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Institutionalizing Service-Learning as a Best Practice of Community Engagement in Higher Education: Intra- and Inter-Institutional Comparisons of the Carnegie Community Engagement Elective Classification Framework

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INSTITUTIONALIZING SERVICE-LEARNING AS A BEST PRACTICE OF COMMUNITY ENGAGEMENT IN HIGHER EDUCATION: INTRA- AND INTER-INSTITUTIONAL COMPARISONS OF THE CARNEGIE COMMUNITY ENGAGEMENT ELECTIVE CLASSIFICATION FRAMEWORK

by

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ABSTRACT

Service-learning, with a longstanding history in American higher education (Burkhardt &
Pasque, 2005), includes three key tenets: superior academic learning, meaningful and relevant
community service, and persistent civic learning (McGoldrick and Ziegert, 2002). The Carnegie
Foundation for the Advancement of Teaching has created an elective classification system –
Carnegie Community Engagement Classification – for institutions of higher education to
demonstrate the breadth and depth of student involvement and learning through partnerships and
engagement in the community (Dalton & Crosby, 2011; Hurtado & DeAngelo, 2012; Kuh et al.,
2008; Pryor, Hurtado, Saenz, Santos, & Korn, 2007). Community engagement "is in the culture,
commonly understood practices and knowledge, and (CCEC helps determine) whether it is really
happening – rhetoric versus reality" (J. Saltmarsh, personal communication, August 11, 2014).
The study considers the applications of three Carnegie Community Engagement Classification
designated institutions to understand the institutionalization of service-learning over time by
examining the 2008 designation and 2015 reclassification across institution types – a Private
Liberal Arts College, a Private Teaching University, and a Public Research University located in
the same metropolitan area. Organizational Change Theory was used as a theoretical model.
Case study methodology was used in the present qualitative research to perform document
analysis with qualitative interviews conducted to elucidate the data from the 2008 and 2015
CCEC applications from the three institutions. Using intra- and inter-comparative analysis, this
study highlights approaches, policies, ethos, and emerging concepts to inform how higher
education institutions increase the quality and quantity of service-learning opportunities that
benefit higher education practitioners as well as community leaders.

Dedicated to my Teammate For Life, Jordan,

whom I serve with, learn with, and love with.

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My parents instilled the belief that I could do anything I put my mind to. I recognize the sacrifices they made for a better and easier life for my brother and me. Amazingly, my Mom went through four years of college while working and taking care of her sick mom and the rest of her siblings and graduated on time and with good grades. My Dad took longer to earn his degrees since he worked full time and had a family to provide for; but, after 13 years of taking one class at a time, he earned his Associates, Bachelors, and Masters – almost at the time I was enrolling as an undergraduate. My parents, along with my Nana, always encouraged me to "get involved." Since neither one of them lived at school, they encouraged me to have the experience of living at college, which allowed me the opportunity to get involved in many things from becoming a writing tutor and conversation partner, to co-league manager for intramural softball, and president of Golden Key International Honour Society. I continued that trend by becoming a graduate assistant, invited to serve on the chancellor's review board, and co-founded the Public Policy Student Association while getting my Master's degree and conducting research, publishing studies, and presenting at conferences while pursuing my doctorate.

Saving my biggest supporter for last, THANK YOU to the love of my life, Jordan. My pursuit of obtaining a doctorate would not NONE of this would be possible without you. Our adventure began as AmeriCorps*NCCC teammates as we traveled with idealistic Red 3 teammates around the Southeast to serve with different nonprofits and help improve those communities. I am so grateful to have found my soul mate and continue serving communities in different capacities. I really appreciate you supporting me, and being invested educationally throughout my graduate school career while half way through, continuing the adventure by moving down to Florida to start City Year Orlando and inspire teams of AmeriCorps members to Give a Year, Change the World to #MakeBetterHappen. As my graduate schooling career comes to an end, I look forward to where our adventure brings us next, I love you!

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LIST OF ABBREVIATIONS

Several abbreviations pertaining to the topic of service-learning are used throughout this study, as follows:

ASL – Academic Service-Learning

CBL – Community-Based Learning

CBR – Community-Based Research

CCEC – Carnegie Community Engagement Classification

CEL – Community Engaged Learning

CSL – Community Service-Learning

E-SL – Electronic Service-Learning

ISL – International Service-Learning

NERCHE – New England Resource Center for Higher Education

PLAC – Private Liberal Arts College

PRU – Public Research University

PTU – Private Teaching University

RCA – Root Cause Analysis

RSL – Research Service-Learning

SL – Service-Learning

CHAPTER ONE: INTRODUCTION

General Background

Service-learning has a longstanding history in higher education (Burkhardt & Pasque, 2005). Colleges are regarded as catalysts for community change, and college students remain critical contributors of community engagement for their campuses ("History of Service-Learning in Higher Education," n.d.). Service-learning is also referred to as academic service-learning ("Principles and Concepts of SL and CBR," n.a.), curricular-based service-learning (Bringle and Hatcher, 1996; Poirrier, 2001), community-based learning (Mooney & Edwards, 2001; Stokamer, 2013), and community engaged learning (Stokamer, 2013). Butin (2012) states that the majority of faculty members believe that an important component of the undergraduate educational experience is working in and with the community. According to McGoldrick and Ziegert (2002), there are three main principles of academic service-learning: enhanced academic learning, relevant and meaningful service, and purposeful civic learning. Thus, service-learning can be a conduit for community engagement; and measuring student engagement, student experience and service-learning are critical to understanding how institutions impact community engagement. The following paragraphs describe measures, instruments, and models pertaining to student involvement in service-learning as a tool of community engagement.

The National Survey of Student Engagement (NSSE) is a tool used by college and university administrators as well as practitioners to measure student engagement and student experience. Survey results are reported using five benchmarks of student engagement. These benchmarks are described as an opportunity to observe the undergraduate experience (Kinzie & Matveev, 2008), and inform how active participation in activities provided by the institution impacts the personal and learning development of students; provide an estimation of how college

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students spend their time and what students gain from their college experiences ("The Trustees of Indiana University – About NSSE," 2014). Two measures of college experience include the amount of time and energy students put into their coursework and other on-campus educational opportunities, and an institution's use of resources to create opportunities for student learning and involvement (Truitt, 2013).

The NSSE references service-learning as a strategic approach for engaging students in deep learning. In addition, the Carnegie Foundation for the Advancement of Teaching has incorporated and institutionalized its voluntary "community engagement" classification in a five-year review cycle, allowing institutions of higher education to demonstrate their depth and breadth of student learning and involvement through community partnership and engagement (Dalton & Crosby, 2011; Hurtado & DeAngelo, 2012; Kuh et al., 2008; Pryor, Hurtado, Saenz, Santos, & Korn, 2007).

"Besides enrolling for classes, getting involved is the single most important thing one can do as a student…" (Plante, Currie, & Olson, 2014, p. 89). According to Astin (1999), involvement is an investment of energy yields positive student outcomes. Student involvement occurs along a continuum and can be measured both qualitatively and quantitatively. Additionally, student learning and development gains are directly associated with the quantity and quality of student involvement, and the effectiveness of educational practice or policy is reflected by the capacity of a practice or policy to increase student involvement (Astin, 1999).

In a quantitative study conducted by Preston (2014) at the University of Central Florida's Office of Student Involvement, using NSSE clusters, 370 students who had completed at least 30 credit hours participated in a survey on how involvement may play a role in linking classroom learning and activities to future employment. Preston concluded that *involved* students outscored

their uninvolved student counterparts in several key areas, including supplemental instruction (68%), career plans (70%), a sense of belonging (78%), and socializing on campus (80%). Results demonstrated that utilizing service-learning, among other student engagement activities, provides an enriching educational experience and supports academic scholarship (Preston, 2014).

The service-learning principles of instruction, curriculum, and building and developing community provide a lens through which one can understand the overlap between service and educational experiences that are cross-cultural, while offering a chance to build relationships that create a community of support (Keith, 1997). Instruction addresses the importance of alternative learning styles, engagement in real-world tasks, group-oriented and collaborative community-centered service opportunities that enhance student engagement and motivation. Curriculum facilitates local and relevant knowledge while connecting learning and research opportunities with opportunities to improve the community with thought provoking, culturally relevant ideas that can aid student participants in becoming committed to social change. Lastly, building and developing community can enhance mutual respect and mutually beneficial relationships for the university and community. These real-world engagement opportunities for service-learning occur in a number of settings, including nonprofit and grassroots organizations, government agencies, public schools, college campus organizations, social entrepreneurship programs, and businesses with philanthropic commitments (Bowdon, 2013). Therefore, service-learning enhances the institution, community, and students' educational experiences. Furthermore, active participation in service-learning has been shown to increase retention rates (Hara, 2010b) and grades/GPA (Astin et al., 2000), while exposing students to real world experiences (Nicoterea et al., 2011), and opportunities to work with a diverse group of people (Cox, Murray, & Plante, 2014).

