a tremendous amount about case study design. In retrospect, this paper could have been more powerful if there had been more time and resources available.

If there had been more time, it would have been beneficial to interview not only faculty and students involved in service-learning, but also faculty and students that were not involved in service-learning. Also, it would have been advantageous to have had the opportunity to interview higher level academic affairs personnel, including Department Heads, Deans, and the Vice President of Academic Affairs.

Furthermore, since this was the researcher's first experience with case study methodology, the mechanisms employed for coding were not as sophisticated as technology currently permits. A future design should include the use of computer software to assist in the coding of the interview transcripts. It would also be beneficial to use more advanced systems of transcribing, since an increase in the number of interviews would result in an increased number of tapes. The researcher would also be able to gather more data and conduct more observations if the site of the study was closer to the location of the graduate studies.

The topic of this case study was selected based on numerous conversations at service-learning workshops and seminars, as well as a review of the literature. Both sources indicated a gap in the literature on the initial process of integrating service-learning into the curriculum. Therefore, rather than studying an institution such as Tusculum College where service-learning has been a part of the culture for many years, a conscious decision was made to study a program immediately following its first year transition from co-curricular to curricular service.

In spite of the challenges addressed earlier in this section, the researcher was able to document the journey of the first year of integration of service-learning at

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Appalachian State University. Interestingly, the path towards service-learning began as a result of the leadership of the Vice President of Student Affairs. One of the first steps involved was the allocation of funds to create a new position to administer the integration project. A service-learning coordinator with an extensive background in service and service-learning was recruited to join the Student Affairs staff at ASU.

Although the coordinator was a recognized scholar in the field, she did not have faculty rank. Yet, even without the authority of faculty, the new coordinator was able to have 20 classes identified as service-learning courses within the first year. While 20 may appear to be an insignificant number in comparison to the number of courses offered per semester at ASU, the service-learning team considered it a great success. Whether or not the number of courses could have been higher if the coordinator had been housed in academic affairs cannot be determined.

However, the efforts of the service-learning coordinator appear to be generating successful results at Appalachian State University. During the first year, a foundation for service-learning was established. Most importantly, systems were put into place. The service-learning coordinator developed a resource guide for faculty, revamped the website, involved students in the promotion process, and solidified the definition and techniques of integrating service-learning into the academic curriculum. It would be advantageous to repeat this study in the future and reveal whether or not the initial efforts have been sustained, ignored, or advanced.

Suggestions

During the course of this research, the following recommendations emerged for the development of an academically integrated service-learning program from a volunteer center. These will be discussed in order of integration into the project rather than being prioritized by importance in making the transition from a volunteer center.

Campus Climate

The first action cited by faculty, staff, and students, as vital in the development of a successful service-learning program is to assess the campus climate. Through a study of the history of the institution, the mission of the campus, and the vision for the future, one can determine whether or not service is currently recognized and rewarded on campus. During this analysis of climate, it is also important to discover whether or not service has top-down and bottom-up support. In other words, is service valued by the president, department heads, faculty, and students? Furthermore, examine the extent of support offered for service on the campus. Besides having a verbal commitment, find out if the institution is willing to also make a financial commitment. A significant financial commitment would include the hiring of additional staff member(s) to serve as the foundational liaison between the community and the institution, grants for faculty members that incorporate service, and funds for miscellaneous expenses including transportation, resources, and supplies.

Defining the mission and goals

The next step in the process involves defining the mission and goals of service-learning specific to the institution where it is being integrated. It is important to connect the service-learning ambitions and objectives with the institutional mission, vision, and goals. Also, when beginning the process, it is necessary to establish a institution-specific definition for service-learning. This will allow the administration, faculty, and students to identify exactly what service-learning means on their campus.

Collaboration

The planning and implementation stages should be a collaborative effort. The integration of service into the classroom works best when the faculty, student affairs personnel, administrators, and students are working together throughout the entire process. Collaboration can be achieved through advisory boards, focus groups, and committee assignments. By cooperating in the planning stages, more shared ownership of the program will be developed campus-wide. This can include the admissions office, the career center, faculty development, technology, students, and departmental representatives. There is also a need to create a partnership alliance with the community agencies.

