

**An Examination of the Characteristics of Effective Higher Education and
Service Learning Partnerships**

by

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Abstract

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents. This study concentrated on the perception of awareness of service learning at a major university campus. There is a lack of existing research material studying the institutionalization of service learning at a single major university. Colleges and universities have traditionally placed a significant emphasis on the social development of students, as well as academic growth. The manner in which this is achieved varies from campus to campus, sometimes a Student Affairs branch deals with these aspects primarily or perhaps social development is left to an individual college or department to maintain this area of student life.

Service learning can act as a bridge to link the two primary aspects of collegiate student life - Academic Affairs and Student Affairs. Student perception of whether or not opportunities for service learning exists on collegiate campuses factor into the effectiveness of the

institutionalization of service learning. Colleges and universities strive to integrate service learning into curriculum, programs, and projects. Though some campuses discuss the institutionalization of service learning, the majority may not fully immerse service learning into their overall curriculum. There is a lack of studies that examine the levels of service learning engagement at academic institutions. This study examined the levels of service learning dimensions and partnerships at a university.

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CHAPTER 1

INTRODUCTION

With government funding continually dwindling to institutions of higher educations, college and universities are charged with either cutting budgets or being innovative in generating funds. Partnerships can serve as a potential means of bridging that gap. Service learning partnerships between community partners and institutions of higher education can be fiscally advantageous to have an economical labor pool to draw from colleges or universities and academically beneficial for students that participate to get a hands-on approach to learning. “In the current era of market-driven, globalized economies characterized by reduced public investments in public goods and services, education, and higher education in particular, has seen steady declines in government funding. Universities have thus become much more entrepreneurial in seeking out new funding opportunities” (Davis & Ferreira, 2006, p. 39). The federal government has also passed laws to help facilitate partnerships between institutions of higher education and private enterprise.

Statement of the Problem

This study concentrated on the perception of awareness of service learning at a major university campus. There is a lack of existing research material studying the institutionalization of service learning at a single major university. Colleges and universities have traditionally placed a significant emphasis on the social development of students, as well as academic growth. The manner in which this is achieved varies from campus to campus, sometimes a Student

Affairs branch deals with these aspects primarily or perhaps social development is left to an individual college or department to maintain this area of student life.

Service learning can act as a bridge to link the two primary aspects of collegiate student life - Academic Affairs and Student Affairs. Student perception of whether or not opportunities for service learning exists on collegiate campuses factor into the effectiveness of the institutionalization of service learning. Colleges and universities strive to integrate service learning into curriculum, programs, and projects. Though some campuses discuss the institutionalization of service learning, the majority may not fully immerse service learning into their overall curriculum. There is a lack of studies that examine the levels of service learning engagement at academic institutions. This study examined the levels of service learning dimensions and partnerships at a university.

Conceptual/Theoretical Framework

Learning theory based on the adult learning theories of humanists, behaviorists, cognitive, and social learning theorists including the work of Brookfield (1986), Freire (1970), Houle (1961), and Knowles (1975) act as the conceptual/theoretical framework for this study. The theoretical foundation of this study encompasses concepts of active social learning for adults and serves as the scaffolding for service learning in higher education.

Purpose of the Study

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with

students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents.

Research Questions

1. What is the extent of service learning institutionalization relative to institutional support for and involvement in service learning for administrative leaders?
2. What is the extent of service learning institutionalization relative to faculty support for and involvement in service learning for faculty?
3. What is the extent of service learning institutionalization relative to student support for and involvement in service learning for students?
4. What is the extent of service learning institutionalization relative to community support for and involvement in service learning for community partners?
5. What are the descriptive characteristics pertaining to administrative leaders?
6. What are the descriptive characteristics pertaining to faculty?
7. What are the descriptive characteristics pertaining to students?
8. What are the demographic characteristics pertaining to community partners?

Significance of the Study

Since finding literature relating to institutionalization of service learning is limited, this study builds on the current literature on partnerships in higher education. Respectively, this study can be used in the future for further research endeavors for individuals who may want to examine

more than one institution, be they public, private, and/or proprietary institutions, for comparative purposes. The results from this study can also help an institutions outreach program(s) to build increased awareness of service learning opportunities to strengthen and improve existing partnerships and potentially generate new partnerships.

Limitations

The limitations of this study are:

1. The target population was limited to students, administrators, faculty, and community partners engaged in service learning in the southeast.
2. The study was conducted at a single public university.

Delimitations

The delimitation of this study is:

1. All participants had to have some association with and/or participated in some form of service learning connected to the chosen institution.

Assumptions

The assumptions of this study are:

1. Respondents answer survey questions honestly due to the fact there was no benefit to answering dishonestly or inappropriately.
2. Survey participation was completely voluntary and could withdraw while taking the survey if desired.
3. Survey participants stayed completely anonymous.

Definitions

The following definitions are provided to clarify the terms used in this study. The terms may be interpreted differently, depending on the context they are used.

1. Administrators: for the purpose of this study refers to directors or other individuals of position involved or related to university service learning.
2. Apprenticeship: a formal, contractual relationship between an employer and an employee (apprentice) during which time the worker (apprentice) learns a trade. The training lasts a specific length of time and varies in time required, depending on the skills or learning expected by a particular occupation or trade. Apprenticeships usually last about four years, but they range from one to six years in length. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction, which generally takes place in a classroom. The teaching by experienced craftworkers and other skilled persons requires the study of trade manuals and educational materials (Gray & Herr, 1998, p. 6).
3. Bayh-Dole Act of 1980: this act permitted universities to retain the property rights of innovations arising out of federally-funded projects.
 - Stevenson–Wydler Technology Innovation Act of 1980, which directed agencies with research budgets to allocate .5 percent of R&D funds to technology transfer.
 - The Economic Recovery Tax Act of 1981 provided a tax credit for incremental increases in research and development (R&D) (Dustira 1992).

These acts were intended to aid economic development, boost US economic competitiveness, and augment university R&D budgets (Turk-Bicakci & Brint, 2005, p. 63).

4. Community Partner: for the purpose of this study refers to non-profit groups that work to assist, uplift, and/or support individuals in need of help from a community level to a much broader area of service.

5. Community service: “the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients” (Furco, 2003, p. 11).
6. Critical pedagogy: “the goal is to help people understand why they think the way they do. That is, the method helps people understand how the social construction of knowledge determines what people believe is true and how they interpret their surroundings world” (Spring, 1999, p. 25).
7. Faculty: for the purpose of this study refers to university professors who are involved or related to service learning.
8. Field education: these are “programs [that] provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students’ understanding of a field of study, while also providing substantial emphasis on service learning being provided” (Furco, 2003, p. 12).
9. Government-supported university-industry relationships: these relationships “occur when industry and the university collaborate by way of the catalytic efforts of government... The state, through its policies supporting industrial growth and development, provides the catalyst for technology-based economic improvement by sharing the cost of innovation through encouraging partnerships of industry and universities. The state’s investment is leveraged greatly by the industry and university partners’ commitment of resources” (Ryan & Heim, 1997, p. 48).

10. Higher Education: Degree-granting colleges and universities that are accredited by an agency confirmed by the U.S. Secretary of Education and are organized based on their degree-granting activities (Carnegie Foundation, 2000). For the purpose of this study, the terms are used analogously: higher education institutions, colleges and universities, and campuses.
11. Industry-directed partnerships: these partnerships are “demand-driven, with the industry partner expressing a need or opportunity. Often expressed as technology pull, industry needs are directed to a knowledge base in the university. Technology pull is typically in response to real-time technical needs or opportunities with short-run effects on the industry partner. The university response may be in the form of transferable technology or knowledge. University outreach efforts enable industry users to link with institutional resources through technology transfer, continuing education, and extension mechanisms” (Ryan & Heim, 1997, p. 47).
12. Internal funding: for the purpose of this study refers to university funds.
13. Internships: these are experiences or “programs [that] engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study” (Furco, 2003, p. 11).
14. Institutionalization: “is a developmental process occurring in organizations during and after the implementation of a change. It results in stabilization of the change, and its continuation” (Miles & Ekholm, 1991, p. 3).
15. Institutionally directed partnerships: these partnerships are “initiatives [that] are focused on an external constituency. Academic expertise and other unique capacities are targeted

to a potential user. This push of technology or knowledge facilitates the transfer of expertise from the university laboratory to the potential user” (Ryan & Heim, 1997, p. 46).

16. The National and Community Service Act of 1993: “an act to establish a Corporation for National Service, enhance opportunities for national service, and provide national service educational awards to persons participating in such service, and for other purposes” (U.S. Congress, 1993, p. 2).
17. Partnership: “an exchange of ideas, knowledge and resources. Partners form a mutually rewarding relationship with the purpose of improving some aspect of education. The relationship must be based on the identification and acceptance of compatible goals and strategies. In addition, the partners should respect the differences in each other’s culture and style, striving to apply the best of both worlds to achieve established goals” (Grobe & Curnan, 1993, p. 7).
18. Service learning: “an instructional situation in which students take the skills they are learning and put them to use in real service projects in real community projects (Canada & Speck, 2001; Eyler, Giles, & Astin, 1999). The activity has learning goals as well as service goals, and the interests of the learners and the community are equally represented” (McKeachie & Svinicki, 2006, p. 210).
19. Strategic planning: “is a formal process designed to help a university identify and maintain an optimal alignment with the most important elements of the environment within which the university resides. This environment consists of the political, social, economic, technological, and educational ecosystem, both internal and external to the university” (Rowley, Lujan, Dolence, 1997, p. 14).

20. Students: for the purpose of this study refers individuals over the age of 18 who attend an institution of higher education and take part in or associated with service learning.
21. Volunteerism: “the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient” (Furco, 2003, p. 11).

Organization of the Study

The study has been arranged into five chapters: Chapter 1, the introduction, which describes the study, the problem statement, purpose, significance, limitations, delimitations, assumptions, and definitions. Chapter 2 features a review of related literature dealing with partnerships in higher education and community partners. The topics include partnership characteristics, service learning, legislation, motivation, and adult education. Chapter 3 outlines the procedures used in this study and details the survey used, participant selection, and data collection method. The findings of the study are presented in Chapter 4. Finally, Chapter 5 is the summary of the study, conclusions, implications for future research and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This chapter will provide an overview of service learning in higher education. The sections include pedagogy and andragogy, forming a basis as to why teachers teach the way they do, the field of Adult Education, apprenticeships, and related legislation. Following is a section about learning and how it has developed within College and University instruction.

Purpose of the Study

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents.

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Andragogy and Pedagogy

The terms andragogy and pedagogy act as starting points when formulating individual teaching philosophies, regardless of the level of education one considers; whether it be elementary, secondary, or adult education. Both of these terms have unique connotations in which they are used. Pedagogy is typically associated with the teaching of children whereas andragogy is often linked to helping adults learn a topic or trade. Spring (1999) explains pedagogy as follows: “the primary task of education is to help students understand the social construction of knowledge in the framework of power. The method of achieving this goal is critical pedagogy. The final aim of the process is the empowerment of the student and ultimately the empowerment of all citizens” (Spring, 1999, p. 24). Elementary and secondary education

have evolved over the past hundred years. John Dewey's theories in the late nineteenth and early twentieth century in regards to how industrialization and urbanization made American society had grown and transformed the American landscape and sought to reform the American education standard as he saw it. Dewey called for schools "to become the new social center of urban industrial society" (Spring, 1999, p. 20). Spring (1999) goes on to describe how the term pedagogy has developed into the following:

Critical pedagogy gives a voice to all participants [in a democracy]. In general, the goal is to help people understand why they think the way they do. That is, the method helps people understand how the social construction of knowledge determines what people believe is true and how they interpret their surrounding world. (p. 25)

Giroux's version of pedagogy is arguably the most widely accepted philosophy on the education landscape at this time, especially in the social sciences.

Andragogy, the study and practices associated with Adult Education, Cyril O. Houle references historical cases in his book *The Inquiring Mind* (1961) that:

To anyone with a classical education, examples from antiquity come readily to mind. Plato's dialogues and the contemporary descriptions of the Lyceum and other schools testify to the passion for lifelong learning among at least a few of the Greeks. The works of Plutarch, Cicero, and the other Roman writers are rich with illustrations. (p. 10)

Another example of Adult Education history to note is The Chautauqua Institute that was formed in 1826 on Lake Chautauqua, New York, for adults to explore topics while vacationing and the formation of correspondence schools in the mid-nineteenth century. Their mission statement as displayed on their website is described as being "dedicated to the exploration of the best in human values and the enrichment of life through a program that explores the important religious,

social and political issues of our times; stimulates provocative, thoughtful involvement of individuals and families in creative response to such issues; and promotes excellence and creativity in the appreciation, performance and teaching of the arts” (“Chautauqua Institute,” n.d., para. 2). The Chautauqua Institute exemplifies the informality of adult education prior to the twentieth century. Furthermore, The Chautauqua Institute is still in operation today promoting the arts, education, religion, and recreation.

In the early to mid-twentieth century, educational philosophers and theorists began to research the concept of Adult Education. Eduard C. Lindeman’s *The Meaning of Adult Education* (1926) stated certain assumptions regarding adult learners:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy.
2. Adults’ orientation to learning is life-centered
3. Experience is the richest source for adults’ learning.
4. Adults have a deep need to be self-directing.
5. Individual differences among people increase with age. (Knowles, Holton & Swanson, 1998, p. 40)

Cyril O. Houle, is also credited for creating the three learning orientations: goal-oriented, activity-oriented, and learning-oriented (Houle, 1961). Houle’s typology helped lay the foundation for many other noted Adult Education innovators such as Allen Tough, who emphasized the importance of “learning projects” that were designed to be initiated and carried out entirely by the learner (Knowles, Holton & Swanson, 1998). Robert Havighurst wrote in 1972 that “the developmental tasks associated with different stages of growth that give rise to a person’s readiness to learn different things at different times and create ‘teachable moments’”

(Knowles, Holton & Swanson, 1998, p. 51). Another distinctive event in the 1970's is when Malcolm S. Knowles published the characteristics of andragogy and how they pertain to helping adults learn a given topic or trade. Knowles (1975) indicated that andragogy was considered distinctive to adult education and that adults learn subject matter differently from young people, that any substantial thought, discussion, and research would be the concept. Knowles outlines this idea in *The Adult Learner* (1975-90) in his Andragogical Model (note: these assumptions were developed and refined from 1975-90):

1. *The need to know.* Adults need to know why they learn something before undertaking to learn it.
2. *The learners' self-concept.* Adults have a self-concept of being responsible for their own decisions, for their own lives.
3. *The role of learners' experiences.* Adults come into an educational activity with both a greater volume and a different quality of experience from youths.
4. *Readiness to learn.* Adults become ready to learn those things they need to know and be able to do in order to cope efficiently with their real-life situations.
5. *Orientation to learning.* In contrast to children's and youths' subject-centered orientation to learning (at least in school), adults are life-centered (or task-centered or problem-centered) in their orientation to learning.
6. *Motivation.* While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, [and] quality of life). (p. 64)

Knowles characterized the terms pedagogy and andragogy as “the pedagogical model is an ideological model that excludes the andragogical assumptions. The andragogical model is a system of assumptions that includes the pedagogical assumptions” (Knowles, Holton & Swanson, 1998, p. 72). Service learning compliments the Andragogical Model in all six criteria: *The need to know*, service learning participants begin the experience knowing why they are assigned the project or task, “real experiences in which learners discover for themselves the gaps between where they are now and where they want to be” (Knowles, Holton & Swanson, 1998, p. 65). Service learning gives participants the opportunity to develop their *self-concept*, “being responsible for their own decisions...once they have arrived at that self-concept, they develop a deep psychological need to be seen by others and treated by others as capable of self-direction” (Knowles, Holton & Swanson, 1998, p. 65). *The role of the learners’ experiences* potentially enhances the service learning experience due the participant bringing his/her own skills or knowledge having lived longer and being older, “by virtue of simply having lived longer, they have accumulated more experience than they had as youths” (Knowles, Holton & Swanson, 1998, p. 65). *Readiness to learn*, *Orientation to learning*, and *Motivation* can be grouped together in connecting with service learning in that if the adult learner is presented with how the service learning experience will compliment or somehow benefit something that is important to that individual, then the readiness, orientation, and motivation will be intrinsic (Knowles, Holton & Swanson, 1998).