Purposeful and directed effort must be pursued by the institution, community, and students to achieve the desired educational experience. Wilcox and Zigurs' (2003) review of the literature categorizes nine success factors of service-learning, these include: (1) careful project selection; (2) relevance of the project, as it relates to the academic program; (3) selection of the stakeholders; (4) partnership among different stakeholders; (5) optional involvement; (6) balance of the interest of each stakeholder; (7) grading on learning; (8) feedback or reflection; and (9) reflection by all stakeholders (Lee, 2012).

A designation that captures the characteristics, culture and approaches of service-learning, the Carnegie Community Engagement Classification (CCEC) is being institutionalized at higher learning institutions.

The CCEC is the first-of-its-kind elective system to classify and distinguish higher education institutions by their level of community engagement. Beginning in 2006, the Carnegie Foundation for the Advancement of Teaching sought to recognize institutions that are committed to their respective communities, encouraging collaboration among institutions for a mutually beneficial exchange of research and knowledge. There were three categories of recognition into the classification in the initial application process of 2006. *Curricular Engagement* refers to schools that use teaching, learning and scholarship to connect students, faculty, and community partners to address needs in the community, broadening students' academic and civic learning, and enriching institutional scholarship. *Outreach* and *Partnerships* are applied to community engagement, with "Outreach" being the resource for the community to use and "Partnerships" referring to the collaborative interactions between institution and community for a common purpose, such as research, economic development, and capacity building. In the 2006 and 2008 classifications, institutions were classified for either or both categories, Outreach and

Partnerships. However, the 2010 application and 2015 reclassification procedures combined the two categories. Data sought by the Carnegie community engagement application can serve as a resource for institutions seeking to increase prestige, and can offer guidance to those seeking to institutionalize engagement, and enhance student experience. In 2006, 56 institutions received the community engagement classification, for institutions that allowed their data to be used for research offered benchmarks of innovative activities and institutionalization of community engagement using the best practices of service-learning (Sandmann, Thornton, & Jaeger, 2009).

Challenging traditional values and beliefs of academic performance, institutionalization of fresh ideas and new learning tools can be difficult to implement. Arthur Levine (1980) noted that when new initiatives take place in higher education, inevitably, one of four fates will occur: enclaves, diffuse, re-socialize, or terminate. Feedback on new initiatives by faculty members such as, "If it does not lead to publication in a top journal, then I am not interested" makes it difficult to justify and operate academic organizations. The Carnegie Community Engagement classification designation has provided institutions with an opportunity to better understand the influence community engagement has on academia, offering a glimpse of organizational change in action, assisting institutions with infusing community engagement into their missions, understanding student environment, and reflecting on an institution's part in authentic community engagement (Holland, 2009).

Service-learning engages students and positively impacts the community, and institutionalization of service-learning pedagogy accomplishes this in three ways: finding the right balance for engagement that aligns with institutional purpose; directing aspects of academics to support quality engagement; and identifying weaknesses and opportunities for improvements that are needed for quality engagement. In other words, it helps institutions

develop working plans for institutionalizing engagement based on their missions, values, and goals (Bringle & Hatcher, 2000).

The Carnegie Community Engagement Classification (CCEC) is not a ranking tool and there are no levels or hierarchy of classification. Instead, the CCEC is intended to spark institutional motivation and the aim for community engagement is threefold: to self-report information that is gathered; to use the application process as a benchmarking tool; and to provide institutions insight into the different aspects of their own process, in relation to best practices, via the application framework (Carnegie Foundation, 2013). "While some applicants made it clear that some of the numbers were necessarily estimates of student and faculty participation, the information provided here is among the most compelling evidence of institutionalization of engagement. One could argue that the percentage of students or faculty actively involved in engaged learning courses could be the simplest and most straightforward indicator of institutionalization" (Holland, 2009, p.94).

<div align="center">Statement of the Problem</div>

To date, literature on Carnegie Classification has focused on the classification process (Burack, Furco, Melchior, & Saltmarsh, 2012), qualifying for the application (Driscoll, 2009), community engagement reward system (Weerts & Hudson, 2009), curriculum engagement (Bringle & Hatcher, 2009), and tenure and promotion (Saltmarsh et al., 2009b). January 2015 is the first time institutions that originally classified in 2006 or 2008 have the opportunity to obtain the Carnegie Community Engagement reclassification designation. As of February 2015, a thorough search of the literature offered no study that examined CCEC reclassification data.

Furthermore, no study was found that compared the existing data in a reclassification application to the original classification application. The data are too new to have prompted this

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kind of research before. Thus, there is a need to move expeditiously to utilize the information contained in these reviews to provide guidance for action. Existing classification applications show resources that are put in place, programs, and benefits of doing these service-learning activities, based upon only one data point and with an application that has changed over the past six years. The study examines best practices as well as actions that the dynamic institutions have taken to be considered for the Carnegie Classification for Community Engagement.

The present study provides insight on how to collect the data needed for the Carnegie Community Classification and maintain the classification despite changes in faculty, administrators, growth, and financial conditions. Furthermore, the study assists institutions with the CCEC application process, and the results will inform institutional committees tasked with initial applications and reapplications for Carnegie Community Engagement classification.

Significance of the Study

This year (2015) is the first that colleges and universities who were classified in 2006 and 2008 had the opportunity to apply for reclassification. Since this is the first opportunity for institutions to reclassify, there is no data to compare institutions that were classified in 2006 or 2008 and then designated again in 2015. Therefore, this timely study compares information from the original classification to the reclassification to better understand what approaches, policies, ethos, and emerging concepts service-learning has had over the five-year period.

The present study aims to add to the existing service-learning literature, specifically on the Community Engagement classification research. Service-learning has been purported to create positive student learning outcomes (Driscoll, 2008; Nicotera et al., 2011; Shapiro, 2012), yet there remain several challenges with scale-up and adoption of service-learning across campus as presented in the literature. Professors who include service-learning as a pedagogy in their

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classroom encounter obstacles justifying their community service, intellectual work, and pedagogical practices to colleagues and administrators at times of annual evaluation or promotion applications (Cushman, 2002). The resistance to adoption is that service-learning can pose additional work for faculty members (Hara, 2010a).

Although service-learning has been part of the curriculum in higher education for the past 25 years (Hara, 2010b), this may be a newer pedagogy for some colleges and universities, and this study will offer a comparative guide for those considering the implementation or expansion of service-learning. The study may also uncover strategies that would be of assistance to professors who use service-learning pedagogy, and seek to ensure its sustainability (Vogel, Seifer, & Gelmon, 2010).

The research identifies and analyzes the approaches, policies, ethos, and emerging concepts pertaining to institutionalization of service-learning over time and across institution types: a Private Liberal Arts College, a Private Teaching University, and a Public Research University located in the same metropolitan area of the southeastern United States. The study examines the 2008 Carnegie Classification applications and the reclassification applications of these same institutions in 2015. The purpose of this study is to triangulate institutional culture, characteristics, and curricular engagement in relation to the institutionalization of service-learning. "Change in institutional identity occurs when shifts in the institution's culture have developed to the point where it is both pervasive across the institution and deeply embedded in practices throughout the institution" (Saltmarsh et al., 2009a, p. 28).

The 2006 Carnegie community engagement elective application assembled the first wave of data since the adoption of the community engagement framework. There are no current studies that utilize 2008 classification data. The questions on the subsequent applications have

been modified and the reclassification process is still in its infancy. No data have been used from that set. With only a few studies conducted using the original classification information and no research conducted using the 2015 data, this research study will add new information to the literature and conversation of community engagement and institutionalizing service-learning at participating/classified colleges and universities.

Colleges and universities face difficulties in making pervasive institutional change (Kezar & Eckel, 2002). "The importance of specific factors and strategies to the institutionalization of engagement is largely determined by institution type" (Holland, 2009, p. 87). Therefore, this study offers a comprehensive intra- and inter-institutional comparative analysis of Carnegie Classification of Community Engagement of three different institution types within the same metropolitan area from 2008 and 2015 designation that will benefit both higher education practitioners and community leaders.

<div align="center">Conceptual Framework</div>

"In many approaches to qualitative research, the researchers use interpretive and theoretical frameworks to further shape the study" (Creswell, 2007, p.15). The conceptual framework that is used for this study will be Change Theory (Eckel, Green, Hill, & Mallon, 1999). Change Theory, also referred to as institutional or organizational change theory, is defined as patterns of decision-making by leaders in the academy that transcend particular issues or characteristics of a single institution or a national context. They are rooted in history, traditions, and culture that make colleges and universities distinct (Eckel, Green, Hill, & Mallon, 1999). With no completed studies using the reclassification data, Institutional Change Theory has not been used as a framework to compare the reclassification and original classification for the CCEC.