Another strategy which can yield great success in establishing a service-learning program involves student initiative. Rather than having the service-learning coordinator have the sole responsibility of recruiting and assisting faculty, students

can be extremely instrumental in getting professors involved. They can approach faculty about the incorporation of service into their class, help faculty with the reflection component, and also talk with student groups about the service-learning opportunities available.

When working with faculty members, find the professors that possess a personal commitment to service. Often times, their own passion for service is a greater indicator for the integration of service-learning, than being part of a discipline that lends itself to the incorporation of service. Also, find your allies on campus. Have faculty members that are already using service in their courses share their experiences with other faculty members and department heads.

When working with the faculty, it is also important for them to realize that service is not just an add-on for the course. It needs to be intentionally incorporated into the learning objectives for this course. In other words, the service-learning coordinator needs to work with the professors to revamp their syllabus in order to not overwhelm the faculty or students. This assistance with the course layout also allows for input on important aspects of service-learning including the reflection piece for the students and advice on evaluation strategies for the faculty.

Funding

Even with the assistance of a full-time service-learning coordinator, it is imperative that there are funds allocated for the purchase of resources. Faculty are better able to incorporate service by reviewing successful methods other professors in

their field have already designed. There are many books, websites, and articles available for building a resource library. Ideally, the service-learning coordinator would be able to supplement these materials with a faculty manual and student pamphlets that offer advice and strategies for the integration of service and learning that are institution-specific.

Evaluation and assessment

The final necessity in making the transition to service-learning is the need for evaluation. In order to make the program successful, it is necessary to evaluate your strategies, the learning, the agencies, and success of the implementation. When conducting the evaluation process, concentrate on gathering information from the administration, faculty, students, and the community agencies.

Other issues that emerge with the integration of service-learning that colleges and universities need to be prepared to encounter include: whether or not to have service become a graduation requirement, tenure applicability, transportation and risk management liabilities, and how not to become a burden on the community agencies.

The best approach for integrating service-learning into the academic curriculum is to start small and gradually develop the program. At first, the program may seem to be transitioning slowly as it experiences the initial stages of resistance to change. However, as the students and faculty members recognize the benefits of service, programs can experience exponential growth. While growth appears to be a welcomed result, if it happens too quickly, there is potential for the program to lose its

integrity. Thus, monitor the development of the program and as it begins to expand, secure additional funding and personnel to maintain the validity among faculty, students, and community agencies.

Benefits and Challenges

A summary of the benefits of service-learning at Appalachian State University includes student development, an enhanced curriculum, newly created partnerships between institution and community, involvement of the students in community, and augmented learning for the students. The primary challenges include the time factor for faculty and students, and overcoming the political environment in higher education.

These benefits and challenges are reflective of those currently found in the literature and discussed in Chapter 2. However, the missing component in the prior research that this paper addresses is the process of integrating co-curricular service into the academic curriculum.

Recommendations for future research

This study has proven to be effective in determining strategies for the initial incorporation of service-learning into the academic curriculum. However, since it was conducted after the first year of conception, it would be beneficial to repeat the study ten years later and be able to evaluate the results of longevity. Also, similar research should be conducted where the voice of the community agency is also included in the

study. Another interesting research piece would be to assess whether or not the success of the implementation of service-learning is connected to the type of students that choose to attend Appalachian State University.

Summary

Not only is it possible to expand service from co-curricular to curricular, it can be very rewarding for the students, faculty, and community. In fact, the partnerships formed between the institution and community are being recognized as ways to move away from the image of the institution as an ivory tower. However, institutions desiring to make this transition must realize that there needs to be a strong commitment to service present on the campus, a financial commitment to substantiate the efforts, and patience to allow the program to develop. Start with small goals and objectives, and allow the program to sell itself as faculty members and students have excellent experiences with the incorporation of service into the academic curriculum.