Apprenticeships

Service learning has a historic context in education related to the apprenticeship. The apprenticeship dates back to the days of the ancient Egyptians, the teachings of Freemasonry, Medieval Europe, and Colonial America (Gray & Herr, 1998). For example, a young working

class individual would show interest in learning about a specific task or was the family business (e.g. blacksmith, carpenter, mason, cobbler, tailor, baker) and would seek out an individual who was known to possess a mastery of that craft, or master craftsman, and work for this master craftsman for a given period of time while the apprentice learns the trade (Gray & Herr, 1998). “Once the apprenticeship was completed, individuals would become journeymen and could work independently, though in some cases only under the overall supervision of a master” (Gray & Herr, 1998, p. 6). In Colonial America, the apprentice system was “a written, formalized agreement, regulated by the government and enforced by the legal system. It was perhaps the first time that the importance or relationship between academic skills (reading, math) and occupational skills were institutionalized” (Gray & Herr, 1998, p. 7). Gray and Herr (1998) go on to discuss how the apprentice system laid the foundation for the future of workforce development of in America.

The first formalized workforce education system in America can be traced to apprenticeship agreements of colonial times. Attesting to the importance of the apprenticeship system in colonial times, the first education law passed in America, The Olde Satan Deluder Act of the Massachusetts Bay Colony, set specific requirements for masters to teach apprentices academics as well as occupational skills. (p. 9)

The apprentice system is still implemented in various modern trades and has federal regulation dictated the parameters (Gray & Herr, 1998). “The National Apprenticeship Act of 1937 (The Fitzgerald act) is the principal federal legislation identifying the criteria by which apprenticeship programs will be developed and evaluated and how the Secretary of Labor will work with appropriate state labor agencies and with state Departments of Education” (Gray & Herr, 1998,

p. 210). Gray and Herr (1998) and on to say some 830 occupations have in the United States still utilize the apprenticeship system in their trade.

Colonial Colleges in the United States

Prior to the Morrill Act, which will be discussed in the next section, and the establishment of land-grant institutions the American system of higher education focused only on the classical subjects and was mainly for training of clergy and public officials (Cohen & Kisker, 2010). Eight of the nine Colonial Colleges had a religious affiliation that was observed:

Table 1

The Nine Colonial Colleges

Original Name	Current Name	Established	Religious Affiliation
Harvard College	Harvard University	1636	Puritan
College of William and Mary	College of William and Mary	1693	Anglican
Yale College	Yale University	1701	Congregationalist
College of Philadelphia	University of Pennsylvania	1740	Nonsectarian
College of New Jersey	Princeton University	1746	Presbyterian
King's College	Columbia University	1754	Anglican
College of Rhode Island	Brown University	1765	Baptist
Queen's College	Rutger's, the State University of New Jersey	1766	Dutch Reformed
Dartmouth College	Dartmouth College	1769	Congregationalist

Source: (Cohen & Kisker, 2010, p. 25)

Federal Acts and Legislation

The Morrill Acts of 1862 and 1890 were legislation that transformed higher education. The first Morrill Act of 1862 was signed into law July 2, 1862 by President Abraham Lincoln (Congress, 1995). “The Morrill Act of 1862 permitted every state to select 30,000 acres of federal land times its number of congressmen; nearly 17.5 million acres were thus distributed” (Cohen & Kisker, 2010, p. 115). The size of all the land combined would be roughly about the size of the state of South Carolina. The United States was in the midst of the Civil War at this

time and some legislators believed this Act could perhaps have been an incentive to draw the end to the war, however there was a clause in Section 5 of the act that stated “No State while in a condition of rebellion or insurrection against the government of the United States shall be entitled to the benefit of this act” (Congress, 1995. p. 607). Another major stipulation of the Act was that specific curriculum and research would be included, “specifying that the funds be used to endow at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts” (Cohen & Kisker, 2010, p. 115).

The Morrill Act signified America’s first seminal commitment to educating its citizenry, “to make higher education widely accessible and thereby enhance the nation’s economic, technological, and civic development” (Buskist & Groccia, 2011, p. 75). Gunn and Lucaites (2010) indicated that the Morrill Act “helped to define the mission of the public university as providing access to an affordable education, as well as delivering experts and leaders for consulting and advice to the surrounding community” (p. 406). This legislation illustrates the forward thinking of the political establishment at that time and how the future of higher education was not just about teaching the classics (i.e. Latin, philosophy, etc.), but about improving agricultural standards and broadening and mainstreaming industrialization in the United States. Thus generating “the professional workers needed for an expanding industrial society, and to improve the welfare of farmers and industrial workers” (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012, p. 8). Gunn and Lucaites (2010) reference how the Morrill Act fostered greater benefits socially than potentially anticipated in that “the public university was to engage the working classes and thus operated in terms of implicit *class politics*” (p. 406).

In 1887 the Hatch Act was enacted to work in conjunction with the newly formed land-grant schools to establish agricultural experimental stations. The act was signed into law March 2, 1887 by President Grover Cleveland to provide annual funding of the aforementioned experimental stations (Congress, 1887). These agricultural experimental stations would take the ideas and research that was being formulated in the classrooms of the land-grants then test and experiment in the field with the land, crops, and soil. In Section 2 of the law, it states that “it shall be the object and duty of said experiment stations to conduct original research or verify experiments on the physiology of plants and animals” (Congress, 1887). An additional benefit that would emerge from these experimental stations would be the beginning of environmental and natural resource management. “Through research in agriculture and related fields, new knowledge is created, not only to advance the production of food and agricultural products, but also to improve the health of Americans through our understanding of food consumption” (Fitzgerald et al., 2012, p. 9).

Another integral part of this segment of legislation is the passing of the second Morrill Act on August 30, 1890 by President Benjamin Harrison. Colleges and universities were segregated at this point in time, especially in the former Confederate State in the South. Prior to the second Morrill Act passing in 1890, Federal funds were not being distributed to the “colored” institutions of higher education (e.g. Fisk, Tuskegee, Spelman, Hampton, Morehouse, Claflin, Dillard). Section 1 of the second Morrill Act states the following:

Just and equitable division of the fund[s] to be received under this act between one college for white students and one institution for colored students established as aforesaid, which shall be divided into two parts and paid accordingly, and thereupon such

institution for colored students shall be entitled to the benefits of this act and subject to its provisions. (p. 608)

Despite receiving funding the law helped to establish the proverbial “separate but equal” status for minorities in the former Confederate States that would eventually become legal under the Plessy v. Ferguson decision in 1896.

After the previous two laws, Morrill and Hatch Acts, were enacted Congress then saw a need for getting the benefits created by the research and development of the land-grants and experimental stations to everyday farmers and other agriculturalists. The aforementioned need was met in 1914 by the passing of the Smith-Lever Act by President Woodrow Wilson that established the Cooperative Extension Service. By creating the Cooperative Extension Service through the U.S. Department of Agriculture there was a system and infrastructure established to bring forth and share the discoveries that were being made at the land-grants and agricultural experimental stations. “Through the Extension system, a formal infrastructure for outreach in agriculture, home economics, and related subjects was established” (Fitzgerald et al., 2012, p. 9). Fitzgerald et al. (2012) suggested the Morrill and Hatch Acts formed a public structure for connecting land-grants and American citizens that would build a stronger democracy.

The figure on the next page illustrates where all land-grant colleges and universities are throughout the United States. The red dotted institutions indicate they were established under the 1862 Morrill Act and the institutions that are identified by stars were established under the 1890 Morrill Act.



Figure 1. Land-Grant Colleges and Universities in the United States. The map shows where all the land-grant colleges and universities are located. Source: U.S. Department of Agriculture (2003).

Service Learning

The concept of service learning has been well established as relating to the apprenticeship. Buskist and Groccia (2011) discussed the various definitions, the first is a rudimentary definition and serves as a basic framework:

Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. (p. 76)

A basic definition entails two elements in service learning: community service and academic study. The next definition cited by Buskist and Groccia (2011) is slightly more detailed and involves more elements stating the following:

Service-learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 76)

This definition adds tremendous depth to the parameters involved in service learning. The students receive both tangible and intangible rewards, course credit and real world experience that requires reflection, and thus deepening the element of personal satisfaction. This definition does not go into depth regarding the experience from the standpoint of the community partner. Buskist and Groccia (2011) added more depth to the definition of service learning by encompassing all participants:

- Advance learning goals (academic and civic) and community purposes

- Involve reciprocal collaboration among students, faculty/staff, community members, community organizations, and build capacity among all partners.
- Include critical reflections and assessment processes that are intentionally designed and facilitated to produce and document meaningful learning and service outcomes.

(p. 76)

Buskist and Groccia (2011) clarified that service learning experiences can be short-term, semester long, or multiple semesters. Community was identified as both on and off campus activities, municipalities close by, even in another state or country, or online. “Reciprocity is essential to the collaboration between community and campus, creating a strong connection between the academic context and public concerns” (Buskist & Groccia, 2011, p. 77). An additional key element was the emphasis on reflection and how that can take various forms; written and/or orally, collaboratively and/or individually, “and may occur with varying degrees of frequency and feedback” (p. 77). Reflection also creates, expands, and documents learning (Buskist & Groccia, 2011).

The figure on the next page identifies “service-learning aims to develop academic knowledge/skills/dispositions as well as civic learning and personal growth—either of which may be defined to include such widely valued outcomes as intercultural competence and teamwork” (Buskist & Groccia, 2011, p. 77). Service learning is not only for individuals studying education or the social sciences. “The emerging consensus that service-learning is particularly well suited to cultivate higher-order reasoning and critical thinking with a study that examined iterations across time of student reflection products. The curricular context for the study included careful guidance of student reflection to support the integration of service-learning experiences with academic (and other) learning objectives” (Buskist & Groccia, 2011,

p. 80). The figure starts at the top left with the three components of service learning (i.e. academic material, relevant service, and critical reflection) and then an arrow points to the next Venn Diagram shows the learning goal categories of service learning (i.e. civic learning, personal growth, and academic learning). The final Venn Diagram shows the three partners in service learning (i.e. students, faculty/staff, and community members).

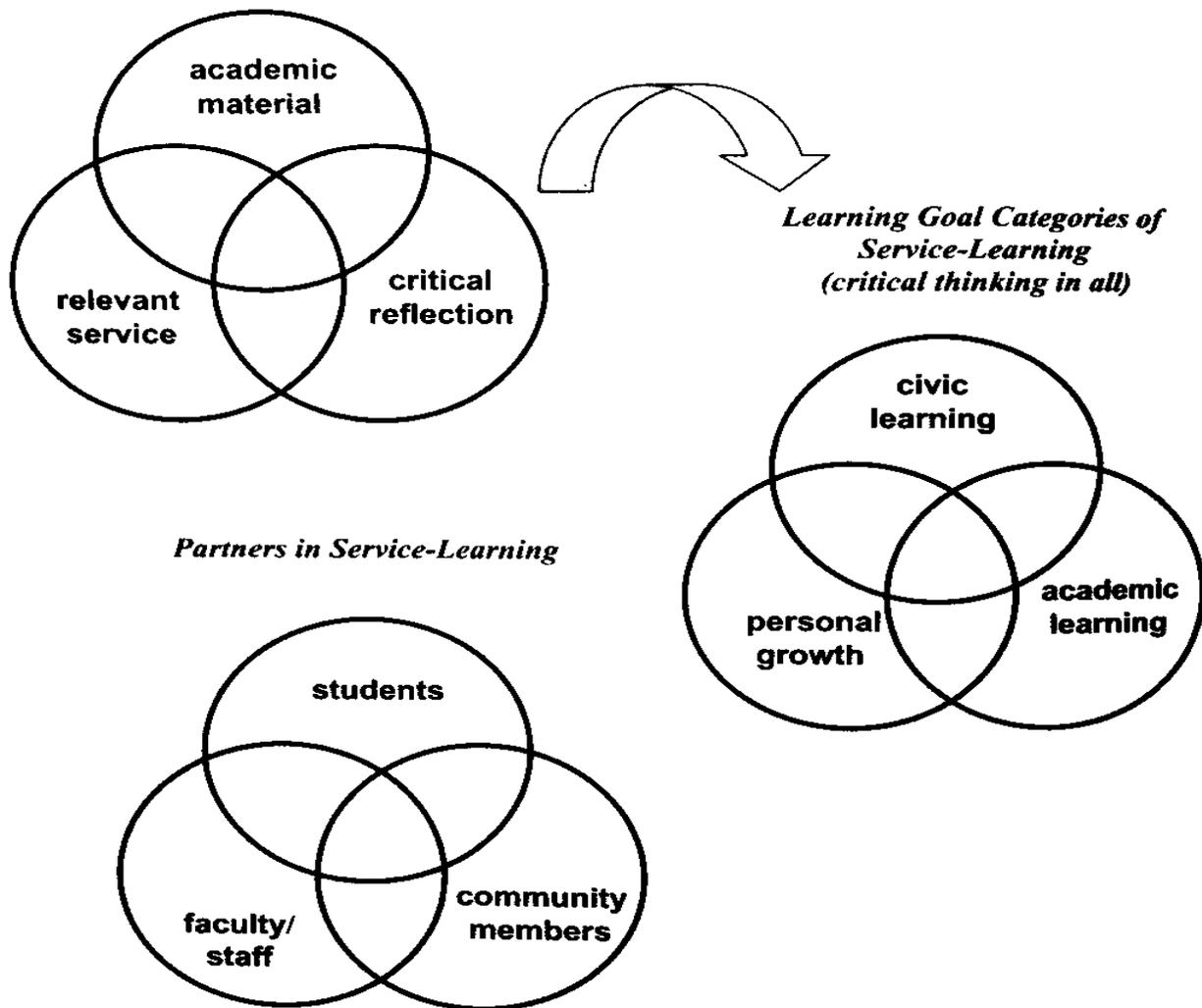


Figure 2. The conceptual framework for service learning. This figure explains the elements of service learning. Source: (Buskist & Groccia, 2011, p. 78).

Another tremendous benefit to service learning is the furthering of civic mindedness. Buskist and Groccia (2011) referenced a study of students from more than 200 institutions beginning their first year in college spanning to six years after graduation, the participants in the study “demonstrated that service-learning and other community-based-experiences contribute to long-term student political and community involvement, especially when supported by faculty-led reflection” (p. 80). Buskist and Groccia (2011) stated the civic benefits of service learning from multiple studies for those who did and did not participate in service learning. Buskist and Groccia (2011) stated that service learning “contributed to political interest and efficacy, a sense of connectedness to community, social responsibility, future intent to participate in community life, and life skills” to those who participated in service learning (Buskist & Groccia, 2011, p. 80).

Furco (2003) explained the differences between what is and is not service learning.

- Community service: the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.
- Field education: programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students’ understanding of a field of study, while also providing substantial emphasis on service learning being provided.