According to Eckel and associates (1999), there are two different issues of change with which institutions struggle. The first is identifying the origin of change – who proposed the change, whether it came from a small group of stakeholders on campus or positional leaders. "Leadership performs indispensable roles at all levels. In its cumulative influence, leadership shapes institutional behavior and practices – what John Dewey called 'habits of living'" (Sandmann & Plater, 2009, p.23). The second concern is who is involved in implementing the change and how to coordinate logistics. "Change that comes from a group may elicit broader support because it takes place after wide-ranging participation by those affected" (Eckel, Hill, Green, & Mallon, 1999, p.3).

Transformative change will alter an institution's culture by changing underpinning assumptions as well as institutional products, behaviors and processes. This type of change is both deep and pervasive in nature, affecting the whole institution. Change is both intentional in practice and occurs over a period of time (Carnegie Foundation, 2013; Eckel, Green, & Hill, 2001).

Typology of Change

Depth

Low   High

Low

| Adjustments (I) | | Isolated Change (II) |

Pervasivenes

High

| Far-Reaching Change (III) | | Transformational Change (IV) |
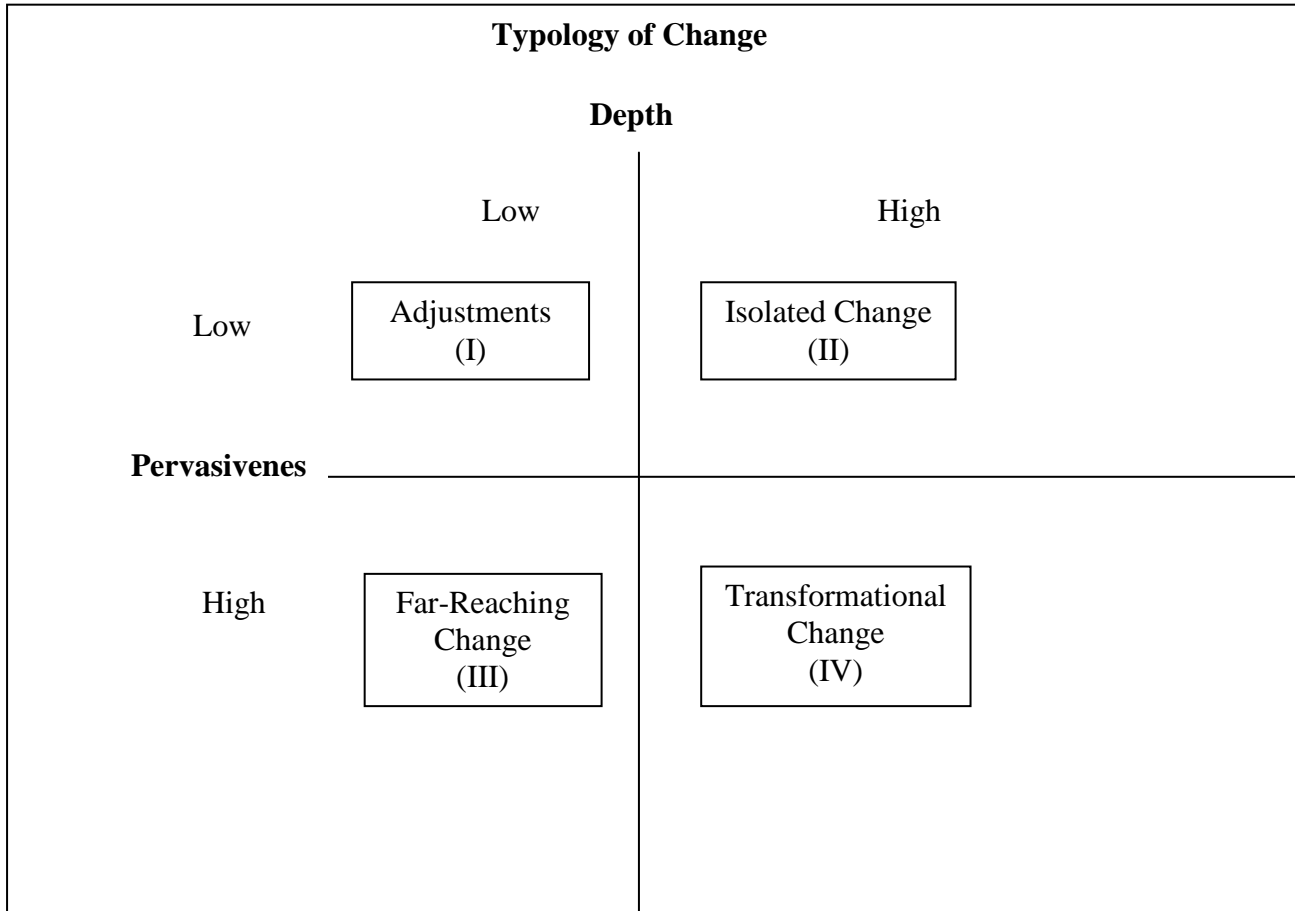
Figure 1. Typology of Change

From "Taking Charge of Change: A Primer for Colleges and Universities," by P. Eckel, M. Green, B. Hill, and W. Mallon, 1999, published by the American Council on Education. Eckel, P., Green, M., Hill, B., & Mallon, W. (1999). *Taking Charge of Change: A Primer for Colleges and Universities*. Washington, D.C.: American Council on Education.

Figure 1, Typology of Change, describes the varying magnitudes of change in depth (D) and Pervasiveness (P). *Adjustments*, located in the first quadrant (Low D, Low P), include modifications or tinkering in a particular area. An example of this type of change is incorporating computer simulations into biology labs, as it is only a modification to the whole curriculum. *Isolated Change*, located in the second quadrant (High D, Low P), is limited to one unit or particular area. An example of this type of change is a department incorporating service-learning into its core mission and into the tenure and promotion guidelines. *Far-reaching Change*, located

in the third quadrant (Low D, High P), does not affect the organization deeply, but is pervasive. An example of this type of change would include online book ordering, affecting all faculty members, but not in a profound way. *Transformational Change*, located in the fourth quadrant (High D, High P), is when change is deep and pervasive. An example of this type of change is a college or university adopting a service mission; it touches the whole campus in a deep and meaningful way (Eckel, Hill, Green, & Mallon, 1999).

Pettigrew (1990) puts the theory to practice in a longitudinal study on organizational change. Researchers using this theory in their own longitudinal comparative case study should consider his five implementation topics: (1) time is critical and pervasive, (2) the choice of research sites and comparative method, (3) data collection and involvement through observation and verification, (4) audience, research outputs and presentation and (5) the road to reality and structured understanding. "The longitudinal comparative case method provides the opportunity to examine continuous processes in context and to draw in the significance of various interconnected levels of analysis. Thus, there is scope to reveal the multiple sources and loops of causation and connectivity so crucial in identifying and explaining patterns in the process of change" (p. 271).

Markus and Robey (1988), used the then-emerging field of Information Technology to study the effects of organizational change using three dimensions to examine causal structure organizations. Causal agency refers to the organization's belief in whether external forces cause change, people act intentionally to accomplish objectives, or the changes act unpredictably from the interaction between events and people. Logistical structure is the relationship between the causes and outcomes, and Levels of Analysis are the entities that the theory poses relationships including individuals, groups, organizations, societies and concepts. The study of organizational

change concluded that "careful examination of causal structures is a productive exercise in any field" (Markus & Robey, p. 596).

Observers are convinced that colleges and universities only change through the influences of accountability related to public policy and legislation (Zumeta, 2001). The debate turns to higher education institutions and whether they have the capacity to understand the new environment and build it into a strategy for the future; if they want to take charge of their own destiny, they must be willing and able to continuously change in ways that are consistent with their mission and purpose (Eckel, Green, & Hill, 2001).

"Change in institutional identity occurs when shifts in the institution's culture have developed to the point where it is both pervasive across the institution and deeply embedded in practices throughout the institution" (Saltmarsh et al., 2009a, p. 28). The purpose for using the theoretical framework of Change Theory for the Carnegie classification and reclassification comparisons can be summed up by Holland (2009):

> The design of the Carnegie elective Community Engagement Classification was a template for the estimation and reporting of quantitative and qualitative data for each institution. This more detailed database will build over time to provide a much richer and more nuanced understanding of the significance of engagement on different institutions and diverse community settings and of the specific aspects of organizational change that maybe most important and influential on institutionalization of engagement. (p.88)

Conducting data analysis of the 2008 and 2015 Carnegie Classification data over time will contribute to the literature by providing a snapshot of how each institution individually institutionalizes service-learning and how these data can be used to inform other schools' service-learning practices.

Research Questions

The research questions of this study include the following:

1. What are the intra-institutional comparisons of service-learning from the Carnegie Community Engagement Classification framework over time, from the reports of 2008 CCEC classification and 2015 CCEC reclassification?

2. What are the inter-institutional comparisons of service-learning across three institution types?

To answer research question one, observed changes through qualitative analysis of the two applications, 2008 and 2015, from each of the three institutions are reported. To answer research question two, qualitative analysis of the applications across institution types are reported to identify the emerging themes. The qualitative interview results are compared to the secondary data analysis for further insight.