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APPENDICES

APPENDIX A

Questionnaire

1. How many paid staff are employed to coordinate service-learning? Please provide position descriptions.

2. What is your annual budget? Could you please provide a copy of last year's expenditures?

3. What are your sources for funding? Departmental? Endowments? Student fees? Institutional funds? Federal grants? State grants? Private grants? Other?

4. How many students participated in service-learning activities in 1998-1999? Fall 1999?

5. How many hours of service were recorded in 1998-1999?

6. How many agencies did students provide services for? Please provide list of agencies and projects worked on if available.

7. Is service-learning optional or mandatory for graduation?

8. What is your model of service-learning?

9. What is the mission of your institution?

10. How is service-learning connected to the classroom?

11. How and when do you train faculty to conduct service-learning classes?

12. Where is service-learning housed at the university? Academic Affairs? Student Affairs? Other?

13. What courses does your university currently have that include service- learning? Please provide list and syllabi where available.

14. How do students know whether or not a course has a service-learning requirement or option when they are registering?

15. Do you have any kind of formal assessment for service-learning on your campus?

16. Do you have an advisory board for service-learning? Who serves on this board?

APPENDIX B

Interview Questions for Service Learning Coordinator

1. Describe the origin of community service on your campus.

2. Describe the origin of service-learning on your campus.

3. Should service-learning be a graduation requirement? Why? Why not?

4. How do you advertise and promote service-learning on your campus?

5. How are your students placed in their service assignments?

6. What type of work do they do? Direct services? Indirect services?

7. Who monitors reflection? Site or faculty? How / Methods?

8. How do you orient your students to their service sites?

9. Do you provide any type of training to your service sites? What type?

10. How do you assess community agencies?

11. Is there any funding available for faculty that want to incorporate service-learning into their classroom?

12. Who evaluates the student? The faculty? The agency? Why?

13. What advice would you give to individuals at other institutions that are trying to develop service-learning programs?

14. What have been your greatest successes with the service-learning program? Why?

15. What have been your greatest challenges with the service-learning program? Why?

16. What is your vision for service-learning on your campus?

APPENDIX C

Interview Questions for Students

1. Define service-learning.

2. Should service-learning be a graduation requirement?

3. Briefly describe your experience in your service-learning course.

4. What did you like best about it? Why?

5. What did you like least about it? Why?

6. How have your service-learning experiences impacted you?

7. What was your perception of the time demands of the service-learning courses versus other courses you have taken? Was it worth it time? Why?

8. Was service-learning an effective way of making the class material more meaningful?

9. Did the service-learning course make you more aware of community problems? How?

10. If given the option, would you take another service-learning course?

11. Should service-learning be part of the freshman curriculum requirements? Why or why not?

12. What advice would you give to individuals at other institutions that are trying to develop service-learning programs?

13. What have been your greatest successes with service-learning? Why?

14. What have been your greatest challenges with service-learning? Why?

APPENDIX D

Interview Questions for Faculty

1. Define service-learning.

2. Why did you select to incorporate service-learning into your course?

3. Do you feel that you are properly trained to integrate service-learning into your classroom?

4. How were you trained in service-learning?

5. How are students placed in their service sites?

6. How do you evaluate the students' service experiences?

7. How is the service portion of the course integrated into the grading?

8. Should incorporating service-learning into academic courses be recognized in the tenure and promotion process on your campus? Why? To what extent?

9. What methods of reflection do you utilize in your classroom? Why?

10. Did service-learning enhance student understanding of coursework?

11. Do you think service-learning should be a graduation requirement? Why or why not?

12. What advice would you give to faculty members at Appalachian State University or other institutions who are considering adding a service-learning component to their courses?