- Internships: programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.
- Service-learning: programs [that] are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring.
- Volunteerism: the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. (p. 11)

Community service and service learning are not the same and Furco (2003) clearly defines the difference. The figure below is a graphic illustration of where each term falls into the recipient/service criteria, beneficiary focused area, and provider learning criteria that visually delineates each term:

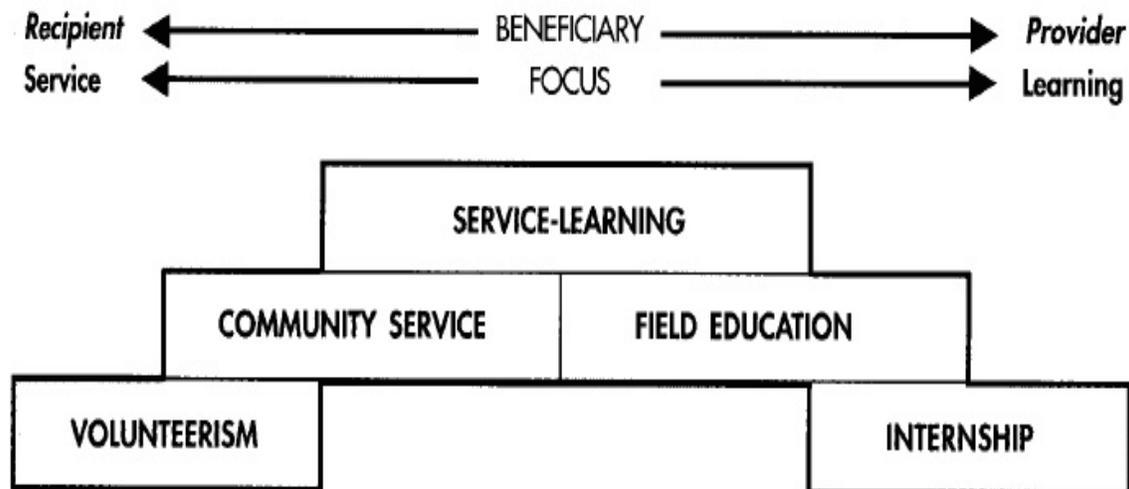


Figure 3. Distinctions among service programs. This figure shows how service learning is unique among other forms of service programs. Source: (Furco, 2003, p. 10).

Federal Legislation of Service Learning in Higher Education

The United States government has noted the success of service learning and passed the National and Community Service Act signed by President George H.W. Bush on November 16, 1990. This was a bi-partisan law sponsored by the late Sen. Ted Kennedy (D-MA) and President George H.W. Bush to bring to fruition his thousand points of light mission promised in his 1988 campaign for president. For higher education the Act “authorize[ed] the Commission to make grants to, and contracts with, higher education institutions, consortia, and partnerships with other organizations to support innovative projects to encourage students to participate in community service activities while they are attending higher education institutions” (S.1430 - 101st Congress, 1990, part II). During President Clinton’s presidency a newer of version of the National and Community Service Act passed on September 21, 1993. This version contained more programs, Title I of the act established six primary programs:

101. Federal investment in support of national service.
102. National Service Trust and provision of national service educational awards
103. School-based and community-based service-learning programs
104. Quality and innovation activities
105. Public Lands Corps
106. Urban Youth Corps

The provisions to support higher education innovative programs such as AmeriCorps, Learn and Serve America, National Civilian Community Corps, Volunteers in Service to America, and Senior Corps to name a few for community service were codified in Section 119, H.R. 2010:

Purpose: It is the purpose of this part to expand participation in community service by supporting innovative community service programs carried out through institutions of higher education, acting as civic institutions to meet the human, educational, environmental, or public safety needs of neighboring communities.

General Authority: The Corporation, in consultation with the Secretary of Education, is authorized to make grants to, and enter into contracts with, institutions of higher education (including a combination of such institutions), and partnerships comprised of such institutions and of other public or private nonprofit organizations, to pay for the Federal share of the cost of:

1. Enabling such an institution or partnership to create or expand an organized community service program that: A) Engenders a sense of social responsibility and commitment to the community in which the institution is located; and B) Provides projects for participants, who shall be students, faculty, administration, or staff of the institution or resident of the community;
2. Supporting student-initiated and student-designed community service projects through the program;
3. Strengthening the leadership and instructional capacity of teachers at the elementary, secondary, and postsecondary levels, with respect to service-learning, by A) Including service-learning as a key component of the preservice teacher education program of the institution; and B) Encouraging the faculty of the institution to use service-learning methods throughout their curriculum;

4. Facilitating the integration of community service carried out under the program into academic curricula, including integration of clinical programs into the curriculum for students in professional schools, so that students can obtain credit for their community service projects;
5. Supplementing the funds available to carry out workstudy programs under part C of title IV of the Higher Education Act of 1965 (42 U.S.C. 2751 et seq.) to support service-learning and community service through the community service program;
6. Strengthening the service infrastructure within institutions of higher education in the United States through the program; and
7. Providing for the training of teachers, prospective teachers, related educational personnel, and community leaders in the skills necessary to develop, supervise, and organize service-learning. (p. 6)

Service Learning Research

Research indicates additional educational benefits to implementing service learning into higher education curriculum. Jay (2008) states that service learning “connects faculty and students with the surrounding communities, service learning raises issues about race and multiculturalism and social justice. If we engage these issues honestly, rather than simply ‘celebrating diversity,’ we can strengthen a campus’s commitments to equity, tolerance, and civic responsibility” (Jay, 2008, p. 256). From this standpoint Jay (2008) contends that service learning helps to improve democracy by “negotiating [a] dialogue across difference[s], practicing skills of listening, interpretation, negotiation, and mutual understanding...It is precisely because

we recognize the inevitability and value of difference that we seek to create dialogues across differences” (Jay, 2008, p. 256).

An additional study found that service learning is implemented internationally and is gaining popularity in higher education curriculum. Thomson, Smith-Tolken, Naidoo, & Bringle (2010) conducted an international study comparing service learning implementation at three universities in the United States, the Republic of South Africa, and the Democratic Republic of Congo. The study had seven dimensions that were examined: economic context, political context, higher education and the state, the civic role of higher education, the development of service as the third core function in higher education (i.e. the four core dimensions to teaching higher education – teaching, research, service, and outreach), and student forms of engagement, “civic engagement” versus “community engagement” (Thomson et al., 2010, p. 219). Thomson et al. (2010) state that, “internationally, universities increasingly include service as a third core university function together with teaching and research. Of the three, the service function may be the most contentious because it involves an epistemological debate about the role of knowledge in society (p. 218). An additional premise the authors made was what they determined to be positive function of democracy, “one of the presumptions of a well-functioning, viable democracy is that citizens are well informed about community issues, they participate in various ways to address those community issues, and the quality of life is improved as a result of their involvement” (Thomson et al., 2010, p. 218). The table on the next page shows the results from the

Table 2

Comparative Analysis of Community Engagement in Three Contexts

Dimensions	United States	Republic of South Africa (RSA)	Democratic Republic of Congo (DRC)
1. Economic context	Developed country	Relatively stable developing country	An underdeveloped country
2. Political context	Strong independent democratic institutions	Public state controlled HE in an evolving democracy	Absence of functioning democratic public institutions
3. Higher education (HE) and the state	No government mandate (Except for land-grant universities)	State-mobilized higher education for national reconstruction of historical racial divisions	High level of chaos in HE due to generations of devastating political and economic effects of civil war and violence; currently no comprehensive education policy
4. Civic role of HE	Discretionary and open to self-definition by institutions within the context of their individual mission statements	Clear policy guidelines for contribution to the development agenda and producing civic-minded graduates	Civic role of HE remains largely undefined with small but limited attempts to strengthen university society relationships; history of teachers unions and labor strikes
5. Development of service as the third core function in HE	A distinct shift from top-down elitist outreach to service with and in the community. Service is integrated in teaching and research	A distinct shift from peripheral volunteer activities to curriculum based engagement guided by HE transformational legislation and subsequent response by institutions	Service seen primarily in terms of the internal needs of institutions of HE and/or as preprofessional training (strict boundaries between university and community)
6. Student forms of engagement	Curricular and co-curricular with primary focus on student outcomes with possible long-term outcomes for community	Curricular, work-based and volunteer activities to benefit both student and community	Activism limited largely to campus based reform rather than broader social and political reform

7. “Civic engagement” versus “Community engagement”	“Community involvement” seen as an umbrella term that includes wide range of informal to formal connection with local communities. “Civic engagement” denotes faculty and students working with communities as a form of citizenship; civic directly linked to democratic theory of citizenship	“Community engagement” as overarching concept; different concepts developed across universities that imply an interactive equal and reciprocal relationship. “Civic” points to human rights actions associated with suppression and opposing political ideologies	“Community engagement” is narrowly defined: refers to work-based learning, informal faculty support of communities and student self-help groups on campus. Meaning of “civic engagement” largely irrelevant in context of a failed state; does not resonate with individual capacity to influence political institutions for the public good
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Source: (Thomson et al., 2010, p. 219)

It is also important to note the study used an American model of what service learning is and implemented it in South Africa and Congo.

The comparative analysis across three very different countries with wide variation on historical, political, economic, and social factors suggests that overall, the application of an American version of SL may not easily occur in RSA or DRC. SL may not be easily applied in the same way in all contexts. Some adaptations are matters of degree, however (e.g., developing a new sort of practicum based on SL principles rather than professional development), others are substantive (e.g. pursuing ameliorative activities rather than advocacy activities so as not to place in danger young university students doing community service in highly unpredictable environments). (p. 230)

Thomson et al. (2010) additionally comment that the service learning partnerships in South Africa and Congo have more of a long-term scope as opposed to America where the partnerships are usually “tend to focus on short-term community service projects and activities” (p. 230). The

study produced results that “suggest certain variables do emerge that influence how service learning manifests itself in all three cases” (Thomson et al., 2010, p. 233).

1. External structural conditions (e.g., history, political, and economic conditions) and internal issues (such as power differentials, differences in interpretation of terms).
2. Motivations for engaging in community service (e.g. amelioration of immediate needs [charity] or social transformation and collective justice).
3. The extent to which a third sector exists with the capacity to support service learning programs. (p. 233)

The results produced considerations for further research as well, for instance just studying the external conditions alone could be a promising subject.

Another study centered only on the service learning perspectives of faculty. Cooper (2014) “reports the perceptions of faculty 10 years after participating and sustaining their involvement in academic service-learning” (p. 415). The basis for the study Cooper (2014) conducted was that service learning has escalated as a tool for teaching, improving classroom student engagement, and student civic responsibility. The parameters for this study were unique and well distributed amongst all academic disciplines, gender, and race at a university. “During the 1998-1999 and 1999-2000 academic years, a medium-sized public institution in the Midwestern United States began an initiative titled *Presidential Service-Learning Scholars* (PSLS) program in which 14 faculty members, 2 from each of the institution’s seven academic divisions, engaged in the pedagogy of service-learning” (Cooper, 2014, p. 417). The faculty that participated were given instruction on how to implement and structure service learning and given a stipend for their participation (Cooper, 2014).

Ten years after their participation in the program, 13 of the original participants

(one had left the institution) were invited to participate in a study on their perspectives related to this experience. The study was framed as a case study of a single institution focusing on its faculty development program to garner a deeper understanding of the impact on faculty using service-learning. Nine of the original 14 (64%) agreed to participate in semi-structured, 1-hr interviews. (p. 417)

The interviews resulted in themes that are beneficial to any university attempting to institutionalize service learning. The leadership from the university had a tremendous effect on the success of this study, one of the interviewees stated, “six of the nine participants indicated that their academic dean was the primary person who encouraged their involvement, while three participants indicated that a senior-level administrator at the institution was the primary person who encouraged their involvement. Participants also discussed the importance of secondary support from other colleagues in their department or division.” (Cooper, 2014, p. 418). Cooper (2014) also highlighted some of the faculty promotional benefits to implementing service learning in their curriculum, “of the seven faculty who participated in the study who were on tenure-track at the time, most indicated that their involvement in service-learning had a positive impact on their tenure decision” (Cooper, 2014, p. 420). Cooper (2014) concludes that “institutionalizing and centralizing service-learning may help make this form of teaching more manageable for faculty,” as well as “when [faculty] provided with the proper support, faculty can effectively incorporate service-learning into their courses and impact student-learning outcomes, students’ perceptions of community and social issues, and encourage ongoing responsible citizenship” (p. 425).

Other Benefits

There are other benefits to implementing a service learning model into a curriculum. Berman (2006) states there are intangible benefits that participants acquire like “increased self-confidence and self-esteem that result from responsible, ethical, independent action” (Berman, xxvi, 2006). As well as social consciousness and social conscious, meaning that participants become more aware of the issues in and around their community and how they can help be apart of the solution (Berman, 2006). On an even simpler more instinctual level, participants can feel needed (Berman, 2006). The figure on the next page shows other benefits to service learning that Berman highlighted.



Figure 4. The benefits of the service learning curriculum model. Source: (Berman, xxvii, 2006).

Summary

These sections emphasized the philosophical foundations and historical development of service learning. There is historical foundation laid over 2,000 years having apprentice/master relationships in their society and that tradition is not only alive and well by today's tradesmen, but in higher education with the service learning with student/faculty relationship paralleling that of the apprentice/master. As well as theoretical frameworks from

Cyril O. Houle and Malcolm Knowles, and research that related to their work as well.

Furthermore, the federal legislation that has implemented and asserts the benefits of service learning, starting with the colonial apprenticeship to the National and Community Service Act of 1990. To conclude this chapter Buskist and Groccia (2011) eloquently state, “fundamentally, service-learning challenges the traditional identities and roles of students and calls on them not only to consume knowledge but also to produce it” (p.82).

CHAPTER 3

METHODS

Introduction

This chapter will address the methods and data collection involved with this study. The research questions and details pertaining to the methods, sample population, instrumentation implemented, the data collection and analysis strategy, and summary will be presented.

Purpose of the Study

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents.

Research Questions

1. What is the extent of service learning institutionalization relative to institutional support for and involvement in service learning for administrative leaders?
2. What is the extent of service learning institutionalization relative to faculty support for and involvement in service learning for faculty?
3. What is the extent of service learning institutionalization relative to student support for and involvement in service learning for students?
4. What is the extent of service learning institutionalization relative to community support for and involvement in service learning for community partners?
5. What are the descriptive characteristics pertaining to administrative leaders?
6. What are the descriptive characteristics pertaining to faculty?
7. What are the descriptive characteristics pertaining to students?
8. What are the demographic characteristics pertaining to community partners?

Methods

After consultation with the University Outreach and the Office of Public Service, the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was chosen to survey individuals. The partnerships that were agreed upon to survey were individuals involved with the following: AuburnServes, a web-based system designed to network 173 community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The individuals were invited to participate during the summer and fall semesters of the 2015 school year and responses to be

gathered through Qualtrics, which is web-based software that generates surveys and reports for the user. However due to low response rates, additional data was collected using paper surveys in classrooms. All data collection methods were approved through the Institutional Review Board (IRB) at Auburn University (see Appendix A).