Definitions of Terms

Academic Service-Learning (ASL):

According to the Service-Learning Course Design Workbook, academic service-learning contains three necessary criteria. The first, providing relevant and meaningful service with to community with purposeful collaboration between the institution and the community, where the community defines students' service activities; the second, enhanced academic learning where course goals inform and transform each other; and lastly, academic service-learning requires purposeful civic learning that prepares students for civic participation in a democratic and diverse society ("Principles and Concepts of SL and CBR," n.a.).

Co-Curricular Service-Learning (CCSL):

In a definition from Keen and Hall (2009), co-curricular service-learning is a non-course-based service-learning program that still has learning goals and outcomes and reflection activities. The authors compiled longitudinal surveys across 23 liberal arts institutions by students enrolled in the four-year co-curricular service-learning Bonner Scholars program. The authors found that, over the four years, there were academic, personal, and civic gains that correlated with the involvement with the BSP activities, especially from freshman to senior year. Additionally, those students who attended more diverse liberal arts schools had enhanced these outcomes (Keen & Hall, 2009).

Community-Based Learning (CBL):

Mooney and Edwards (2001) wrote a piece on service-learning along with other community-based initiatives while helping to define them. One initiative the authors help define is community-based learning. According to Mooney and Edwards, community-based learning includes volunteering, out-of-class activities, internships and service-learning. Strokamer (2013) conducted a quantitative study on service-learning as it positively correlates to civic competence and global leadership. Furthermore, community-based learning has positive effects on students' personal, academic and civic development (Strokamer, 2013), and may be referred to as community engaged learning or service-learning.

Community-Based Research (CBR):

Community-based research of service-learning considers initiatives in which lay people contribute to their communities through voluntary research processes and the results from research findings are fed into service changes and delivery. According to Flicker and associates (2007), community-based research fits within the contemporary policy discourse, as it recognizes

and draws the local knowledge from the members involved in the community (Warwick-Booth, 2013).

Community Engagement:

Community engagement is described as the collaboration "between higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Driscoll, 2009, p.6).

Community engaged learning (CEL):

Community engaged learning is a curriculum-based experience where students become actively engaged in the community as an integral part of their learning. The goal of CEL is to engage critical thinking, enhance knowledge, and promote and reflect on the well-being of the community. This pedagogy may include civic engagement, community-partnered research, service-learning, and other experiential learning that takes place in local, national, and/or international community (Tacelosky, 2013).

Curriculum-Based Service-Learning (CBSL):

Exploding in higher education in the 1980s and 1990s, and gaining momentum in the new millennium, curriculum-based service-learning connects experiential service activities to specific educational objectives (Poirrier, 2001). Bringle and Hatcher (1996) offered guidance on implementing service-learning in higher education with their Comprehensive Action Plan for Service-Learning. The Comprehensive Action Plan for Service Learning involves planning, resources, recognition, evaluation, research and institutionalization, and that can assist professors to implement service-learning within their coursework. The authors helped define curriculum-based service learning. Faculty who attach academic credit to service activities while learning

objectives are identified and evaluated discover that it enhances performance on traditional learning practices, teaches problem-solving skills, and increases student interest in the given subject matter (Bringle & Hatcher, 1996). In the Carnegie classification, this is referred to as curricular engagement.

Electronic Service-Learning (E-SL):

An innovative way of service-learning delivery, adding the "e" to E-service-learning, creates a dynamic model that is "mediated by technology and delivered online" (Malvey, 2006, abstract).

Experiential Education:

Experiential education means learning through experience that is hands-on, active, sensually complex, interactive, engaged learning. The opposite of the sitting-in-the-classroom and listening to lectures, this style of education affords students the opportunity to gain information, test theories, and be involved in practical application. Though there are times when a service component is attached, it can be done without being connected to service (Poirrier, 2001).

International Service-Learning (ISL):

A service-learning opportunity occurring outside of one's home country where the education component is located is appropriately called international service-learning (Pechak & Thompson, 2009).

Root Cause Analysis (RCA):

A problem-solving method that identifies the root causes of events or problems. This is predicated on the premise that problems are solved most effectively by trying to correct a root cause, versus addressing merely the immediate and obvious symptom(s). By applying corrective

measures toward a root cause, it is hoped that the recurrence of the problem will be minimized. Analysis needs to establish causal relationships between the defined problem and the root cause. One general principle of root cause analysis is that there is typically more than just one root cause for a given problem (IMS International, n.d.). Examples of root causes of hunger and homelessness are lack of access to nutritious food (food deserts) and lack of access to transportation.

Service-Learning (SL):

According to the Corporation for National and Community Service (CNCS), service-learning combines serving the community and student learning in a way that improves both the community and the student, and involves active student participation, fosters civic responsibility, and integrates an educational or academic component ("Principles and Concepts of SL and CBR," n.a.). Similar to general community service, service-learning may be voluntary or mandatory where service activities can take place within or outside the school. Service-learning also draws lessons through critical analysis activities like classroom presentations, direct writing and group discussion, in addition to organized thoughtful reflection (Spring, Grimm, & Dietz, 2008). Please note: one might read it as 'community service learning' (CSL) as well, combining community service and service-learning.

<u>Organization of the Study</u>

Chapter 1 provides an introduction to the topic of service-learning in higher education and the background on the Carnegie Classification for Community Engagement. The problem statement, significance of the study, conceptual framework, and research questions were also included. Chapter 2 gives an overview of the Carnegie elective classification and the philosophical and historical perspectives of service-learning in higher education. The research

design, rationale of the study, data analysis, and purposive sampling are all included in Chapter 3. The results are discussed in Chapter 4. Finally, the data analysis, implications, recommendations for future research, and conclusions of the study are discussed in Chapter 5.

<u>Summary</u>

Studies on service-learning, one type of involvement, have shown positive learning outcomes in areas of cognitive skills (Gaines-Hanks & Grayman, 2009), experiential learning (Nicotera et al., 2011; Porrier, 2001), the opportunity for students to work with a diverse group of people (Cox, Murray, & Plante, 2014), civic engagement (Crabtree, 2008), grade-point average (Astin et al., 2000), persistence (Hara, 2010b), and more. The Carnegie Foundation for the Advancement of Teaching has developed an elective classification for community engagement with colleges and universities that choose to participate and self-report on their commitment, culture, outreach and partnerships, and curricular engagement, which pose questions about institutional service-learning. The assessment and application process is a tool to help an institution move toward institutionalizing community engagement.

According to Holland (2001), campuses with institutionalized community engagement have the following characteristics: (1) mission emphasizes community engagement; (2) faculty involvement in teaching, research or both; (3) access for students to be involved in engagement experiences; (4) institutional infrastructure supporting engagement practices; and (5) partnerships that are sustained and mutually beneficial with community organizations (Furco & Miller, 2009).

The current study applies organizational/institutional change theory to examine the 2008 classification across institution types in a metropolitan area in the southeastern United States: a Private Liberal Arts College, a Private Teaching University and a Public Research University, to

compare and contrast responses across institution type and identify approaches, policies, ethos,

and emerging concepts of the institutionalization of service-learning that may have occurred over

five years as each of these campuses applied for reclassification for 2015 community

engagement designation. The study yields a substantive contribution to the body of knowledge

by providing a comparative analysis of the reclassification and original classification over time,

assessing three different perspectives from three different institution types in the same

metropolitan area, and guiding practitioners seeking to obtain the Carnegie Classification of

Community Engagement elective designation.

CHAPTER TWO: LITERATURE REVIEW

<u>Introduction</u>

The review of the literature focuses on two main areas: the philosophical model and historical context of service-learning. The evolution section will introduce the philosophers and influencers of service-learning, highlight the stakeholders, key figures, values, and legislative initiatives that undergird service-learning and promote its purpose in higher education. The historical context will discuss the emergence of service-learning in higher education, its gradual shift toward the contemporary status quo, and today's challenges, concluding with a discussion of trends, gaps and overall future of service-learning in higher education, including a section of information on the Carnegie Community Engagement Classification.

<u>Evolution in the Philosophy of Service-Learning</u>

"The roots of service learning are certainly found in the Progressive Education Movement led by John Dewey" (Duckenfield & Madden, 2000, p. 2). Over a century ago, John Dewey proposed a pedagogy for higher education that included three fronts, one of which was engagement, with one pillar of engagement containing community service-learning as discussed in a paper, Reinventing John Dewey's *"Pedagogy as a University discipline"* (Ehrlrich, 1998). The term "service-learning" was first introduced in 1967 and grew out of the work of Sigmon and Ramsey at the Southern Regional Education Board (Giles & Eyler, 1994).