13. What have been your greatest successes with the service-learning program? Why?

14. What have been your greatest challenges with the service-learning program? Why?

APPENDIX E

Interview Questions for Administrators

1. Define service-learning.

2. Describe the origins of service-learning on your campus.

3. Where do you think service-learning should be housed – Student Affairs? Academic Affairs? Other? Why?

4. Do you consider service-learning to be part of the mission of your university? Why or why not?

5. What are your goals for service-learning on your campus?

6. Is service-learning part of the tenure/promotion process? Why or why not? Should it be? What type of implications does this have for faculty members?

7. Should service-learning be a graduation requirement? Why or why not?

8. What advice would you give to administrators at other institutions that are considering developing a service-learning program?

9. What have been your greatest successes with the service-learning program? Why?

10. What have been your greatest challenges with the service-learning program? Why?

11. What is your vision for service-learning on your campus?

APPENDIX F

INFORMED CONSENT STATEMENT
Integrating Service-Learning into the Curriculum at Appalachian State University
A Case Study

This study is designed to thoroughly examine and richly describe how Appalachian State University has progressed from maintaining a volunteer center into integrating service-learning into its academic curriculum and culture of its campus. Other institutions of higher education interested in implementing service-learning on their campuses will be able to review this information and gain valuable insight on the successes and failures, highlights and lowlights, and overall process of integrating service-learning into the culture of a college. The impact of service-learning will be actualized through the review of pertinent literature, observations made on campus, the analysis of documents, and through data acquired during interviews with students, faculty, and administrators.

As a participant in the research study, you will partake in an interview with the researchers, scheduled to last approximately one hour. The conversation will be audiotaped. However, your confidentiality will be protected unless your permission is given to identify your name and position. Otherwise, responses will be identifiable in oral or written reports only by the following categories: students, faculty, or administrators.

Participation in this study involves minimal risks. In order to ensure your confidentiality, each audiotape will be identified by a code understood solely by the researcher. Furthermore, the interview tapes will be stored in a locked container at all ties. The benefits of this study include but are not limited to: a description of the impact of integrating service-learning into the academic curriculum; documentation of the transition from co-curricular community service to curricular service-learning; and contribution to the pool of literature on service-learning in higher education. Also, by providing Appalachian State University with evidence of effectiveness, areas of concern, and areas for improvement, this study may aid in future planning regarding service-learning.

Your participation in this study is voluntary. You may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed. If you have any questions at any time about the study, you may contact the researcher, Amy Webb, at 2721 Cedargate Drive, Maryville, Tennessee 37803, or (865) 984-4342. If you have any questions about your rights as a participant, contact the Compliance Section of the Office of Research at the University of Tennessee at (865) 974-3466.

CONSENT

I have read and understand the above information explaining this study. I have received a copy of this form. I agree to participate in this study.

Participant's Name_____Date_____

Participant's Signature_____Date_____

Investigator's Signature_____Date_____

ACT SERVICE-LEARNING COORDINATOR
Position Description

Goal: To develop and extend service learning opportunities at Appalachian State University.

Faculty Liaison / Consultant

- Promote and publicize the option of service learning to the academic community.
- Collaborate and consult with interested faculty to design service learning experiences consistent with individual readiness and curriculum and service goals.
- Offer orientations (perhaps in conjunction with Hubbard Center) on how to integrate this into the curriculum including administrative support issues of grading / liability / transportation, etc.
- Produce service learning newsletter.
- Coordinate a service learning web site and listserv to facilitate idea exchange among faculty.
- Develop a faculty "how to" guide for service learning.

Student Outreach

- Develop a student guide to ASU courses offering service learning opportunities.
- Assist interested agencies in development of appropriate service options, learning contracts and supervision of students.
- Assist in selection, training and supervision of a team of students to staff the new Volunteer Center on campus and to assist faculty with implementation of service learning experiences.
- Explore international service trips for credit and coordinate with International Student Services

Administrative Duties

- Maintain records on student/class participation in service learning.
- Seek out service learning projects and opportunities with local agencies, schools, environmental groups, churches, etc.
- Staff the Volunteer Center at least 10 hours weekly.
- Evaluate the process with students, faculty, and agencies at the end of each semester
- Develop survey instruments to assess the learning outcomes of class related service initiatives.