Sample and Data Collection

The participants of this study included current faculty members, administrators, community partners, and students eighteen years of age or older. An invitational e-mail was sent from the Office of Public Service to participants to complete the survey online anonymously. A follow-up e-mail was sent once again from the Office of Public Service to participants within two weeks. The survey invitations were emailed to potential participants as detailed in the original Institutional Review Board (IRB) documentation (see Appendix A). Two email requests were sent out to collect data. However, due to a low and unacceptable number of participants (36 out of 250), paper surveys were suggested, approved, and utilized. Participants were students who were 18 years of age or older. Students from the EDUC 3000 classes were invited to participate in the survey as they were participating in service learning partnerships that semester which was the focus of this research study (see amended IRB in Appendix B). Permission was granted by the instructors of the EDUC 3000 course, which is a class that education majors at Auburn University are required to take that analyzes the socio-cultural factors and individual differences of learners, as well as connecting to students with diverse cultural backgrounds, and abilities. The class has a service learning component that made the students capable of taking the survey.

Instrumentation

This study used the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999). The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education was designed to assist members of the higher education community in gauging the progress of their campus service-learning institutionalization efforts. Furco's rubric contains five dimensions that he links together as prime factors for higher education service-learning institutionalization. Each dimension identifies components that summarize the dimension:

Dimension I: Philosophy and Mission of Service-Learning

- A) Definition of Service-Learning
- B) Strategic Planning
- C) Alignment with Institutional Mission
- D) Alignment with Education Reform Efforts

Dimension II: Faculty Support for and Involvement in Service-Learning

- A) Faculty Knowledge
- B) Faculty Involvement and Support
- C) Faculty Leadership
- D) Faculty Incentives and Rewards

Dimension III: Student Support for and Involvement in Service-Learning

- A) Student Awareness
- B) Student Opportunities
- C) Student Leadership
- D) Student Incentives and Rewards

Dimension IV: Community Participation and Partnerships

- A) Community Partner Awareness
- B) Mutual Understanding
- C) Community Partner Voice and Leadership

Dimension V: Institutional Support for Service-Learning

- A) Coordinating Entity
- B) Policy-making Entity
- C) Staffing
- D) Funding
- E) Administrative Support
- F) Departmental Support
- G) Evaluation and Assessment

Each dimension has an established three-stage continuum of development: beginning with *Stage One: Critical Mass Building* which indicates a college is beginning to recognize and promote a campus-wide group/population for the effort; *Stage Two: Quality Building* shows the campus is focusing on providing the development of quality service-learning activities; and *Stage Three: Sustained Institutionalization* indicates the campus has reached full institutionalization of service-learning. The five dimensions are targeted for specific populations, which are:

Administrative Leaders – Dimensions I, II, III, IV, and V

Faculty – Dimensions I, II, III, IV, and V

Students – Dimension III

Community Partners – Dimension IV

Data Analysis

Data results were collected from Qualtrics electronic surveys and paper surveys, uploaded into Microsoft Excel, and then analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive data (i.e. mean, mode, probability, and standard deviation) was computed to produce itemized answer profiles. Inferential statistics, such as the t-Test, were used to determine characteristics among the sample of respondents. Frequency distributions were conducted to determine itemization validity and a three stage Likert Scale to measure the attitudes held regarding service learning.

Summary

This chapter presented the purpose of the study, as well as identifying the research questions, methods and sample, instrumentation, and data collection and analysis procedures. Data was collected as dictated by the research guidelines of the Auburn University Institutional Review Board, analyzed through Statistical Package for the Social Sciences (SPSS), and Microsoft Excel. The data collected from this study was used to determine whether or not existing service-learning programs does in fact have a place at this institution and whether or not it can be applied for improvement to the existing service-learning programs. The results from this study furnished indicators for the level of service-learning institutionalization at this particular university.

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents.

Research Questions

The following research questions were used in this study:

1. What is the extent of service learning institutionalization relative to institutional support for and involvement in service learning for administrative leaders?
2. What is the extent of service learning institutionalization relative to faculty support for and involvement in service learning for faculty?

3. What is the extent of service learning institutionalization relative to student support for and involvement in service learning for students?
4. What is the extent of service learning institutionalization relative to community support for and involvement in service learning for community partners?
5. What are the descriptive characteristics pertaining to administrative leaders?
6. What are the descriptive characteristics pertaining to faculty?
7. What are the descriptive characteristics pertaining to students?
8. What are the demographic characteristics pertaining to community partners?

Results

This section will discuss two distinct areas; the descriptive aspects of each item for each respondent group and the association between service learning institutionalization and the involvement of individuals of every group with service learning. The four groups of service learning individuals who participated in this study were: administrative leaders, faculty, student, and community partners. The response rate for the online surveys were low with 51 total logins consisting of 36 individuals who completed 24 total surveys, there were also paper surveys collected from students that added an additional 95 completed surveys.

Administrative Leaders

There were three total participants who chose to take the survey for administrative leaders and one who completed the survey. The completed survey stated that exactly 75 faculty members were associated with service learning, despite there being no requirement to participate in service learning. Eleven questions asked about the degree of involvement and

institutionalization of service learning on campus. The first four questions regarded the degree of involvement in and support of service learning on campus and the last seven regarded the development of a service learning model and its institutionalization. Three options were available for each of these 11 items: no involvement, some involvement, and considerable involvement. The options were individually tailored to each item (e.g. 1. Definition of Service Learning: A. There is no campus-wide definition of service learning. B. There is an operationalized definition of service learning. C. The institution has a formal, universally accepted definition for high quality service learning).

Of the first four items, which pertained to the degree of involvement in and support of service learning on campus, the administrator responded with “some involvement” on three items and “considerable involvement” on the other. For the remaining seven items relating to the development of service learning institutionalization, i.e. coordinating, policy-making, staffing, funding, administrative support, departmental support, and evaluation and assessment, the administrator responded with “some involvement” for coordinating, policy-making, funding, and administrative support. The respondent chose “considerable involvement” for staffing, departmental support, and evaluation and assessment. When asked about resources provided for support of service learning, eight items were selected (service learning or community service center, database of agencies, clerical support, separate funding budget, service recognized for promotion/tenure, faculty awards, faculty training, and workshops) and two items were not selected (faculty release time and expenses). As there is only one respondent for this category, little can be extrapolated from the relationship between service learning support and its institutionalization. Institutionalizing items marked as “considerable involvement” are paired with the supportive item marked the same. That is, staffing, departmental support, and evaluation

and assessment were all noted to have “considerable involvement” which is consistent with the statement “service learning is part of the primary concern of this institution. Service learning is included in the campus’ official mission and/or strategic plan.” Other items for each area were marked with “some involvement.”

The figure below shows the perceived level of involvement of service learning support according to students, community partners, and faculty. Administrators are not featured due to there being only one completed survey from that group.

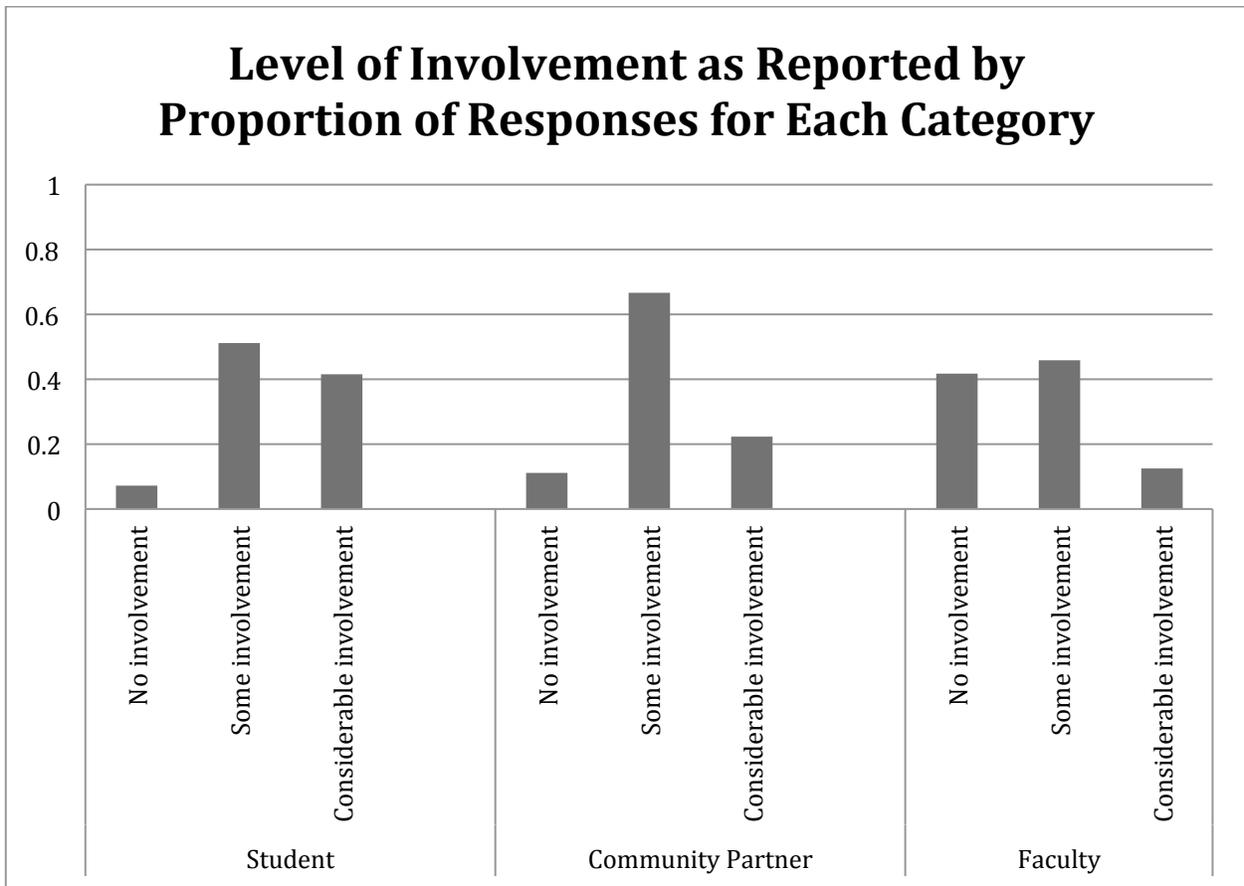


Figure 5. Service learning involvement according to students, community partners, and faculty.

Faculty

There were 11 individuals who participated by starting surveys, but only six completed the survey. These faculty suggested that the primary benefit of service learning is college/community collaboration (50%), to develop leadership skills (33%), and career exploration (17%). Four of the six respondents reported that service learning is an optional component of their course. Two faculty reported that no service learning hours as part of their course, one reported that there were fewer than 10 hours required, and two reported between 10 and 25 hours were required. Four of the faculty reported small classes of fewer than 20 students while one faculty reported enrollment between 21 and 40 students. No freshmen were reported to be involved in service learning and no faculty reported receiving any external funding for the service learning component of their course. Faculty ranged from “1-5 years” to “more than 20 years” teaching experience with “1-2 years” to “more than 6 years” utilizing service learning in the course(s). Only three faculty answered “what area did the service learning activity address” with two selecting “education” and one selecting “human needs.”

Service learning support and involvement items had three potential responses relating to “no involvement,” “some involvement,” and “considerable involvement.” Assigning the values of 1, 2, and 3 to these responses, respectively, half of the faculty had average response of 1.5 or lower and the other half had average responses of 2.0 or higher. The items in question were consistent with the three faculty responding with “no involvement” having the lowest scores. Given the limited response rate and the clear dichotomy regarding faculty response to service learning involvement, the participants were split into two groups for further analysis.

There were no differences between involvement groups with regard to if service learning was required, hours required, number of students enrolled, or class (i.e. freshman, sophomore,

junior, senior, or graduate) of the students. While no statistically significant differences were noted due to the limited sample size, the group reporting greater service learning involvement and support had fewer years teaching experience and fewer years teaching service learning. Again, while no statistically significant differences can be noted, there does not appear to be a connection between service learning institutionalization and the level of involvement and support. If anything, it appears that there could be an inverse relationship between the length of time teaching and the level of support for service learning.

Table 3

Service Learning Descriptive Responses from the Faculty Surveys

Faculty			
Types of training	None (2)	Workshops (1)	National conference (4)
Primary benefit	Career Exploration (1)	Leadership Skills (2)	Enhance Collaboration (3)
Required hours	None (2)	<10 (1)	10-25 (2)
Students enrolled	1-20 (4)	21-40 (1)	>40 (0)
Class status	Sophomore (1)	Junior (1)	Senior (2)
Total contacts	None (1)	1-3 (1)	4-6 (1)
External Funding	No (3)	Yes (0)	
Area addressed	Human Needs (1)	Education (2)	
Years teaching	1-5 (2)	6-10 (1)	>20 (1)
SL Years	1-2 (1)	3-4 (1)	>6 (1)

Community Partners

There were 15 individuals who began the community partners survey and 11 completed the survey and one responded only to involvement and support items resulting in 12 responses to those items. Of the 11 complete surveys, eight said that their agency focus was on “human service” and three reported “educational.” Nine responded that the college/university is viewed as a resource for the community either “quite a bit” (four responses) or “a great deal” (five responses). The remaining two selected either “slightly” or “moderately.” Five respondents reported that there is an identified office on campus that supports service in the community, four were unsure, and two reported that there is no such office. An open-ended item regarding the number of college students involved in service learning projects through the respondent’s agency provided a range of responses from at least two up to 200. The median number of college students involved per semester was 30. These students collectively were reported to conduct between 48 and 7,500 hours of service learning through their respective agencies per semester with more students involved being associated with a higher number of hours. The median for hours of service learning per student per semester was 10 hours and ranged from six hours up through 250 hours per semester. Agencies reported the involvement of between zero and 10 faculty members from the local college/university with the service learning projects with the median response being three faculty. Seven of the eleven respondents expect that someone from their agency will request the continuation of service learning beyond the duration of the current course. Four respondents selected “enhances college/community collaboration” as the primary benefit of service learning, four selected “promotes change within the community,” two selected “career exploration,” and one selected “develop leadership skills.” The agencies surveyed have

been partnered with their respective institutions between three years and 25 years with a median of seven years; one respondent was unsure. Seven of the 10 respondents to this item reported between three and eight years of partnership while the other three had been partnered for more than 18 years. As there is such a dramatic difference, these will be considered separately in further analyses.

Questions relating to community partner involvement and support for service learning (awareness, mutual understanding, and voice and leadership) provided three possible response options: “no involvement,” “some involvement,” and “considerable involvement.” The individual responses were tailored to each item but were derived from that continuum. Twelve community partners responded to these items with 11 of these completing the survey. The lone responder to only answer involvement items selected one of each option. As this person did not complete any additional items, this respondent was not included in further analyses. All three items pertaining to service learning support received at least half of the responses as “some involvement” and more “considerable involvement” responses than “no involvement.” Awareness and mutual understanding each received eight and nine “some involvement” responses with two “considerable involvement,” respectively. Voice and leadership was more distributed with six “some involvement,” three “considerable involvement,” and two “no involvement.” Assigning the numerical values of 1, 2, and 3 to the responses of “no involvement,” “some involvement,” and “considerable involvement,” respectively, provides the average of 2.12. Individually, respondents who selected “no involvement” for any of the three items did not select “considerable involvement” for any item. The resulting per person averages were 1.67 for three respondents, 2.00 for four respondents, 2.33 for two respondents, 2.67 and 3.00 for one respondent each. As there were no respondents selecting the highest and lowest

responses, those who averaged 1.67 each selected “no involvement” for one item and “some involvement” for the other two items; those averaging 2.00 selected “some involvement” for all three items; and those scoring 2.33, 2.67, and 3.00 each selected “some involvement” and “considerable involvement” for each item.