John Dewey believed that a progressive educational philosophy is one in which there exists a fundamental connection between education practice and actual educational experience. Dewey suggested that educative and personal experiences do not occur in a vacuum and emphasized the quality of an individual learner's experience (Dewey, 1959). As a progressive educator, Dewey expanded and enriched everyday experiences (Pugh, 2011). One major

responsibility charged to educators is shaping students' experiences with worthwhile meaning and environmental conditions thereby having a favorable effect on their future. Educators also recognize that surroundings are conducive to experiences that affect student growth. The concept of continuity was the cornerstone to Dewey's thinking: that learning is never really finished, but is a lifelong process of understanding (Eyler & Giles, 1999). "In what I have said I have taken for granted the soundness of the principle that education, in order to accomplish its ends both for the individual learner and for society, must be based upon experience – which is always the actual life experience of some individual" (Dewey, 1959, p. 113).

Although Dewey did not address community service-learning as a framework for education specifically, his writings inform the pedagogy through his theories of inquiry, conception of community and civic life, and philosophy of education – which is much of the makeup of service-learning. Dewey's teachings also analyze five areas that are relevant to service-learning: linking education to experience, social service, democratic community, reflective query and social transformation. "Education, therefore, is a process of living and not a preparation for future living" (Dewey, 1996, p. 115). These contributions provide the basis for political and cultural critique and re-conceptualizing a pedagogy that is aimed at developing democratic values and citizenship (Saltmarsh, 1996/2011). Scholarship of discovery comes closest to inquiry when speaking of academic research; it contributes to both human knowledge and the intellectual climate of higher educational institutions. "No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead" (Boyer, 1990, p. 17).

Other early philosophers and movements like Dewey's also added to the field.

Pragmatism was introduced by Charles Pierce in 1878. It derives from the Greek word meaning action, from which "practical" and "practice" also spring. He pointed out that beliefs are rules for actions, "and to develop a thought's meaning, we need only determine what conduct it is fitted to produce" (Hoelscher et al., 1906/1996, p. 86). John Dewey's Progressive Movement was a period in the early 20th century energized by political, social, and educational reform that coincided with the formulation of Pragmatism and contends that truth comes from lived experiences, testing actions, and solving human problems through experimental epistemology. "His democratic vision was shaped by the New England town meeting, where people met to solve their mutual problems through a peaceful process of discussion, debate and decision making" (Gutek, 1988, p. 84).

Paulo Freire, another philosopher in the field, in *Pedagogy of the Oppressed* (2000) boldly stated that "Education is suffering from narration sickness" (p. 71). This concept leads to students memorizing content and becomes an act of depositing, or what is known as the "banking" concept of education, where students collect, deposit, and reinvest and serves only the oppressors; this leaves out opportunity for creativity, knowledge and transformation. Like Dewey, Freire believes that education derives from individuals who seek a process of inquiry and that true knowledge stems from invention and reinvention of understanding the world around them.

Both Dewey and Freire were in favor of liberating education. A process of humanization, liberation is a praxis, or action and reflection that women and men use to shape and transform their world. Rejecting the banking concept, liberating education instead adopts the idea of posing problems (problem-posing) humans make in their relation to the world. The concept of cognitive

conversation is used and students shift from docile listeners to co-investigators in dialogue with their teachers. Therefore, problem-posing theory takes human historicity as its starting point and engages them in inquiry. Stimulating creativity, action and reflection affirms "the unfinished character of human beings and the transformational character of reality necessitate that education be an ongoing activity" (Freire, 2000, p. 84).

Eyler & Giles (1999) wrote that "Dewey's focus on the interaction between thought and experience is the touchstone for most service-learning practitioners" (p. 194). Dewey emphasized a cycle of action, reflection, then back to action; this underlies most models of reflection. According to Dewey, learning is a continuous construction of one's reality; learning is never finished because new learning bring a person to somewhere new with a new set of possibilities for puzzlement (Eyler & Giles, 1999).

Service-Learning Promoting Purpose in Higher Education

For over two decades, more than 200 service-learning studies have been conducted; many have shown positive effects on student participants (Seider, Rabinowicz, & Gillmor, 2011). The service-learning studies discussed in this section of the literature review promote purpose such as retention, citizenship and employability in higher education.

Pascarella and Terenzini (2005) claim that community service and service-learning both have significant and positive effects on sociopolitical values and attitudes. This innovative educational approach also produces civic attitudes and community engagement. Approximately three-quarters of high school graduates bring volunteer and/or service-learning experience with them to college. This helps affect civic activities and beliefs, with many of the students having a sufficiently positive experience who want to continue volunteering in their future after college graduation (Pascarella & Terenzini, 2005). Students who are most active in high school tend to

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want to sustain that engagement in college and are more likely to choose service-learning (Eyler & Giles, 1999; Pascarella & Terenzini, 2005).

In post-secondary institutions, service-learning has helped increase retention and engage students on campus and in their communities. For the community organizations, SL has made them aware of the positive relationship of the student and university partners and helps the agencies meet real client needs. Student participants benefit from their opportunities by achieving higher academic goals. Collaboration and service-learning have helped students reflect and connect their collegiate experiences with the real world that they are about to enter (Hara, 2010b). Service-learning is more than a pedagogical approach (Cordero de Noriega & Pollack, 2006); it allows students to examine intersecting complexities of diversity, social justice and social responsibility (Shapiro, 2012).

Deeley (2010) explored the omission of positive outcomes and sought to address the evidence concerning the significance of service-learning. The purpose of the qualitative study was to explore and understand "the overarching questions addressed in the study concerned the effects of service-learning and how those effects occurred" (Deeley, 2010, p.45). The research examined the experience of 14 undergraduate students who were enrolled in a public policy course that integrated service-learning as a course requirement. The researcher conducted two focus groups and followed up with individual interviews. Several themes emerged from the study. The focus of her research study was on personal and intellectual development of students. Students' intellectual skills were enhanced by several factors, including dialogue within small groups, critical analysis of reading and reflection, and journal writing. The majority of the students credit their intellectual development with their course being holistic. Critical reflection was a skill acquired only through experience. Students also reflected on their own beliefs and

values, which caused them some discomfort during their service. Not being able to control this newly acquired skill, students reflected on aspects of their own lives. Service-learning changed the student participants and they viewed the process as a transformational journey, exuding self-confidence at the end of that journey (Deeley, 2010).

The purpose of a longitudinal quantitative study conducted by Keen and Hall (2009) was to explore gaps in the research on co-curricular service-learning activities. The study was done over a four-year period across multiple institution types. The results from the surveys over the four-year study yielded two important outcomes. First, there were personal, civic, and academic gains that correlated within the service-learning activities in the Bonner Scholars Program; most notably between freshman and senior years. The second result showed that attending a more diverse liberal arts institution enhanced desired outcomes, though no differences were observed when comparing four alternative characteristics of college campuses (Keen & Hall, 2009).

In a qualitative study using a narrative methodology, the researcher used service-learning as a civic pedagogy that has increasingly been used by faculty in the community college to be incorporated in higher education's democratic purpose. The aim of the study was to dissect the stories being told by the community college students who experienced service-learning activities. The study concluded that SL increased students' confidence and expanded participants' awareness of others as they replaced individual perspective for shared responsibilities of service toward the common good (Robinder, 2012).

Seider and associates (2011) provide examples from their review of the literature on the positive effects from community service-learning. For example, Giles and Eyler (1994) reported that students participating in a course on human development became less likely to blame clientele for their own struggles and increasingly confident about their abilities to influence

social issues. Additionally, Markus and associates (1993) found that students in a politics course who were randomly assigned to their service-learning position showed significant differences from their cohort in their pursuit for careers in professions that help others as they showed gains in their desire to assist others in need (Seider, Rabinowicz, & Gillmor, 2011).

Service-learning courses within higher education assist students to define their roles as members of society; the pedagogy immerses students in communities to help satisfy a community-defined need, engaging in active learning, which enhances their understanding of the course objectives. As colleges and universities redefine the learning components of their strategic plans – as Virginia Commonwealth University , for example, did with their 2020 strategic plan in 2006 – one goal spotlights active learning as one best practice in instruction (Parece & Aspaas, 2007).

"In service-learning, as the saying goes, everyone serves and everyone learns" (Moore, 2014, p. viii). When thinking of how to educate students to be fully prepared for future employers as well as global citizenry, service-learning projects achieve these goals (Moore, 2014).

<u>Values that Undergird Service-Learning both Domestically and Internationally</u>

Over 1.1 million students have participated in 1,500 activities and programs funded by Learn and Serve America. These activities and programs included training and technical resource assistance to administrators, teachers, community organizations and even parents, as well as collecting research, modules and curricula around service-learning best practices ("Policy Guide: Learn and Serve America," 2014). Students participating in a service-learning experience have better attendance rates and perform better in class (Hara, 2010b), increase cognitive skills (Gaines-Hanks & Grayman, 2009), and receive higher grades and GPA (Astin et al., 2000).