Research
- Research the best practices of service learning at ASU and elsewhere and disseminate to faculty.
- Collaborate with faculty to conduct quantitative and qualitative research concerning the learning that occurs in Appalachian classes through service experiences.
- Participate in national professional associations to present programs and papers on issues related to service learning.
- Communicate findings to faculty.

FACULTY SURVEY

1. Prior to receiving this survey, were you aware of a service-learning program at Appalachian? Yes _____ No _____

2. Are you familiar with the community service/service-learning office on campus called ACT (Appalachian and the Community Together)? Yes_____ No_____

3. Which of the following experiential activities have you incorporated into your classes? Field Experiences___ Volunteer Experiences___ Service-Learning Experiences ___ Other_____ None_____

4. If you have not incorporated any of these experiential activities into your classes, would you consider requiring students in your classes to complete a service-learning project as a required project? Yes _____ No _____

5. What are the benefits of students participating in service-learning projects? _____
   _____
   _____

6. What has deterred you from incorporating service-learning into your courses in the past? _____
   _____
   _____

7. Have you encountered other colleagues in your department who are interested in service-learning? Yes _____ No _____

8. Would you be interested in learning more about how to incorporate service-learning into future classes? Yes _____ No _____

APPENDIX I

APPLACHIAN STATE UNIVERSITY
ACT Service-Learning Evaluation (Faculty)

Appalachian State University • Appalachian & the Community Together (ACT)
Department of Student Programs • Division of Student Development
231 Plemmons Student Union • Phone(828):262-2193 • Fax(828):262-2937
www.studentprograms.appstate.edu
ACT Service-Learning Coordinator: Shari Galiardi

INSTRUCTIONS FOR FACULTY MEMBERS
Please complete this evaluation, collect your students' evaluations, and return them to Shari Galiardi (ACT Service-Learning Coordinator) **by the end of the semester** in which your course was taught. We will keep copies of these evaluations for ACT's records and return the originals to you for your records. **Your feedback is essential to the success of the Service-Learning Program.** Thank you for your commitment to active learning and service to the community!

Name _____

Campus Department/Address _____

E-Mail_____ Phone _____

Course Title _____ Course # _____Section _____

For this course, service-learning was a/an: Required Project   Optional Project   Extra Credit Project
Please Describe _____
_____
_____

My students participated in a service-learning project: Individually   In Small Groups   An Entire Class
How many students in your class participated in this service-learning project? _____
What percentage of the students in your class participated in this service-learning project? _____

This service-learning project was: On-Going (*All Semester*)   Short Term   One Time Event

At which agencies/organizations did your students serve? ? _____
_____

Should students participate in service-learning at these agencies again? Why or why not? _____
_____
_____

On average, how many service-learning hours did each student participate in? Per Week __ Total Hours __

Was the service-learning project valuable to your students? If so, how do you think that they benefited? (i.e., augmented their understanding of course material, improved written/oral communication skills, improved critical thinking/analytical skills, exposed students to other cultures, helped them to understand the complexities of social issues, etc.) If not, please explain in detail below. _____

_____

_____

How did the service-learning project(s) fit into your course goals? _____

_____

_____

_____

How did the service-learning project(s) fit into the goals of the community organization? _____

_____

_____

_____

Did you encounter problems with any of the service-learning placements/projects? If so, please describe in detail. _____

_____

_____

How could ACT have further assisted you with the service-learning component of your course? _____

_____

_____

_____

Will service-learning continue to be a part of this course when you teach it in the future?   YES / NO
If YES, when will it be taught next?   Fall 20___   Spring 20___   Summer 20___

Would you like this course to be included in the ACT Service-Learning Courses brochure that is being compiled by the ACT Service-Learning Coordinator? YES / NO

Would you be willing to serve as a resource for other faculty members who are considering integrating service-learning into their courses?   YES / NO

Additional comments and suggestions? _____

_____

_____

_____

_____

Optional: In order to continue publicizing service-learning as a pedagogy, we may want to quote your comments in publications and presentations. Please sign here to indicate your permission for us to do so. Thank you!