Regarding the relationships between varying aspects of service learning institutionalization and the corresponding involvement and support, the average values for involvement and support were utilized. The eight respondents reporting to work in human service had an average involvement of 2.00 compared to 2.44 for the three respondents in educational agencies. The average involvement for the item “is the college/university viewed as a resource for the community” was from 1.67 for “slightly” or “moderately,” 2.08 for “quite a bit,” and 2.33 for “a great deal.” Those reporting that there is an identified office on campus that supports service learning had an average involvement score of 2.20 compared to 1.67 for those reporting no such office. Those whose agency had been partnered with the local college/university for fewer than eight years reported an average involvement of 1.89 compared to those whose agency had been partnered for greater than 18 years with an average involvement of 2.44. Due to the limited sample size, no statistically significant relationships can be noted.

The table on the next page shows all the descriptive answers selected on the community partner survey regarding the following: is the college/university viewed as a resource for the community (Line 1), is there an identified office that supports service in the community at the college/university (Line 2), the number of students engaged per semester (Line 3), the number of collective hours performed by students (Line 4), the number of hours individually performed by students (Line 5), the number of college/university faculty or staff members work with the

community partner’s initiative (Line 6), whether or not the partnership will be continued in the future (Line 7), and how long has the partnership been maintained (Line 8).

Table 4

Service Learning Descriptive Responses from the Community Partner Surveys

Community Partner	Avg.	Range	
Resource?	4.18	Slightly (1)	Great Deal (4)
Support office on campus?	1.91	No (1)	Yes (2)
Students engaged per semester	53.27	2	200
Collective engagement hours	1227.55	12	7500
Hours per student	54.90	1.20	250
Faculty partners?	3.95	0	10
Request continuation?	1.36	No (1)	Yes (2)
Age of agency	11.22	4	25

The table below shows what type of agency the community partner is (i.e. educational, human service, environmental, or public safety) and the percentages of each.

Table 5

Community Partner Agency Type

Agency Type	N	%
Educational	3	27%
Human Service	8	73%
Environmental	0	0
Public Safety	0	0

Students

There were seven students who began the online surveys and 96 who responded to the surveys on paper. Of those, five of the online respondents completed the survey resulting in 101 total student respondents. The responses for the online survey were the exact same surveys used for the paper survey, and in order to have students participate in the paper surveys the Institutional Review Board (IRB) permission form had to be amended (See Appendix B). One person abstained from providing their age or gender. The average age of student respondents was 20.88 and ranged from 19 through 38; 90% of the respondents were between the ages of 19 and 22. Females accounted for 71% of the respondents. No freshmen responded, 20% were sophomores, 66% were juniors, and 14% were seniors. Grade Point Average (GPA) was reported as a categorical variable to partially control for variance associated with those who are not sure of their exact GPA. Responses to GPA were 2.1-2.5 (12%), 2.6-3.0 (29%), 2.1-3.5 (35%), and 3.6-4.0 (25%). Seventy-nine percent of respondents reported that this semester was their first semester in service learning, 17% reported one other semester of service learning, and 4% had more than one additional semester. The vast majority (94%) of respondents reported that the

primary motivation to take service learning courses was to fulfill graduation requirements, three students reported that they were taking the course to learn specific skills, two students reported a desire to make a positive change in the community, and one student had friends who encouraged participation. Five percent reported to conduct fewer than 10 hours of service learning per semester, 79% reported 11-25 hours, 15% reported 26-40 hours, and one person reported to conduct more than 40 hours of service learning in one semester. The most common primary benefit noted for these respondents was career exploration (42%) followed by develops leadership skills (20%), supports a course requirement (17%), enhances college/community collaboration (12%), promotes change within the community (6%), cognitive development (3%), and one person reported that it meets an agency need.

Data Analysis

As the sample was sufficiently large and the data were normally distributed, bivariate correlations were conducted in order to identify any relationships that may impact the results of further analyses. Significant relationships consisted of age and class status ($r = .374, p < .001$), gender and class status (male students more likely to be seniors, $r = -.218, p = .029$), and GPA and class status ($r = -.296, p = .003$). These relationships are all demographic in nature and should not alter the interpretation of further analyses.

Four items were related to student involvement and support for service learning, awareness, opportunities, leadership, and incentive and rewards. Each of these four items provided three potential responses tailored to the individual items. Each of these potential responses related to the constructs of “no involvement,” “some involvement,” and “considerable involvement.” Numerical values of 1, 2, and 3 were assigned to these responses, respectively. The average score for each item was 2.27, 2.42, 2.45, and 2.25, respectively. Each item had at

least 31% respond with “considerable involvement” and no greater than 12% respond “no involvement.” This is consistent with the average values all over 2.00. The average involvement score was calculated for each respondent. As there were four items, this resulted in 0.25 increments. The range of involvement scores was from 1.25-3.00, which means that no one responded with “no involvement” to each item. The data were fairly normally distributed with a negative skew. The median score was 2.25 and mean was 2.35, 62% of respondents scored between 2.00 and 2.50, 26% scored either 2.75 or 3.00, and 11% scored 1.75, 1.50, or 1.25.

Regarding the relationship between the institutionalization of service learning and student involvement in and support for service learning, the overall average scores for involvement were used. While not significant, the six students who reported to take service learning courses for reasons other than graduation requirements all had higher than average scores on their involvement ($M = 2.58$). Also, while not statistically significantly different, the average involvement scores relative to semester hours spent in service learning were 2.20 for 1-10 hours ($n = 5$), 2.35 for 11-25 hours ($n = 79$), 2.43 for 26-40 hours ($n = 15$), and 2.50 for 40+ hours ($n = 1$). The average involvement score relative to primary benefit of service learning was 2.29 for career exploration ($n = 40$), 2.38 for developing leadership skills ($n = 19$), 2.33 for course requirement ($n = 16$), 2.53 for enhancing college/community collaboration ($n = 11$), 2.50 for promoting change within the community ($n = 6$), 2.33 for cognitive development ($n = 3$), and 3.00 for meeting an agency need ($n = 1$).

The figure on the next page shows the perceived level of involvement of service learning support according to students in the areas of awareness, opportunities, leadership, and incentives and rewards.

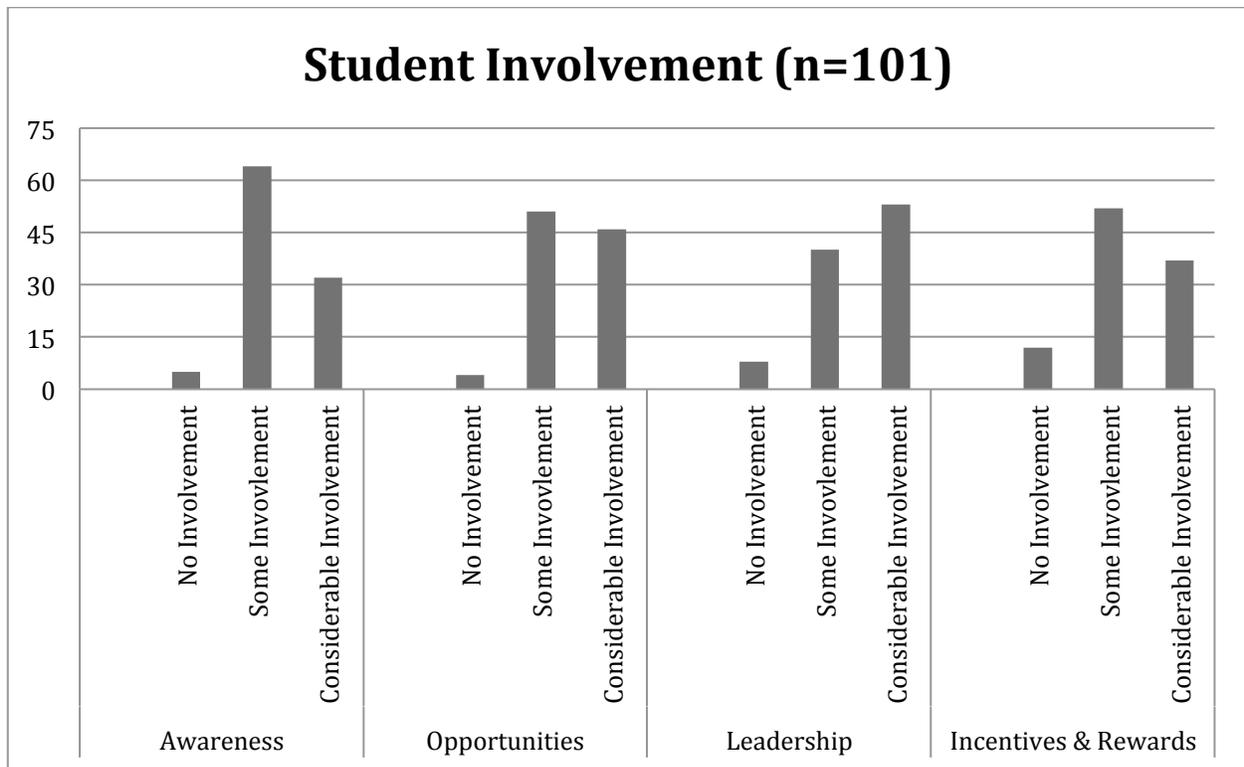


Figure 6. Service learning awareness, opportunities, leadership, and incentive & rewards according to students.

None of these relationships meet statistical significance on their own primarily due to the large discrepancy between the most common response to each item and the remaining responses. As there is sufficient variance in the involvement score and no significant correlation between the institutionalization items, the institutionalization items were aggregated to form one item similarly to the involvement items. Considering that many students reported to be involved with service learning and primarily benefit based on utilitarian purposes (i.e. course requirement, career exploration, etc.), as opposed to more altruistic, community-oriented purposes (i.e. enhance collaboration, desire to make a positive change, etc.) and that participating in service learning for community-oriented purposes. This would suggest a greater level of institutionalization, those reporting non-community-oriented purposes (required for graduation)

and benefits (supports a course requirement & career exploration) were scored together along with their number of semester hours involved in service learning. This resulted in three levels of institutionalization with mean involvement scores of 2.31, 2.37, and 2.70, respectively.

Considered this way, the highest group of institutionalization was statistically significantly more involved than the lowest group ($t = 2.153, p = .036$).

The table below shows the demographic responses to the student survey: age of the student (Line 1), gender of the student (Line 2), what class level the student is in (Line 3), the students grade point average (Line 4), total number of semesters involved in service learning (Line 5), and total number of hours spent doing service learning per week (Line 6).

Table 6

Service Learning Demographic Responses from the Student Surveys

Student	Avg.		
Age	20.88	19	38
Gender	1.71	Male (1)	Female (2)
Class	2.94	Sophomore (2)	Senior (4)
GPA	3.72	2.1-2.5 (12)	>3.6 (25)
Total semesters	1.25	1	3
Hours	2.12	<10 (1)	>40 (4)

The table on the next page shows what was perceived to be the primary benefit of service learning according to students, the single administrator who responded, community partners, and faculty.

Table 7

Service Learning Benefits from all Four Groups Surveyed

Primary benefit	Leadership skills	Career exploration	Promotes change	Enhances Collaboration	Course requirement	Cognitive Develop	Agency need
Partner	1	2	4	4			
Admin				1			
Faculty	2	1	0	3			
Student	19	40	6	11	16	3	1

Summary

The results from the data resulted in various ways in each of the four sections. The majority of the participants were students with a total of 101 total respondents, which is the group that the most data could be extrapolated. Followed next by eleven completed community partners surveys, then faculty with six completed surveys, and finally one single completed survey for administrators. Students, community partners, and the single administrator all generally answered favorably regarding the institutional involvement and support of service learning (i.e. “some involvement” and “considerable involvement”), whereas faculty generally considered service learning not as involved or supported (i.e. “no involvement” and “some involvement”) (see Figure 5). The descriptive characteristics of each of the sections and the relationship between service learning institutionalization and the involvement of members of each category were detailed, as well as demographic characteristics for students. A summary of the results, implication, and conclusions will be outlined in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents.

Research Questions

1. What is the extent of service learning institutionalization relative to institutional support for and involvement in service learning for administrative leaders?
2. What is the extent of service learning institutionalization relative to faculty support for and involvement in service learning for faculty?
3. What is the extent of service learning institutionalization relative to student support for and involvement in service learning for students?

4. What is the extent of service learning institutionalization relative to community support for and involvement in service learning for community partners?
5. What are the descriptive characteristics pertaining to administrative leaders?
6. What are the descriptive characteristics pertaining to faculty?
7. What are the descriptive characteristics pertaining to students?
8. What are the demographic characteristics pertaining to community partners?

Summary

The purpose of this study was to examine the levels of service learning dimensions and service learning partnerships. The study examined three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships were: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Dr. Andy Furco (1999) was utilized to survey respondents. Since finding literature relating to institutionalization of service learning is limited, this study builds on the current literature on partnerships in higher education. Respectively, this study can be used in the future for further research endeavors for individuals who may want to examine more than one institution, be they public, private, and/or proprietary institutions, for comparative purposes. The results from this study can also assist an institution's outreach program(s) to build increased awareness of service learning opportunities to strengthen and improve existing partnerships and potentially generate new partnerships.

There were four groups that were surveyed to address the research questions guiding this study; administrative leaders, faculty, community partners, and students. The most insightful data was from students with 101 total respondents. While the other three groups did not have that level of participation, there were no significant findings. The definitions and terms that pertain to partnerships from Chapter 1 can be directly related to the partnerships analyzed in this study (i.e. partnership, service learning, and community partner). Partnerships are meant to enhance participation in community service. The National and Community Service Act (1990) was intended to create “innovative community service programs carried out through institutions of higher education, acting as civic institutions to meet the human, educational, environmental, or public safety needs of neighboring communities” (p. 6). Continually maintaining and creating new partnerships furthers the mission of land grant institutions to serve and benefit the states they are in and to share the innovations that are being created on their campuses.

Conclusion

Despite only having one respondent to the administrative leader survey, the answers and comments rendered were helpful data. This individual stated that there was a practical and viable definition (the survey uses the term “operationalized”) of service learning, however there was some variation and inconsistency in the application of the term. Regarding the question of service learning being included in strategic planning of this institution, long and short-range goals were set for this campus, but these benchmarks have not been determined into an official strategic plan that will steer the implementation of these goals. Both questions regarding the definition of service learning and it being a part of the strategic planning of this campus were in the median/“some involvement” responses indicating there was room for improvement. Whereas the alignment with institutional goals was the highest/“considerable involvement” response

saying that service learning is a segment of the central concern of the institution and is a part of the campus' official mission and/or strategic plan. The next question explored whether or not service learning was connected to any education reform efforts on campus and the person responded with another median/"some involvement" answer indicating that service learning was loosely associated with various other critical efforts on campus (e.g. campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis). The next group of survey questions addressed issues concerning a policy-making entity, funding, and administrative support of service learning and the individual chose the median/"some involvement" responses illustrating that there was a coordinating entity that possesses influential policy-making boards or committees that recognize service learning as an essential educational goal and is supported by both soft money (i.e. short-term grants) from external sources as well as hard money from the institution and that administrative leaders have a clear understanding of service learning. The respondent asserted the highest/"considerable involvement" marks for the remaining questions that addressed institutionalization of service learning in regards to staffing, departmental support, and evaluation and assessment. This would indicate that the campus houses and funds a suitable amount of fulltime staff members who comprehend service learning and who hold the needed titles that can influence the advancement of service learning and that a fair to large amount of departments provide service learning opportunities that are a part of the formal academic program(s) and/or primarily supported by departmental funds. Also, that there were ongoing efforts in place to account for the amount and quality of programs that are taking place throughout the campus.