A qualitative study on student voice in an urban school by Swaminathan (2005) was aimed at investigating what happens when dialogue is opened for both teachers and students on issues that go beyond the classroom on topics that are not well-defined, but relevant to students' lives. The study examined how students interpreted their community service-learning experiences. A framework of "critical multiculturalism" was applied in this study as a way to challenge the perception of service-learning pedagogy that is considered a white-dominated movement. The findings identified two key highlights with regard to service-learning and student voice. First, for students to feel empowered through service-learning, it is critical for their viewpoints to be taken into consideration when constructing meaningful experiences. Secondly, providing safe spaces for student reflection on their SL experiences within a "critical multicultural framework" creates a place of possibility and hope in schools (Swaminathan, 2005).

A study was conducted with 541 college students at Tulane University's Office of Service-Learning, where 324 students were randomly selected not to participate and 217 were randomly selected to participate in a semester-long service-learning project. Participants were placed in one of 32 various sites in the community that included not-for-profit and governmental agencies, hospitals, and both public and private schools. Students were from different ethnicities and majors as well as class year ranging from first year to graduate students. Self-evaluations were given at the beginning and end of the semester. Findings included students who were engaged in the semester-long SL program showed an increased positive change in *Diversity Attitudes* – defined as valuing and appreciating diverse relationships. Post-tests also revealed higher test scores in attitudes toward social justice and their community. Regardless of the service site, the service-learning programs gave students the opportunity to interact with people

from different ages, races and social classes. This allowed students to develop their social, problem-solving, conflict resolution and communication skills. The experience also increased awareness of social customs as well as distribution of power that can contribute to inequities in society (Moely, McFarland, Miron, Mercer and Ilustre, 2002).

In a study conducted at a private liberal arts university on the significance that class status has on service-learning experiences for students, Henry (2005) interviewed a small group of first-generation college students. Each participant also filled out a questionnaire. The purpose of the study was to analyze and find influences that service-learning assignments had on students' sense of privilege and the lack thereof. The results showed that, consistent with other findings, the three students became more self-aware of their sense of privilege; they sensed their lives were shaped by what McIntosh (1988) calls "unearned privileges" such as English proficiency, accessibility and educational experiences. The three female participants experienced similar feelings while working with others, such as guilt, empathy for others' living situations, and responsibility. It was noted that the three females did not fit the typical profile of a student attending the private liberal arts institution of elite educational preparation or financial wealth; rather, they were from the working class, held a job while attending college, could not afford to take trips during spring break, and drove an older vehicle for transportation (Henry, 2005).

Using the "Comparing Models of Service-Learning" survey, a national study showing the effect of SL programs on students' citizenship understanding attitudes, values and skills, Eyler and associates (1997) addressed two issues for practitioners and whether service-learning should be included in the curriculum. The two issues were (1) whether students who choose service-learning courses differ from those who do not with regard to their skills, attitudes, perceptions and values and (2) what is the driver of service-learning on those specific outcomes throughout

the semester. Data were collected from 1,500 students attending 20 colleges and universities through a pre/post survey before and upon completion of their service-learning experience. The results showed that those who chose to participate in SL classes differed greatly from those who chose not to participate. Service-learning participants demonstrated higher measured outcomes over nonparticipants, including feeling connected to the community, being a community leader, critical thinking and improved communication skills, the perception of public policy's ability to solve social justice problems, and the belief that service should be required of college students (Eyler et al., 1997).

Culturally-based service-learning is a pedagogical approach that integrates community service activities with diversity-related teaching and learning content. Also referred to as multicultural SL or diversity SL, this approach allows students to learn about social disparities within diverse communities (Simons et al., 2009). Embracing multiculturalism can change students' attitudes and beliefs by challenging racism while strengthening democracy through identifying citizens' rights and responsibilities. Through supporting diversity within societies, young student leaders can embrace local, national, and, global values and provides community cohesion – embracing other people's backgrounds. This provides a platform for democracy through active citizenship – bringing people together through service (Faas, 2011).

Similar to domestic service-learning, values underpin student participation in international service-learning (ISL) as well. In a study on personal change through international service-learning in South Africa, 12 participants were self-rated on open-ended questions on the personal effects that their ISL experience had on them. Five themes emerged from their findings: (1) *increased awareness* – where the participants experienced a cognitive shift in perception of themselves and/or others; (2) *relational growth* – referring to student participants having the

potential to be different in our world; (3) *professional growth* – a sense of personal mastery; (4)

increased gratitude – where students referenced a sense of appreciation; and (5) *unspecified*

change – instances where students had a change that does not categorize specifically in any of

the aforementioned themes (Gaines-Hanks & Grayman, 2009).

In a quantitative study on the role international service-learning plays in undergraduate

student diversity paradigm (n=9), researchers used a scorecard to determine a student's

"worldview" – civic engagement, education and leadership, community and diversity. These four

factors produced higher scores in the post-test from the pretest with interaction effects between

ethnicity and gender within all four factors. This included Medium Effect Sizes for Civic

Engagement (.073) and Community Service (.064) and Large Main Effect Sizes for Education &

Literacy (.254) and Diversity (.286) and the respective effect sizes observed were with Pell grant

recipients, first-generation students, and participants who had experience traveling abroad.

Diversity produced the largest main effect size across the aforementioned demographic

information indicating that student participants from underrepresented backgrounds could benefit

from international service-learning than what has previously explored (Cox, Murray, & Plante,

2014).

International service-learning has shown positive outcomes with regard to diversity and

civic engagement by student participants. Crabtree's (2008) qualitative and quantitative studies

of international service-learning provide evidence that student development in the areas of civic

skills and the effects on diversity learning are contributing factors to positive outcomes with

student civic engagement and diversity.

Living in a global community, it is critical to work and live with people from diverse

backgrounds. In order to prepare students for the workplace and life, colleges and universities

have growing interest in exposing students to diverse cultures with various political, economic, and social systems through global service and education. In 2006, about 40% of higher education institutions made reference to serving abroad and to international education in their mission statements, growing from 28% in 2001 (Sherraden et al., 2013).

In a study that utilized both quantitative and qualitative methodologies, Green, Comer, Elliot, and Newbrander (2011) investigated the effect of the international service-learning experience in Honduras on participants' cultural competence. Several themes surfaced at the end of participant interviews: learning innovative ways of using limited resources, the awe of connectivity to the community they served, being flexible and overcoming language barriers, students changing their perspectives while expanding their worldviews, and personally connecting with culturally different people. Student participants showed statistically significant increases in cultural competence behaviors and more positive attitudes in their post-test results, confirming the outcomes from the qualitative portion of the study (Green et al., 2011).

In a 10-year longitudinal study from 1994-2005, Kiely (2005) described service-learning as a transformational learning tool. A case study design was used to comprehend how 57 SL participants from seven undergraduate cohorts enrolled at New York Community College experienced this type of learning style both during and after their service-learning experience in Nicaragua. This method captured the theoretical insight that student participants attribute to the learning process that augments transformational learning in service-learning over 12 years. Researchers found that when students crossed national borders and worked with citizens of Nicaragua while being immersed in a new political, economic, cultural and social context, student participants re-examined their own frame of reference and the meaning behind Nicaraguan-American history, human rights, privilege, social roles and quality of life.

Transformative learning in the international service-learning project also positively affected cognitive dissonance and students' lifestyle habits, career choice and overall worldview (Kiely, 2005).

In a research study on developing global leaders through international service-learning, researchers randomly interviewed 70 past participants from 2003 through 2006 of "Project Ulysses" – a service-learning program that is another example of beyond the course-based engagement model and involves sending teams of student participants to developing countries to work with cross-sector partners such as non-governmental organizations, social entrepreneurs, and international organizations – to understand what and how student participants learn while abroad. Researchers found that completing the Ulysses program positively changed student participants' attitudes toward cross-border communication and collaboration, provided better understanding of their work/life balance, and resulted in an increase in global leadership. Research also found learning gains in areas of cultural intelligence, ethical literacy, self-development, a responsible mindset, and a sense of community building. The authors also saw an increase in cultural sensitivity and empathy, attitudes in servant leadership, and cosmopolitan thinking in the overwhelming majority of the participants after their international service-learning experience (Pless et al., 2011).

<u>The Stakeholders of Service-Learning in Higher Education</u>

There are a number stakeholders directly or indirectly involved with service-learning and the institutionalization of the pedagogy. Stakeholders directly affected by service-learning include parties within the institution, such as the students participating in the service-learning course and activities therein; the faculty members who took the time to create and implement the service-learning course; and external stakeholders, including the nonprofit agencies that the

students work with as well as the clientele that benefit from the service activities conducted by the students. The parties affiliated with policy changes and implementations from the college or university may include the chair of the program, a department committee within a particular college, the institution's chancellor or president and/or board of trustees, and/or boards of governance, as well as practitioners in the field.

According to Bringle and Hatcher (1997), recruitment activities from organizations such as Learn and Serve America (an AmeriCorps affiliated program), and Campus Compact assist to develop each stakeholder where their involvement with service-learning is sustained as part of the institution's long-term interests. It is only in this way, says Zlotkowski (1996, 1999) that service-learning will become integrated into the three legs of tenure – research, teaching and service – as well as an institutionalized component within higher education (Bringle & Hatcher, 2000).