Date _____   Signature _____

APPLACHIAN STATE UNIVERSITY
ACT Service-Learning Evaluation (Students)

Appalachian State University • Appalachian & the Community Together (ACT)
Department of Student Programs • Division of Student Development
231 Plemmons Student Union • Phone(828):262-2193 • Fax(828):262-2937
www.studentprograms.appstate.edu
ACT Service-Learning Coordinator: Shari Galiardi

<u>**INSTRUCTIONS FOR STUDENTS**</u>
Please complete this evaluation and return it to your professor **by the last of day class. Your feedback is essential to the success of the Service-Learning Program.** Thank you for your commitment to serving the community!

Course Title _____ Course # _____Section _____

Instructor Name(s) _____ Department _____

For this course, service-learning was a/an: Required Project   Optional Project   Extra Credit Project
If service-learning was OPTIONAL, why did you choose to participate? _____

_____

_____

Please describe the academic projects (i.e., journals, presentations, etc.) that you completed for the service-learning portion of this course. _____

_____

This service-learning project was done: Individually   In Small Groups   As An Entire Class
This service-learning project was: On-Going (*All Semester*)   Short Term   One Time Event

At which agencies/organizations did you serve? _____

Community Site Supervisor(s) _____

How many service-learning hours did you participate in?   Per Week _____   Total Hours _____

What is the most important thing you learned/experienced during your service activities? _____

_____

_____

_____

Is there anything that could have been done to improve your service-learning experience? _____

_____

_____

Have you participated in service activities prior to this course?   YES / NO
Have you previously taken a course that included a service-learning component?   YES / NO
Do you plan to continue serving at this agency/organization?   YES / NO
Do you plan to take a service-learning course in the future?   YES / NO

Optional: In order to publicize the impact of service-learning, we may want to quote your comments in future publications and presentations. Please sign here to indicate your permission for us to do so. Thank you!

Date _____   Signature _____

I felt adequately prepared for my service-learning experience (i.e., through preparation activities, training, etc.).
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

My time was used efficiently while I was serving with the agency.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

Students should be placed with this agency in the future.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

As a result of my service-learning experience, I have gained better insight into the concepts presented in this course.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

The service-learning activities I participated in during this class made me more interested in the course.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

The critical reflection assignments in this c lass helped me to learn the course material.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

This class has helped me to become more aware of social issues that exist in the community.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

My service-learning activities that I participated in during this class provided a needed service to the agency/community.
   Strongly Agree   Agree   Disagree   Strongly Disagree
Comments _____

_____

This course caused me to question my own views about people that are different than me.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable
Comments _____

_____

As a result of this course, I feel a/an _____ sense of responsibility toward my community.
   Greater   Lesser   Equal (*My sense of responsibility has remained the same.*)

Gender _____   Race/Ethnicity _____
Age _____   Class Level: Freshman   Sophomore   Junior   Senior   Grad Student

VITA

Amy Webb was born in Maryville, Tennessee. She graduated from Maryville High School in June, 1991. She entered the University of Tennessee, Knoxville during August of 1991, and received a Bachelor of Science in Liberal Arts, with a major in Biology, in May 1995. For the next three years, Amy served as part of the national service movement, AmeriCorps, as a member, team leader, and Program Coordinator. She then entered the Master's program in Education, with a focus on College Student Personnel, at the University of Tennessee, Knoxville in August 1998. While completing her degree requirements, Amy served as a graduate assistant for the Office of Student Activities and the Department of Housing at the University of Tennessee. She also spent one year as a Collegium Member at Berea College. The Masters degree was awarded in December, 2001.

Amy is presently working with the Tennessee State Commission on National and Community Service in Nashville, Tennessee. She serves as the Training Officer for the AmeriCorps programs across the state and the Program Officer for the Tennessee Promise Fellows grant.