The administrator provided useful responses, specifically concerning the resources the institutions provide to support service learning. The following were listed as sources of service learning support: there is an existing service learning or community service center, an available database of agencies, clerical support, separate budget item (funding), service is recognized for promotion and/or tenure, faculty awards and training opportunities, and workshops or forums. Regarding the amount of service learning hours that are required for graduation, the respondent indicated that no set hours are required as a graduate requirement; various majors have definite service learning requirements of varying hours ranging from 10 to 100 hours. When asked how many faculty members take part in service learning it was indicated that some 75 faculty teach service learning formatted courses and others have some characteristics of community engagement in their classes. Finally, when asked about the primary benefits of service learning, the respondent indicated that it enhances college/community collaboration.

In regards to service learning institutionalization relative to faculty support for and involvement in service learning for faculty the responses (n=6) were distributed across all three responses (i.e. no involvement, some involvement, and considerable involvement). The first question explored the level of faculty knowledge of service learning and the majority of the respondents rendered median/"some involvement" responses primarily. This means that no respondent thought there was a substantial number of faculty members that knew what service learning was or understood how it was different from community service, internships, or other experiential learning activities. The two questions that asked about faculty leadership and faculty involvement and support resulted in responses in all three categories (i.e. no involvement, some involvement, and considerable involvement). The question that inquired about faculty incentive and rewards resulted in low/"no involvement" to median/"some involvement" responses. Faculty

members may have believed that members were not encouraged to engage in service learning or only minimally, were given few if any incentives (e.g. mini-grants, sabbaticals, and/or funds for conferences) to pursue service learning activities, and that faculty may or may not be recognized during their review, tenure, and promotion process for using service learning.

The descriptive responses for faculty surveys provided useful feedback. When asked about what kinds of training, conferences, or workshops they have attended the faculty primarily stated national conferences or workshops. The primary benefit of service learning question also provided positive responses that included that it develops leadership skills, career exploration, and enhances college/community collaboration. The faculty indicated that most participants in service learning were sophomores, juniors, and seniors in classes primarily around 1-20 students. Also, classes that required service learning included either 0-10 hours a semester or between 10-25. None of the faculty indicated they received any kind of external funding for service learning. Finally, when asked what area did service learning address, faculty mainly stated education and human needs of the seven potential choices (e.g. education, environment, human needs, public safety, technology, health, and research).

In regards to service learning institutionalization relative to community support for and involvement in service learning for community partners, the responses were mainly positive. Community partner responses indicated largely median/“some involvement” to high/“considerable involvement” in terms of awareness, mutual understanding, and community partner voice and leadership. This signifies that most of the community agencies that partner with the college were aware of the campus’s goals for service learning and the full range of the opportunities that were available to students. There was also some understanding between the campus and community representatives regarding each other’s needs, timelines, goals, resources,

and capacity for developing and implementing service learning activities. There were also a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service learning on campus. Community agency representatives were provided limited to substantial opportunities to express their particular agency needs or recruit student and faculty participation in service learning.

The community partner descriptive responses rendered a diverse sampling of answers. When asked what type of agency the community partner was, the majority were human services related or educational, with no responses indicating environmental or public safety agencies. Community partners were asked if they viewed the college as a resource and the majority answered either “quite a bit” or “a great deal” and only two answered respectively “slightly” and “moderately.” Community partners were asked how many students were involved with service learning in their organization and the responses were quite vast: from two per semester all the way up to 200 students per semester; producing upwards of 2500 collective service hours. The longevity of these partnerships ranged from three years up to 25 years. When asked what the primary benefit was to service learning the responses were the following: enhances college/community collaboration, promotes change within the community, career exploration, and develops leadership skills. When asked whether or not there was an identified office that supports the agency; half (n=5) said “yes” and the other (n=4) “don’t know” with two saying “no.” Additionally, community partners were asked if they anticipated someone from their agency requesting continued service beyond the duration of the course and four answered “no” and seven said “yes.”

In regards to service learning institutionalization relative to student support for and involvement in service learning for students, the sample size was much larger than the other

three areas and produced much more data. Similarly to the community partner survey, students scored largely median/“some involvement” to high/“considerable involvement” in areas concerning student awareness, opportunities, leadership, and incentive and rewards. This indicates that students were aware of service learning courses, resources, and opportunities that were available to students and they believed service learning courses may be concentrated only in certain departments or programs. Service learning options (in which service is integrated in core academic course) may be limited to only certain groups or throughout the campus, regardless of students’ major, year in school, or academic and social interests. Students may feel there is only a limited amount of opportunities to take on leadership roles in advancing service learning in their departments or throughout the campus; however, some students feel welcomed and encouraged to serve as advocates for institutionalizing service learning. The campus offers some informal incentives and rewards that encourage students to participate in service learning and/or reward students for their participation; however, the campus offers few or no formal incentives and rewards (e.g. catalogued list of service learning courses, service learning notation on students’ transcript).

The student demographic questions rendered a wide range of answers for each question. The average age of students participating in service learning was 20.88, with the youngest being 19 and the eldest being 38. Males were in the minority with only 29% and females the majority at 71% participating in service learning. All participants were sophomores, juniors, or seniors, which correlates to the faculty’s responses. The responses were heavily skewed towards education majors; 100% of in-class/paper surveys were education majors, which were 95 out of 101, and the other six students were one agriculture, one human sciences, one science and mathematics, and two veterinary medicine. Almost half the respondents (42%)

considered the primary benefit of service learning to be career exploration, all the other answers were 20% or less.

Implications

In regards to the faculty surveys, the responses did not seem to have any discernable pattern. This could be due to the low number of responses for this section. As noted in Chapter 4, the group that reported greater service learning involvement and support had fewer years teaching experience and fewer years teaching service learning. There does not appear to be a relationship between service learning institutionalization and the level of involvement and support, if anything it appears there may be an inverse relationship between the length of time teaching and the level of support for service learning. This may suggest that service learning is either a construct that veteran teachers are hesitant to adopt or that newer teachers are more willing to invest in the program. Furthermore, it is worth noting that every surveyed faculty person stated there was no form of incentives used to engage in service learning. So establishing some form(s) of incentives for faculty to implement service learning in their curriculum may be worth exploring, even if only temporarily.

The student surveys resulted in more discernable implications, especially when asked about the primary benefit of service learning. The majority of students chose “career exploration” (n=40), as the primary benefit. This can be related back to the section in Chapter 2 that discussed the Andragogical Model, developed by Malcolm Knowles, specifically the assumptions of *orientation to learning* and *motivation*. The career exploration aspect of service learning that was perceived to be the primary benefit serves as a “life-centered” task that results in “learning [that] will help them perform tasks or deal with problems that they confront in their life situations” (Knowles, Holton & Swanson, 1998, p. 67). Furthermore, the *motivation* aspect

of the Andragogical Model is directly relatable to career exploration as “adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like)” (Knowles, Holton & Swanson, 1998, p. 68).

In regards to community partners, the results revealed the majority of community partners (82%) viewed the university as a resource for the community. This reflects the impact that service learning has on the area surrounding the institution, which can be supported by the amount of hours spent in the community doing service learning (i.e. 1227 collective hours per semester). Achieving this level of service could potentially be used to promote incentives for faculty to use service learning in their curriculum.

Recommendations

In conducting future research in this particular area the researcher may consider ways of getting more faculty, administrative leaders, and community partners to participate. Higher participation levels could result in a deeper understanding among all the groups. Furthermore, consider using paper surveys with these groups to encourage participation since the electronic surveys did not generate the anticipated data results. This instrument was an effective tool and should be used for further studies, with minor adjustments that will be discussed in this section depending on the sample size. This instrument is viable in any area or region of the United States because the aspects of service learning has universal context, and could include private institutions as well. Future research could include studying more than one institution at the same time from different regions of the United States for comparative purposes, including but not limited to public, private, or proprietary institutions. The findings could produce more diversified results that may increase awareness and promotion of service learning. The components of each of the five dimensions of this instrument would be germane to any kind of institution that is

interested in increasing and promoting service learning awareness on campus. The wording of the questions is an additional potential adjustment for future studies; specifically in the community partners and faculty descriptive sections, questions addressing the amount of hours and how many students are enrolled in service learning should indicate in the question that it is by semester and not just implied. Another potential aspect to consider in future studies would be to examine more partnerships if available.

An additional suggestion for future studies would be to consider when the surveys are being distributed to the target population in order to promote survey participation and completion. This researcher distributed surveys late in a summer semester and would suggest distribution during a fall and/or spring semester. There would also be a higher number of faculty and students on campus during the fall and spring semesters. Also suggest being familiar with the electronic survey tool to ensure that it is compatible with all electronic devices that respondents may use to take the survey on (e.g. smartphones and tablets). Two surveys were partially completed as the respondent was “unable to view” the remaining questions. Knowing definitive numbers about each of the four groups that are being surveyed may generate more depth to the results and more productive ways of collecting data. Finally, knowing what colleges/departments on the university campus that may or may not require service learning could assist in formulating which faculty and students to survey.

This study was a tremendous opportunity to delve deeper into subject matter that has always interested the researcher and has broadened the perspective about partnerships in higher education. By learning how to build and maintain prosperous partnerships, this invites more opportunities to create more partnerships at an institution. Service learning is a key variable in making a partnership successful in higher education and all participants can share the benefits.

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Appendix A
Institutional Review Board Approval

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
REQUEST FOR EXEMPT CATEGORY RESEARCH**

For information or help completing this form, contact: **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2/1/2014 **Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.**
Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.
Project activities may not begin until you have received approval from the Auburn University IRB.

1. PROJECT PERSONNEL & TRAINING

PRINCIPAL INVESTIGATOR (PI):

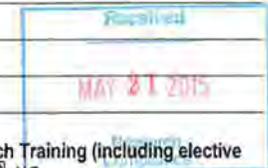
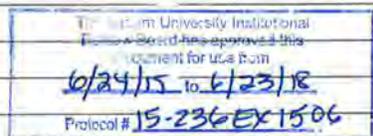
Name Jacob W. Hancock Title Doctoral student Dept./School EFLT/COE
Address 323 Samford Avenue, Opelika, AL 36801 AU Email hancojw@auburn
Phone 334.704.4167 Dept. Head Sherida Downer

FACULTY ADVISOR (if applicable):

Name Maria Witte Title Professor Dept./School EFLT/COE
Address 4012 Haley Center, Auburn University
Phone (334) 844-3078 AU Email wittermm@auburn.edu

KEY PERSONNEL: List Key Personnel (other than PI and FA). Additional personnel may be listed in an attachment.

Name	Title	Institution	Responsibilities



KEY PERSONNEL TRAINING: Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years? YES NO

TRAINING CERTIFICATES: Please attach CITI completion certificates for all Key Personnel.

2. PROJECT INFORMATION

Title: Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships

Source of Funding: Investigator Internal External

List External Agency & Grant Number: n/a

List any contractors, sub-contractors, or other entities associate with this project.
n/a

List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).
n/a

FOR ORC OFFICE USE ONLY			
DATE RECEIVED IN ORC:	<u>5.21.15</u>	by	<u>UB</u>
DATE OF IRB REVIEW:	_____	by	_____
DATE OF ORC REVIEW:	_____	by	_____
DATE OF APPROVAL:	_____	by	_____
COMMENTS:	_____		
APPROVAL #	_____		
APPROVAL CATEGORY:	_____		
INTERVAL FOR CONTINUING REVIEW :	_____		

3. **PROJECT SUMMARY**

a. Does the research involve any special populations?

- YES NO Minors (under age 19)
 YES NO Pregnant women, fetuses, or any products of conception
 YES NO Prisoners or Wards
 YES NO Individuals with compromised autonomy and/or decisional capacity

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. 42 CFR 46.102(f)

c. Does the study involve any of the following?

- YES NO Procedures subject to FDA Regulation Ex. Drugs, biological products, medical devices, etc.
 YES NO Use of school records of identifiable students or information from instructors about specific students
 YES NO Protected health or medical information when there is a direct or indirect link that could identify the participant
 YES NO Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or use of alcohol
 YES NO Deception of participants

If you checked "YES" to any response in Question #3 STOP. It is likely that your study does not meet the "EXEMPT" requirements. Please complete a PROTOCOL FORM for Expedited or Full Board Review. You may contact IRB Administration for more information. (Phone: 334-844-5966 or Email: IRBAdmin@auburn.edu)

4. **PROJECT DESCRIPTION**

a. **Subject Population** (Describe, include age, special population characteristics, etc.)

The participants of this study will be current faculty members, administrators, community partners, and students of Auburn University who are 19 years of age or older.

b. Describe, step by step, all procedures and methods that will be used to consent participants.

N/A (Existing data will be used)

- 1) An invitation e-mail will be sent from the Office of Public Service to participants.
- 2) Participants will complete the survey online and their responses will remain anonymous.
- 3) After two weeks, follow-up e-mails will be sent again from the Office of Public Service to participants.
- 4) By completing the survey, participants agree to participate in the study.

- c. **Brief summary of project.** (Include the research question(s) and a brief description of the methodology, including recruitment and how data will be collected and protected.)

Research Questions:

1. What is the extent of service learning institutionalization relative to institutional support for and involvement in service learning for administrative leaders?
2. What is the extent of service learning institutionalization relative to faculty support for and involvement in service learning for faculty?
3. What is the extent of service learning institutionalization relative to student support for and involvement in service learning for students?
4. What is the extent of service learning institutionalization relative to community support for and involvement in service learning for community partners?

Methods:

This study will use the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Furco (1999). The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education is designed to assist members of the higher education community in identifying the progress of their campus's service-learning institutionalization efforts. The rubric is structured by five dimensions, which are considered by most service-learning experts to be key factors for higher education service-learning institutionalization. Each dimension is comprised of several components that characterize the dimension. For each component, a three-stage continuum of development has been established and the progression is from Stage One: Critical Mass Building to Stage Three: Sustained Institutionalization. Stage Three suggests that a campus is moving closer to the full institutionalization of service-learning.

Data results will be collected from the Qualtrics survey and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive data (i.e. mean, mode, probability, and standard deviation) will be computed to establish itemized response profiles. Inferential statistics, such as the t-Test, will be employed to discern differences among the sample of respondents. Frequency distributions were conducted to determine itemization validity.

- d. **Waivers.** Check any waivers that apply and describe how the project meets the criteria for the waiver.

- Waiver of Consent (Including existing de-identified data)
- Waiver of Documentation of Consent (Use of Information Letter)
- Waiver of Parental Permission (for college students)

The Information Letter will be used in place of the consent documentation.

- e. **Attachments.** Please attach Informed Consents, Information Letters, data collection instrument(s), advertisements/recruiting materials, or permission letters/site authorizations as appropriate.

Signature of Investigator	Jacob W. Hancock	Date	5/15/2015
Signature of Faculty Advisor	Maria M. Witte	Date	5/15/2015
Signature of Department Head	Sherida Downer	Date	5/15/2015

Please add this approval information
in sentence form to this letter.
Send your updated letter to the IRB
with a live link to the survey.

University Institutional Review Board has approved this request for use from 6/24/15 to 6/23/18 Protocol # 15-236 EX 1506



AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

INFORMATION LETTER

For a Research Study entitled

“Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships”

You are invited to participate in a research study to examine the characteristics of higher education and service learning partnerships. The study is being conducted by Jacob Hancock, Adult Education Doctoral Student, under the direction of Dr. Maria M. Witte, Professor, in the Auburn University Department of Educational Foundations, Leadership, and Technology. You are invited to participate because you are affiliated with service learning in some capacity with or through Auburn University. The sample includes both male and female individuals who are 19 years of age or older.