Institutionalization of service-learning, a multifaceted construct, is defined by the goals of several higher educational stakeholders. According to Morton & Troppe (1996), institutionalization can have an institutional representation. This can happen through the institution's mission statement, policy, presidential leadership, budget allocations and publicity. It can also come from infrastructure, staff and administrative support of service-learning, and faculty roles and rewards. Finally, service-learning can be integrated into other aspects of institutional efforts including financial aid, general education, admissions, Student Affairs, long-term planning and institutional assessment (Bringle & Hatcher, 2000).

In a case study on creating institutional change, the president of the University of South Florida was asked by Tampa's new mayor to collaborate to help revitalize the city of Tampa, and the East Tampa Initiative was born. Working together, city staff members supported the faculty

by building a stronger commitment between USF and the surrounding community. In an effort to increase community engagement, a Faculty Senate Ad Hoc Committee was formed and split into three subcommittees – Service-Learning and Curriculum, Office of Teaching-learning Assessment and Faculty Development, and Center for Undergraduate Research. Each subcommittee was charged with looking at other colleges and universities for models of institutionalization. The committee also brought in Barbara Holland and Robert Bringle, two of the most well-known community engagement consultants, to provide validation from outside experts. They established the "50 in 5" goal for USF to be among the top 50 research universities in the country within five years (Ersing, Jetson, Jones, & Keller, 2007).

The faculty senate's goal of university engagement convinced the president to apply for the elective community engagement classification pilot in the Carnegie Foundation for the Advancement of Teaching. One of the most important submissions for the Foundation is the effort set forth by the highest levels of administration: documented messages from faculty, department chairs, directors and deans. This resulted in USF being named as one of 76 colleges/universities in Carnegie's new Community Engagement Classification and the only school in Florida to do so that year (Carnegie Foundation, 2006b). Leadership from the board of trustees, who also saw the value, attempted to receive funding from the Florida legislative budget. Continuing the institutionalization process of community engagement at USF will take three bold steps: integration into their strategic planning; revamping undergraduate education to include service-learning research pedagogies that are backed by faculty development personnel, learning assessment experts, and USF curricular committees as part of their Quality Enhancement Plan (QEP) approved by SACSCOC, the regional accreditation board; and finally, continued engagement of the Florida legislature as well as other private and public funders by

the administration to build the engagement infrastructure at USF (Ersing, Jetson, Jones, & Keller, 2007). Madden (2000) states that:

> Never before in the history of education have people been so aware of the connection between service-learning pedagogy and our communities. Nonprofits, for-profits, local, state and national government entities, the CEO of a multinational company and the farmer just outside the city limits continually inform us of how service-learning projects have impacted their lives. (p. v)

<u>Service-Learning Pedagogy Within Curriculum</u>

If students accept the aim of integrity and rely on their personal moral compass, "then service learning deserves a profound and prominent place in our curriculum" (Corrigan, 2006, p. xiii). Utilizing the community as a classroom, service-learning can add a valuable role within university - community engagement. For example, service-learning can be used as a place-based pedagogy and engage student participants with real-world problem-solving and exploring fundamental knowledge among different disciplines (Moore, 2014).

Service-learning has become increasingly popular as a teaching pedagogy within higher education. Over 1,500 colleges and universities across all institutional types utilize service-learning as a major learning component in their coursework, including small private or religious affiliated colleges such as Augsburg in Minnesota; Ivy League Schools such as Brown in Providence, Rhode Island; large private institutions such as Duke University in North Carolina; and also large public institutions such as Michigan State University (US News and World Report, 2013).

Campus Compact, a coalition of over 1,100 college and university presidents from all different institutional types, is dedicated to working with its leadership to fulfill civic purpose

within American higher education. One initiative Campus Compact encourages is the promotion of the service-learning movement. This involves the incorporation of community work or service within classroom curriculum. This method provides students with real-world experience within the community while enhancing their learning academically (Campus Compact, 2014).

A quantitative and qualitative study conducted by four experts in the field of service-learning, Astin, Vogelgesang, Ikeda and Yee (2000), had two aims. The first was to directly compare community service and service-learning to identify unique contributions of "course-based service" going beyond general community service. The second purpose was to identify how service-learning can enhance student learning outcomes (Astin et al., 2000). Data were collected on 22,236 freshmen undergraduates sampled from national baccalaureate institutions. About 30% were enrolled in course-based service-learning, 46% participated in community service, and the remaining 24% did not participate in any form of service or service-learning. Of the numerous findings from the pretest/post-test, two are highlighted here. First, conducting service as part of a service-learning course adds significant benefits associated with community service in eight of 11 outcome measures. Second, service participation illustrated positive effects on all 11 measures: values, self-efficacy, choice in a service-career, critical thinking skills, writing skills, grade-point average, leadership abilities, leadership activities, commitment to activism, interpersonal skills, and serving after college, though course-based service ranked highest for academic outcomes. The results from the qualitative portion of the study showed four student outcomes: (1) a heightened awareness of civic responsibility and self-effectiveness; (2) an increased sense of the outside world; (3) an acute awareness of their own personal values; and (4) a heightened level of engagement within the service-learning course (Astin et al., 2000).

In a study where Astin partnered with Vogelgesang (2000) to compare traditional community service and course-based service, the researchers took a longitudinal approach and studied 22,000 students at colleges and universities across the country and different institution types. They found that the course-based service-learning has benefits above and beyond general community service overall 11 examined outcomes related to values and beliefs concerning civic engagement, academic outcomes, leadership outcomes, plans for future service, and career outcomes (Vogelgesang & Astin, 2000).

In an article about service-learning philosophy, Kezar & Rhoads (2001) uncovered the organizational tension, meaning, and relevance of research on service-learning. Tensions, meaning and relevance around service-learning were summarized from information that resulted in asking four questions:

1. The *learning* question: Is service-learning best understood as part of the historical mission of higher learning, as in fostering social responsibility and citizenship or new goals of developing empathy and multicultural understanding, or in traditional academic goals such as critical thinking and writing?

2. The *locational* question: Is service-learning to be associated with the formal curriculum and fall under the domain of faculty, or does it pertain more to the co-curriculum and the work of Student Affairs professionals, or is it seen as an outreach effort and within a separate unit like continuing education?

3. The *organization-of-work* question: How does service-learning fit within the expectations that accompany faculty and Student Affairs work?

4. The *implementation* question: What key features should we seek to include as part of constructing service-learning experiences? (p. 149)

The researchers applied John Dewey's philosophy of education as a theoretical framework to the four key questions. The conclusion to the first question was that learning is understood through affective learning and involving the cognitive process and understanding citizenship, the meaning of community, and the interaction between the two. Service-learning requires educators to connect classroom learning to experiences outside of the classroom, promoting a holistic view of education. The conclusion of the second (locational) question was that service learning is not about who initiates the pedagogy – Student Affairs professionals or faculty – as much as the concern for what and how it is accomplished. Addressing the organization-of-work question, the researchers concluded that there must be a link between professors and Student Affairs; a few examples included career services training students to be mentors, residential life incorporating service connections/projects, or Greek life leading in reflection activities) in order to provide a direct link to student learning. The implementation question was summed up that for successful service-learning implementation across the mission of a college or university, the institutions' formal leaders, faculty, and supporting staff must have buy-in and be committed to the process (Kezar & Rhoads, 2001).

Researchers in a qualitative study conducted structured interviews of 32 faculty members to investigate characteristics of those faculty adopting community service-learning (CSL) into their pedagogy. The interview protocol was produced from Roger's 1971 model of diffusing and adopting innovations and included such factors as perception, motivation, attitude, legitimating, trial, evaluation, and adoption or rejection. The research questions included: (1) what are the shared values, beliefs, and attitudes of faculty engaging in CSL; (2) what are the needs for the institution that CSL satisfy; and (3) what are the costs and benefits of adopting CSL? The shared values and beliefs of adopting CSL as pedagogy from the interviews produced three categories:

teacher/faculty-centered – good teaching practices, facilitating student learning, and the value of

new teaching strategies; *student*-centered – students accepting responsibility for their learning,

application enhances learning, power of human contact, and value of diversity, and the

opportunity to reflect to develop new skill sets; and *community*-centered – the community is a

resource for learning, connecting people with organizations, breaking down the 'ivory tower'

opinion of the university . Similarly, the needs that CSL satisfies are from faculty/teaching needs

– teaching community and citizenship, develop diversity training, connect practice to theory,

improving their own teaching; student/learning needs – student exposure to social issues,

improving writing, critical thinking and oral communication skills, and enhancing out-of-

classroom experiences with in-classroom learning; and community/nonprofit needs – provide

much-needed resources to agencies and provide an educated workforce for the organizations and

discussed as cost/benefit analysis inquiry (McKay & Rozee, 2004).