What will be involved if you participate? Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey. The survey will be administered in Qualtrics, and will take 4-6 minutes to complete.

Are there any risks or discomforts? You should not encounter any reasonable risks if you decide to participate in this research study because there are no known risks or discomforts.

Are there any benefits to yourself or others? If you participate in this study, please do not expect to receive any personal benefits. All benefits will be for research and body of knowledge.

Will you receive compensation for participating? There is no compensation for participating in this study. Participation is voluntary.

Are there any costs? If you decide to participate, you will not have to pay anything.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, and Technology.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by maintaining anonymized response settings through the Qualtrics, which generates an anonymous link that a respondent will click on to take the survey. Information collected through your participation may be used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting.

If you have questions about this study, please contact Jacob Hancock at hancojw@auburn.edu or Dr. Maria M. Witte at wittemm@auburn.edu. A copy of this document is yours to keep.

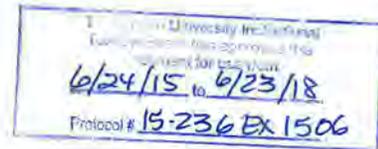
If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Jacob W. Hancock May 21, 2015
Investigator's Name Date

Jacob W. Hancock _____
Print Name

Dr. Maria M. Witte _____
Co-Investigator





UNIVERSITY OUTREACH
Office of Public Service
201 O. D. SMITH HALL, AUBURN, AL 36849-5607
WWW.AUBURN.EDU/PUBLICSERVICE

May 21, 2015

Institutional Review Board
c/o Office of Research Compliance
115 Ramsay Hall
Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships", presented by Mr. Jacob W. Hancock, an AU graduate student, I will forward the invitation email to administrative leaders, faculty, students, and community partners to be surveyed through the Office of Public Service - specifically, AuburnServes, House United, and Campus Kitchens.

The purpose of this study will be to examine the characteristics of higher education and service learning partnerships. The study will examine the extent of service learning institutionalization relative to support and involvement in service learning. Mr. Hancock will use an online survey. It is understood that this project will end no later than December 20, 2015.

To ensure that the students are protected, Mr. Hancock has agreed to provide to me a copy of any Auburn University IRB-approved, stamped consent document before the survey link is emailed to participants. To eliminate the risk of coercion the survey will be conducted online anonymously through Qualtrics. Mr. Hancock has agreed to provide a copy of his study results, in aggregate.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the number listed below.

Sincerely,

Ralph S. Foster, Jr.
Director & University CEU Officer
Office of Public Service
334-844-5118
fosters@auburn.edu

From: [Jacob Hancock](#)
To: [Maria Witte](#)
Subject: Assessment Rubric Permission
Date: Friday, May 15, 2015 2:34:48 PM

From: Andrew Furco <afurco@umn.edu>
Sent: Thursday, April 30, 2015 2:00 PM
To: Jacob Hancock
Subject: Re: Assessment Rubric Permission

Dear Jacob,

My apologies in the delay in getting back to you. Thank you for your interest in the instrument.

You are welcome to use the institutionalization rubric for your research. There is nothing you need to do other than cite the work, and of course, if you can send along a note about your findings when they are ready, I would love to find out what you've learned.

I wish you all the best with your study.

Andy

On Thu, Apr 30, 2015 at 12:52 PM, Jacob Hancock <hancojw@tigermail.auburn.edu> wrote:
Dr. Furco – I wanted to follow up & see if you had a chance to peruse my email. Thanks in advance.

From: Jacob Hancock <hancojw@tigermail.auburn.edu>
Subject: SELF-ASSESSMENT RUBRIC
Date: April 23, 2015 at 3:49:31 PM CDT
To: "afurco@umn.edu" <afurco@umn.edu>

Dr. Furco,

My name is Jacob Hancock and I am working on my doctorate in Adult Education at Auburn University. My dissertation is titled an "Examination of the Characteristics of an Effective Higher Education and Service Learning Partnership" and I am very interested in using your "SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION."

The study will examine three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States (i.e. Auburn University). The partnerships are: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service.

I don't want to be presumptuous and just send an attached letter granting me permission to use your rubric for my study, but I wanted to see if there is anything in particular I need to relay first (e.g. details about how I'm going to use it - if granted permission, of course) as far as details of my study or my committee chair to contact perhaps. Thank you very much for your time and consideration in advance.

I hope the snow has melted up there in Minnesota.

Cheers,

Jacob W. Hancock, M.Ed.
Adult Education Doctoral Student
Department of Educational Foundations, Leadership, & Technology
College of Education, Auburn University

--

Andrew Furco
Associate Vice President for Public Engagement
Associate Professor, Organizational Leadership, Policy, and Development
University of Minnesota
100 Church Street, S.E.
110 Morrill Hall
Minneapolis, MN 55455
(612) 624-6876 (Diane Gihl, Executive Assistant)

From: [Jacob Hancock](#)
To: [Maria Witte](#)
Subject: Survey Permission
Date: Friday, May 15, 2015 2:35:09 PM

From: Gwenda Greene <Greeneg@benedict.edu>
Sent: Friday, May 15, 2015 1:47 PM
To: Jacob Hancock
Cc: Ggreene109@gmail.com
Subject: Re: Survey Permission

My reply is to verify in writing that you have my consent to use the applicable Partnership survey. I am very interested in your research and request that you follow up to share the final product and reference acknowledgment. Blessings!

-Dr. Gwenda R. Greene
Summer email: ggreene109@gmail.com

>>> Jacob Hancock <hancojw@tigermail.auburn.edu> 05/14/15 05:05 AM >>>

Dear Dr. Greene,

Thank you for taking time to speak with me yesterday regarding the survey questions in Appendix A of your dissertation. Furthermore, thank you for giving me permission to use them as a reference in my dissertation titled "Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships." The purpose of this study will be to examine the characteristics of higher education and service learning partnerships. The study will examine three partnerships currently maintained through the Office of Public Service at a four-year educational institution in the southeastern region of the United States. The partnerships are: AuburnServes, a web-based network designed to network community partners with faculty in service learning courses or with students, either for classes, organizations or individual service interests; House United, a joint-build project with Habitat for Humanity and the University of Alabama; and Campus Kitchens, food preparation and distribution service. The study will use the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey developed by Furco (1999).

Thanks again for your time on the matter.

P.S. Please find attached curriculum vita to give you a little background on me.

Cheers,

Jacob W. Hancock, M.Ed.

Adult Education Doctoral Student

Department of Educational Foundation, Leadership, & Technology

Community Partners Survey

For each question below, check the one that BEST represents the CURRENT status of community participation and partnership on your campus.

1. Community Partner Awareness	STAGE ONE: Few, if any, community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	STAGE TWO: Some, but not the majority of community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	STAGE THREE: Most community agencies that partner with the college or university are aware the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.
2. Mutual understanding	STAGE ONE: There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities.	STAGE TWO: There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities, but there are some disparities between community and campus goals for service-learning.	STAGE THREE: Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad agreement between the campus and community on the goals for service-learning.
3. Community Partner Voice & Leadership	STAGE ONE: Few, if any, opportunities on campus exist for community agency representatives to take on leadership roles in advancing service-learning on the campus; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in service-learning.	STAGE TWO: There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.	STAGE THREE: Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.

1. What type of agency are you?

- educational
- human service
- environmental
- public safety

2. Is the college/university viewed as a resource for the community?

- not at all
- slightly
- moderately
- quite a bit
- a great deal

3. Is there an identified office that supports service in the community at the college/university?

- yes
- no
- don't know

4. How many college students were in service projects in your agency per semester?

5. How many hours did the student service providers collectively perform?

6. How many faculty or staff members do you work with from the college/university relative to service-learning initiatives?

7. Do you anticipate someone from your agency requesting the continuation of service beyond the duration of the course?

- yes
- no

8. What do you view as the primary benefit of service-learning?

- supports a course requirement
- develops leadership skills
- career exploration
- cognitive development
- promotes change within the community
- meets an agency need
- enhances college/community collaboration

9. How long has your agency been partners with the institution?

Student Survey

For each question below, check the one that BEST represents the CURRENT status of student support for and involvement in service-learning.

<p>1. Student Awareness</p>	<p>STAGE ONE: There is no campus-wide mechanism for informing students about service-learning courses, resources, and opportunities that are available to them.</p>	<p>STAGE TWO: While there are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few department or programs (e.g. course flyers).</p>	<p>STAGE THREE: There are campus-wide, coordinated mechanisms (e.g. service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service-learning courses, resources, and opportunities that are available to them.</p>
<p>2. Student Opportunities</p>	<p>STAGE ONE: Few service-learning opportunities exist for students; only a handful of service-learning courses are available.</p>	<p>STAGE TWO: Service-learning options (in which service is integrated in core academic courses) are limited to only certain groups of students in the academy (e.g. students in certain majors, honors students, seniors, etc.).</p>	<p>STAGE THREE: Service-learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.</p>
<p>3. Student Leadership</p>	<p>STAGE ONE: Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.</p>	<p>STAGE TWO: There are a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.</p>	<p>STAGE THREE: Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning in their departments or throughout the campus.</p>
<p>4. Student Incentive & Rewards</p>	<p>STAGE ONE: The campus has neither formal mechanisms (e.g. catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning or reward students for their participation in service-learning.</p>	<p>STAGE TWO: While the campus offers some informal incentives and rewards (new stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning and/or reward students for their participation in service-learning, the campus offers few or no formal incentives and rewards (catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.).</p>	<p>STAGE THREE: The campus has one or more formal mechanisms in place (e.g. catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.</p>

1. Age:

2. Sex:

- Male
 Female

3. Class:

- freshman
 sophomore
 junior
 senior
 graduate

4. Major:

- education/health
- math/science/engineering
- liberal arts
- business
- social sciences
- social work
- other

5. Cumulative GPA (on a 4.0 scale):

- under 2.0
- 2.1 - 2.5
- 2.6 - 3.0
- 3.1 - 3.5
- over 3.6

6. How many semesters, including this semester, have you taken a class that involved a service project?

- 1 semester
- 2 semesters
- 3 semesters
- 4 semesters
- 5 or more semesters

7. How would you best describe the most recent course that involved a service project?

- education/health
- math/science/engineering
- liberal arts
- business
- social sciences
- social work
- other

8. What is the primary reason for enrolling in the course?

- required for my major or graduation requirement
- friends encouraged me to take it
- professor's reputation
- to learn specific skills
- desire to make a positive change in my community or society

9. How many hours were spent doing service for that course during the semester?

- 1-10 hours/semester
- 11-25 hours/semester
- 26-40 hours/semester
- more than 40 hours/semester

10. What do you view as the primary benefit of service-learning?

- supports a course requirement
- develops leadership skills
- career exploration
- cognitive development
- promotes change within the community
- meets an agency need
- enhances college/community collaboration

Administrative Leaders Survey

For each question below, check the one that BEST represents the CURRENT status of the development of a definition, philosophy, and mission of service-learning.

1. Definition of Service-Learning	STAGE ONE: There is no campus-wide definition for service-learning. The term "service-learning" is used inconsistently to describe a variety of experimental and service activities:	STAGE TWO: There is an operationalized definition for service-learning on the campus, but there is some variation and inconsistency in the application of the term.	STAGE THREE: The institution has a formal, universally accepted definition for high quality service-learning that is used consistently to operationalize many or most aspects of service-learning on campus.
2. Strategic Planning	STAGE ONE: The campus does not have an official strategic plan for advancing service-learning on campus.	STAGE TWO: Although certain short-range and long-range goals for service learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	STAGE THREE: The campus has developed an official strategic plan for advancing service-learning on campus, which includes viable short-range and long-range institutionalization goals.
3. Alignment with Institutional Goals	STAGE ONE: While service-learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service-learning is rarely included in larger efforts that focus on the core mission of the institution.	STAGE TWO: Service-learning is often mentioned as a primary or important part of the institution's mission, but service-learning is not included in the campus' official mission or strategic plan.	STAGE THREE: Service-learning is part of the primary concern of the institution. Service-learning is included in the campus' official mission and/or strategic plan.
4. Alignment with Educational Reform Efforts	STAGE ONE: Service-learning stands alone and is not tied to other important high profile efforts on campus (e.g. campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	STAGE TWO: Service-learning is tied loosely or informally to other important high profile efforts on campus (e.g. campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	STAGE THREE: Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g. campus/ community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)

For each question below, check the one that BEST represents the CURRENT status of the development of a definition, philosophy, and mission of service-learning.

1. Coordinating Entity	STAGE ONE: There is no campus-wide coordinating entity (e.g. committee, center, or clearinghouse) that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	STAGE TWO: There is a coordinating entity (e.g. committee, center, or clearinghouse) on campus, but the entity either does not coordinate service-learning activities exclusively or provides services only to a certain constituency (e.g. students, faculty) or limited part of the campus (e.g. certain majors).	STAGE THREE: The institution maintains coordinating entity (e.g. committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation of service-learning.
2. Policy-making Entity	STAGE ONE: The institution's official and influential policy-making board(s)/committee(s) do not recognize service-learning as an essential educational goal for the campus.	STAGE TWO: The institution's official and influential policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus, but no formal policies have been developed.	STAGE THREE: The institution's policy-making board(s)/committee(s) recognize service-learning as an essential education goal for the campus and formal policies have been developed or implemented.
3. Staffing	STAGE ONE: There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize service-learning on the campus.	STAGE TWO: There are an appropriate number of staff members on campus who understand service-learning fully and/or who hold appropriate titles that can influence the advancement and institutionalization of service-learning throughout the campus; however their appointments are temporary or paid from soft money or external grant funds.	STAGE THREE: The campus houses and funds an appropriate number of permanent staff members who understand service-learning and who hold appropriate titles that can influence the advancement and institutionalization of service-learning on campus.
4. Funding	STAGE ONE: The campus' service-learning activities are supported primarily by soft money (short-term grants) from sources outside the	STAGE TWO: The campus' service-learning activities are supported by both soft money(short-term grants) from sources outside the institution as well	STAGE THREE: The campus' service-learning activities are supported primarily by hard funding from the

	institution.	as hard money from the institution.	campus.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Administrative Support	STAGE ONE: The campus' administrative leaders have little or no understanding of service-learning, often confusing it with other campus outreach efforts, such as community service or internship programs.	STAGE TWO: The campus' administrative leaders have a clear understanding of service-learning, but they do little to make service-learning a visible and important part of the campus' work.	STAGE THREE: The campus' administrative leaders understand and support service-learning, and actively cooperate to make service-learning a visible and important part of the campus' work.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Departmental Support	STAGE ONE: Few, if any, departments recognize service-learning as a formal part of their formal academic programs.	STAGE TWO: Several departments offer service-learning opportunities and courses, but these opportunities typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	STAGE THREE: A fair to large number of departments provide service-learning opportunities that are a part of the formal academic program and /or are primarily supported by departmental funds.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Evaluation & Assessment	STAGE ONE: There is no organized, campus-wide effort underway to account for the number and quality of service-learning activities taking place.	STAGE TWO: An initiative to account for the number and quality of service-learning activities taking place throughout the campus has been proposed.	STAGE THREE: An ongoing, systematic effort is in place to account for the number and quality of service-learning activities that are taking place throughout the campus.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. What resources does your institution provide to support service learning? (Check all that apply)

- Service learning or community service center
- Database of agencies
- Clerical support
- Separate budget item (funding)
- Service recognized for promotion and/or tenure
- Faculty release time
- Faculty awards
- Faculty training
- Travel expenses for faculty
- Workshops or forums

2. How many service learning hours are required for graduation by your institution?

3. How many community service hours are required for graduation by your institution?

4. How many faculty members are utilizing service-learning on your campus?

5. What do you view as the primary benefit of service-learning? (Mark only one)

- supports a course requirement
- career exploration
- promotes change within the community
- enhances college/community collaboration

- develops leadership skills
- cognitive developemtn
- meets an agency need

Faculty Survey

For each question below, check the one that BEST represents the CURRENT status of faculty involvement in and support for service-learning on your campus.

1. Faculty Knowledge	STAGE ONE: Very few members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.	STAGE TWO: An adequate number of faculty members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.	STAGE THREE: An substantial number of faculty members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.
2. Faculty Involvement & Support	STAGE ONE: Very few faculty members are instructors, supporters, or advocates of service-learning. Few support the strong infusion of service-learning into the academy or into their own professional work. Service-learning activities are sustained by a few faculty members on campus.	STAGE TWO: While a satisfactory number of faculty members are supportive of service-learning, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service-learning.	STAGE THREE: A substantial number of influential faculty members participate as instructors, supporters, and advocates of service-learning and support the infusion of service-learning both into the institution's overall mission AND the faculty members' individual professional work.
3. Faculty Leadership	STAGE ONE: None of the most influential faculty members on campus serves as a leader for advancing service-learning on the campus.	STAGE TWO: There are only one or two influential faculty members who provide leadership to the campus' service-learning effort.	STAGE THREE: A highly respected, influential group of faculty members serve as the campus' service-learning leaders and/or advocates.
4. Faculty Incentive & Rewards	STAGE ONE: In general, faculty members are not encouraged to engage in service-learning; few if any incentives are provided (e.g. mini-grants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities; faculty members' work in service-learning is not usually recognized during their review, tenure, and promotion process.	STAGE Two: Although faculty members are encouraged and are provided various incentives (mini-grants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities; their work in service-learning is not always recognized during their review, tenure, and promotion process.	STAGE THREE: Faculty who are involved in service-learning receive recognition for it during the campus review, tenure, and promotion process; faculty are encouraged and are provided various incentives (e.g. mini-grants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities.

1. Have you attended any conferences, workshops, or training sessions focusing on service learning?

- regional conference
 national conference
 workshops
 trainings
 none
 other

2. What do you view as the primary benefit of service-learning?

- supports a course requirement
 develops leadership skills
 career exploration
 cognitive development
 promotes change within the community
 meets an agency need
 enhances college/community collaboration

3. How is the service-learning component integrated into that class?

- required

optional

4. How many service-learning hours must be fulfilled by the student throughout the duration of that class?

- Hours not required
- Less than 10 hours
- 10-25 hours
- 26-40 hours
- more than 40 hours

5. How many students are/were enrolled in that class?

- 1-20 students
- 21-40 students
- 41-60 students
- 61-80 students
- more than 80 students

6. What was the classification of the majority of the students in that class?

- freshmen
- sophomore
- junior
- senior
- graduate

7. For the duration of the course with the service-learning component, how many total contacts are/were there between yourself and the agency?

- none (handled by someone else)
- 1-3 contacts
- 4-6 contacts
- 7-10 contacts
- over 10 contacts

8. Did you receive any external funding for the project?

- yes
- no

9. What are did the service activity address?

- education
- environment
- human needs
- public safety
- technology
- health
- research

10. How many years of teaching experience do you have?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- more than 20 years

11. How many years have you utilized service-learning in courses?

- 1-2 years
- 3-4 years
- 4-6 years
- more than 6 years

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
 IRB # 2 SOCIAL AND BEHAVIORAL EMPHASIS - AU PERSONNEL (BLUE) - BASIC/REFRESHER CURRICULUM
 COMPLETION REPORT**

Printed on 06/30/2014

LEARNER: Jacob Hancock (ID: 4231819)
 DEPARTMENT: Education Foundations, Leadership, & Technology
 PHONE: 3347498700
 EMAIL: jhanco1w@auburn.edu
 INSTITUTION: Auburn University
 EXPIRATION DATE: 06/29/2017

IRB # 2 SOCIAL AND BEHAVIORAL EMPHASIS - AU PERSONNEL (BLUE) - BASIC/REFRESHER : No direct contact with human subjects.

COURSE STAGE: Basic Course/1
 PASS DATE: 06/30/2014
 REFERENCE ID: 13357875

REQUIRED MODULES	DATE COMPLETED	SCORE
The Regulations - SBE	06/29/14	5/5 (100%)
Assessing Risk - SBE	06/29/14	5/5 (100%)
Informed Consent - SBE	06/30/14	5/5 (100%)
Privacy and Confidentiality - SBE	06/30/14	5/5 (100%)
Statistics in Research	06/30/14	10/10 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research	06/30/14	3/3 (100%)
Final Report and CITI Course Introduction	06/30/14	3/3 (100%)
ELECTIVE MODULES	DATE COMPLETED	SCORE
Critical Competence in Research	06/30/14	4/5 (80%)
Research with Prisoners - SBE	06/30/14	4/4 (100%)

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid independent learner. Permitted information and unauthorized use of the CITI Program course title is unethical, and may be considered research misconduct by your institution.

Paul B. Benschweiler Ph.D.
 Professor, University of Miami
 Director, Office of Research Education
 CITI Program Course Coordinator

Appendix B

Amended Institutional Review Board Approval

The Auburn University Institutional Review Board has approved this document for use from 6/24/15 to 6/23/18
Protocol # 15-236 EX 1506



AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

INFORMATION LETTER

For a Research Study entitled

“Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships”

You are invited to participate in a research study to examine the characteristics of higher education and service learning partnerships. The study is being conducted by Jacob Hancock, Adult Education Doctoral Student, under the direction of Dr. Maria M. Witte, Professor, in the Auburn University Department of Educational Foundations, Leadership, and Technology. You are invited to participate because you are affiliated with service learning in some capacity with or through Auburn University. The sample includes both male and female individuals who are 18 years of age or older.

What will be involved if you participate? Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education survey. The Student Survey will be administered in paper form and will take 4-6 minutes to complete.

Are there any risks or discomforts? You should not encounter any reasonable risks if you decide to participate in this research study because there are no known risks or discomforts.

Are there any benefits to yourself or others? If you participate in this study, please do not expect to receive any personal benefits. All benefits will be for research and body of knowledge.

Will you receive compensation for participating? There is no compensation for participating in this study. Participation is voluntary.

Are there any costs? If you decide to participate, you will not have to pay anything.

If you change your mind about participating, you can withdraw at any time by simply returning the incomplete survey. Once you have submitted the survey you will not be able to withdraw your response since your data will not be indentifiable. Your participation is completely voluntary. Your decision about whether or not to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, and Technology.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by maintaining anonymized response practices. Information collected through your participation may be used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting.

If you have questions about this study, please contact Jacob Hancock at hancojw@auburn.edu or Dr. Maria M. Witte at witemm@auburn.edu. A copy of this document is yours to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. YOU MAY KEEP THIS LETTER FOR REFERENCE.

Jacob W. Hancock September 21, 2015

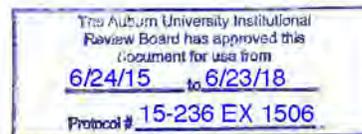
Investigator's Name Date

Jacob W. Hancock

Print Name

Dr. Maria M. Witte

Co-Investigator



**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
REQUEST for MODIFICATION**

For help, contact: THE OFFICE OF RESEARCH COMPLIANCE (ORC), 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs>

Revised 2.1.2014 Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. Protocol Number: 15-236EX1506

2. Current IRB Approval Dates: From: June 24, 2015 To: June 23, 2018

3. Project Title: Examination of the Characteristics of Effective Higher Education and Service Learning Partnerships

4. Jacob W. Hancock Doctoral student EFLT/COE 334.704.4167 hancojw@auburn.edu
Principal Investigator Title Department Phone AU E-Mail (primary)
323 Samford Avenue, Opelika, AL 368 hancojw@gmail.com
Mailing Address Alternate E-Mail

Maria Witte EFLT/COE 334.844.3078 wittemm@auburn.edu
Faculty Advisor FA Signature Department Phone AU E-Mail

Name of Current Department Head: Sherida Downer AU E-Mail: downesh@auburn.edu

5. Current External Funding Agency and Grant number: n/a

6. a. List any contractors, sub-contractors, other entities associated with this project:
n/a

b. List any other IRBs associated with this project: n/a

7. Nature of change in protocol: (Mark all that apply)
- Change in Key Personnel (attach CITI forms for new personnel)
 - Change in Sites (attach permission forms for new sites)
 - Change in methods for data storage/protection or location of data/consent documents
 - Change in project purpose or questions
 - Change in population or recruitment (attach new or revised recruitment materials as needed)
 - Change in consent procedures (attach new or revised consent documents as needed)
 - Change in data collection methods or procedures (attach new data collection forms as needed)
 - Other (explain): _____

The Auburn University Institutional Review Board has approved this document for use from 6/24/15 to 6/23/18
Protocol # 15-236 EX 1506

FOR ORC OFFICE USE ONLY			
DATE RECEIVED IN ORC:	_____	by _____	MODIFICATION # _____
DATE OF IRB REVIEW:	_____	by _____	PROTOCOL APPROVAL CATEGORY: _____
DATE OF IRB APPROVAL:	_____	by _____	MODIFICATION APPROVAL CATEGORY: _____
COMMENTS:	INTERVAL FOR CONTINUING REVIEW: _____		

8. Briefly list (numbered or bulleted) the activities that have occurred up to this point, particularly those that involved participants.

Surveys were emailed to potential participants as detailed in my original IRB. Two email requests were sent out to collect data. However, due to an extremely low and unacceptable number of participants (36 out of 250), I have been advised to collect data by other means.

9. For each item marked in Question #7, describe the requested changes to your research protocol, with an explanation and/or rationale for each. (Additional pages may be attached if needed to provide a complete response.)

Instead of distributing the demographic information and survey via Qualtrics, the survey will be distributed as a paper copy (see attached Student Survey). Participants will be students at Auburn University who are 18 years of age or older, which is the same as in previous IRB request. Students from the EDU 3000 classes will be invited to participate in the survey as they are participating in service learning partnerships this semester which is the focus of this research study. Permission has been granted by the instructor of the EDU 3000 course (see attached Permission Letter).

10. Identify any changes in the anticipated risks and / or benefits to the participants.

There are no anticipated risks or benefits to the participants.

11. Identify any changes in the safeguards or precautions that will be used to address anticipated risks.

n/a

12. Attach a copy of all "stamped" IRB-approved documents you are currently using. (information letters, consents, flyers, etc.)

MEMO

Protocol title and number: "Examination of the Characteristics of Effective Higher Education and Service Learning Partnerships "
15-236 EX 1506 – Jacob W. Hancock

1. The following changes were made to the information letter:

"So as to reduce potential confusion for participants, please edit your information letter per the following suggestions:

1. *Change the ending to 'You may keep this letter for reference.'*
2. *The document will be stamped and returned to you so you may omit the approval info at the end.*
3. *Change the withdrawal paragraph to something similar to '...you can withdraw at any time by simply returning the incomplete survey. Once you have submitted the survey you will not be able to withdraw your responses since your data will not be identifiable.*
4. *Since the Alabama legislature has approved the inclusion of 18 year olds in human research (as approved by an IRB), you might change the minimum age to 18 in the first paragraph."*

2. Highlighted changes:

You are invited to participate in a research study to examine the characteristics of higher education and service learning partnerships. The study is being conducted by Jacob Hancock, Adult Education Doctoral Student, under the direction of Dr. Maria M. Witte, Professor, in the Auburn University Department of Educational Foundations, Leadership, and Technology. You are invited to participate because you are affiliated with service learning in some capacity with or through Auburn University. The sample includes both male and female **individuals who are 18 years** of age or older.

If you change your mind about participating, you can withdraw at any time by simply returning the incomplete survey. Once you have submitted the survey you will not be able to withdraw your response since your data will not be identifiable. Your participation is completely voluntary. Your decision about whether or not to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, and Technology.

Student Survey

For each question below, check the one that BEST represents the CURRENT status of student support for and involvement in service-learning.

<p>1. Student Awareness</p>	<p>STAGE ONE: There is no campus-wide mechanism for informing students about service-learning courses, resources, and opportunities that are available to them.</p>	<p>STAGE TWO: While there are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few department or programs (e.g. course flyers).</p>	<p>STAGE THREE: There are campus-wide, coordinated mechanisms (e.g. service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service-learning courses, resources, and opportunities that are available to them.</p>
<p>2. Student Opportunities</p>	<p>STAGE ONE: Few service-learning opportunities exist for students; only a handful of service-learning courses are available.</p>	<p>STAGE TWO: Service-learning options (in which service is integrated in core academic courses) are limited to only certain groups of students in the academy (e.g. students in certain majors, honors students, seniors, etc.).</p>	<p>STAGE THREE: Service-learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.</p>
<p>3. Student Leadership</p>	<p>STAGE ONE: Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.</p>	<p>STAGE TWO: There are a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.</p>	<p>STAGE THREE: Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning in their departments or throughout the campus.</p>
<p>4. Student Incentive & Rewards</p>	<p>STAGE ONE: The campus has neither formal mechanisms (e.g. catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning or reward students for their participation in service-learning.</p>	<p>STAGE TWO: While the campus offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning and/or reward students for their participation in service-learning, the campus offers few or no formal incentives and rewards (catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.).</p>	<p>STAGE THREE: The campus has one or more formal mechanisms in place (e.g. catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.</p>

1. Age:

2. Sex:

- Male
 Female

3. Class:

- freshman
 sophomore
 junior
 senior
 graduate

4. Major:

- education/health
- math/science/engineering
- liberal arts
- business
- social sciences
- social work
- other

5. Cumulative GPA (on a 4.0 scale):

- under 2.0
- 2.1 - 2.5
- 2.6 - 3.0
- 3.1 - 3.5
- over 3.6

6. How many semesters, including this semester, have you taken a class that involved a service project?

- 1 semester
- 2 semesters
- 3 semesters
- 4 semesters
- 5 or more semesters

7. How would you best describe the most recent course that involved a service project?

- education/health
- math/science/engineering
- liberal arts
- business
- social sciences
- social work
- other

8. What is the primary reason for enrolling in the course?

- required for my major or graduation requirement
- friends encouraged me to take it
- professor's reputation
- to learn specific skills
- desire to make a positive change in my community or society

9. How many hours were spent doing service for that course during the semester?

- 1-10 hours/semester
- 11-25 hours/semester
- 26-40 hours/semester
- more than 40 hours/semester

10. What do you view as the primary benefit of service-learning?

- supports a course requirement
- develops leadership skills
- career exploration
- cognitive development
- promotes change within the community
- meets an agency need
- enhances college/community collaboration



AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

September 18, 2015

Dear IRB Members,

After reviewing the proposed study, "Examination of the Characteristics of an Effective Higher Education and Service Learning Partnerships", presented by Mr. Jacob W. Hancock, an AU graduate student, I will allow my students to be surveyed in my EDUC 3000 classes. These students have all participated in service learning through Auburn University.

The purpose of his study will be to examine the characteristics of higher education and service learning partnerships. The study will examine the extent of service learning institutionalization relative to support and involvement in service learning. Mr. Hancock will use a paper copy survey. It is understood that this project will end no later than December 20, 2015.

To ensure that the students are protected, Mr. Hancock has agreed to provide to me a copy of any Auburn University IRB-approved, stamped consent document before the survey is distributed to the participants. Mr. Hancock has agreed to provide a copy of his study results, in aggregate.

Regards,

James Kaminsky

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