In answering the cost/benefit analysis question of the McKay & Rozee (2004) study, the

costs for faculty included ensuring students obtain the necessary experiences to fulfill

requirements of the course, assessing community agency placement problems, and putting up

with negative reactions of other faculty members. Costs for students included the community

service component being added on top of the coursework rather than as a part of the curriculum.

Community costs included coping with student schedules, training and preparing students for the

work environment at the agency, and organizing activities for students. The benefits for each of

the three stakeholders included the following: *faculty* – working with community partners,

working with other CSL faculty, understanding the potential for combining the traditional tools

of tenure which include teaching, research, and service and being a faculty member, and

assessing contemporary teaching methods; *students* – assessing their own personal beliefs and

values, reducing stereotypes while increasing social awareness, connecting real-world experiences to classroom learning, linking theory and reality, and learning civic responsibility; and *community* – opportunities for clients being served by a nonprofit to teach and connect student participants, maximizing resources, capitalize on labor and obtain the skill sets, knowledge base, and other experiences that the students bring. The individual characteristics of CSL include those willing to take innovative risks for their classroom, to provide practitioners with tools to support a theoretical framework to guide this project and as a foundation to recruit and support new faculty efforts, while the collective characteristics of CSL include the social and pedagogical values CSL brings, the opportunity to engage students in self-directed learning, boundaries between the university and its community, and experiential learning (McKay & Rozee, 2004).

The Experiential Learning Center at the University of Colorado at Denver provides service-learning best practices. For example, regarding community partnerships, Mabry (1998) shares that SL is more effective when students commit to at least 15 to 20 hours of service per quarter. She also suggests using two types of reflection exercises to ensure significant student learning. Mabry also speaks to the facilitation of learning: students should have at least minimal exposure to community beneficiaries of their service; there must be in-class discussion of service(s) being performed linked to the coursework being taught; and there should be opportunities to speak with students' site supervisors about their experience and perceptions. Pertaining to the principles for integrating scholarship using service-learning, the Experiential Learning Center promotes service-learning activities that address bigger issues surrounding instructional effectiveness. This type of academic scholarship can increase visibility by presenting findings and publishing papers on results, and suggests that receiving departmental

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support can be done through the integration of SL activities that are aligned with the department, college and institution priorities. Finally, with regard to service-learning connecting to tenure and promotion considerations, scholarship is one fundamental role for faculty at a college or university, especially for obtaining tenure and promotion. Service-learning can either take time from faculty scholarly activities, or it can advance scholarship in the field, by being counted in the tenure and promotion process, as well as enhance academic contributions ("University of Colorado Experiential Learning Center," 2014).

In a study that investigated time of service being conducted at partnering agencies, Eyler and Giles (1999) showed that students participating in one-semester service-learning courses had modest, consistent, and significant effects on their cognitive, academic, personal and civic outcomes (Hoy, Johnson, & Hackett, 2012). In Zlotkowski's effort to spread service-learning to higher education campuses across America, if a professor can incorporate service-learning into a class on Shakespeare, then it can be transferred to anywhere in the curriculum (Rice, 2011). "What intrigues me most about service-learning is the promise it holds for the quality of student learning. I am convinced that we are – as rash as it sounds – on the threshold of a pedagogical revolution" (Rice, 1998, p. xii).

<div align="center">Bureaucratization: How Policies Become Institutionalized</div>

For anything to become institutionalized, including service-learning activities, it goes through bureaucratization. One of the early proponents of structural ideals, Max Weber, wrote about formal organizations as a guiding principle to what was later called Monocratic Bureaucracy, as an ideal for maximizing norms of rationality. These features include a hierarchy of offices, division of labor and rules of governing performance. Weber sparked post-World War II authors to expound upon the research and examined relationships among elements of structure,

why organizations choose one structure over another, and the effects that structures have on productivity, morale and effectiveness. A structural model that higher education falls under is Mintzberg's (1979) "professional bureaucracy." The operating core of the Professional Bureaucracy is relatively large compared to its other structural parts. For example, each individual school has its own approach to teaching evaluations with no university -wide profile developed. There are few managerial levels between the apex and professors, creating a decentralized profile. Responding slowly to external change, Professional Bureaucracy produces little significances from the waves of reform due to professionals viewing changes around them as distractions. Paradoxically, individual professionals strive to be at the forefront within their specialty, while the institution changes at a glacial pace. This type of bureaucracy stumbles when trying to exercise greater control over its operating core (Bolman & Deal, 2008).

Stone (2002), describing governmental bureaucracies, says policy is created in a sequence of stages, similar to an assembly line. An issue is put on an agenda and problems are defined. It then moves through the legislative and executive branches of government and alternative solutions are posed, analyzed, selected and refined. Policymaking is considered a continuous struggle over the criteria for classification, as well as the definition of ideals and boundaries of categories (Stone, 2002).

Policies, professions, techniques, and programs are developed with services and/or products that are produced rationally; this allows for new organizations and forces in existing organizations to incorporate new procedures and practices defined by rationalized organizational work concepts and institutionalized within society. Organizations that perform in this manner will increase legitimacy and stability. Rules that are established and institutionalized are sharply distinguished from prevailing social behaviors. Powerful organizations such as higher education

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attempt to build their procedures and goals into society as institutional rules. An example of an institutional rule would be school administrators who are creating new training programs and curricula and validate them as innovations in governmental requirements and educational theory, and, if successful, the new programs can be authoritatively required (Meyer & Rowan, 1977). In other words, powerful actors are critical for institution-building, but they can empower other people or groups during different stages of institutional development and institutional change by distributing different types of power. By creating an institutionalized cooperation, characteristics of the same problem-area and/or common issues can be addressed in a safe environment where agreements can be reached, to establish new norms for the institution (Smith, 2010).

Institutionalizing policies of service-learning among faculty members is evident in curriculum and course development, faculty activities, scholarship with the pedagogy, and reward and recognition. Institutionalization of service-learning among students is demonstrated through courses, fourth-credit options, student culture, co-curricular transcripts documenting service, and service and service-learning scholarships. Community relationships provide institutional evidence when resources from the academy are coupled with the agency or nonprofit organization to create and build diverse, reciprocal, and enduring mutual partnerships that support both the academic goals and community interests (Bringle & Hatcher, 2000).

The first step in the planning process of institutionalizing policy is determining an institutional design. If a plan or policy change includes new projects or programs, institutional design helps to answer how these projects or programs will be implemented. There are two approaches to institutional design based on Gualini's (2001) terminology: objective and subjective-dialogic. The objective approach appears in the object, the institutional structures that are to be changed, and occurs outside the planners' institutional context. The subjective-dialogic

approach includes the change agents as part of the institutional design. Institutional transformation, therefore, is seen in two different but interconnected ways – positively and normatively. Positive institutional transformation enables action in institutional context based on empirical observation, reflective experience and analysis. Normative institutional transformation is effecting intentional institutional change, "deliberately creating and changing institutions, and effecting institutions, institutional structures and practices is institutional design" (Alexander, 2005, p. 211).

Duff (2006) investigated the service-learning program and practices at University of South Florida, the comprehensive policy which requires undergraduates to participate in service-learning before graduation – an institution that already institutionalizes service-learning. In her case study, Duff examined documents, interviewed administrators and faculty, and observed several meetings. She found that outcomes associated with service-learning in the University documents revolved around civic and social involvement, and outcomes reported by faculty in the interviews clustered around learning course content and personal development.

The degree of difficulty inherent with institutionalization is clear from the sobering observation made by Butin (2006) that "even as the idea of service-learning moves into the academic mainstream, its actual institutional footprint appears uncertain" (p. 474). Assessing institutionalization was addressed in a more *ad hoc* approach before the 1990s than seen in later works. Holland (1997) shares that regardless of the surrounding rhetoric, higher education institutions need to consciously make decisions to determine when service becomes a crucial part of the academic experience (Shrader et al., 2008). The following paragraphs include examples of colleges and universities institutionalizing service-learning, infusing the pedagogy as part of the strategic planning and culture for administrators, faculty and students.

In an example of institutional service-learning evaluation, Chadwick & Pawlowski (2007) use Furco's (1999) self-assessment rubric based on conceptual framework of Kecskes and Muyllaert's (1997) three-stage developmental continuum starting with critical mass building, moving into quality building, and reaching sustained institutionalization. The five dimensions that Furco uses include philosophy and mission of service-learning, faculty support for and involvement in service-learning, student support and involvement in service-learning, community partnership and participation, and institutional support for service-learning, with each dimension including subcategories that were assessed over three points in time – 2000, 2004, and 2005. The results from this study demonstrated that there were improvements in each of the 21 components within the five dimensions from 2000 to 2004 such as critical mass building, quality building and sustained institutionalization. The case study provided visibility with organizational activities that enhance institutionalization of service-learning in higher education (Chadwick & Pawlowski, 2007).

In an article describing The State University of New York (SUNY) and their institution's new strategic plan, Kelderman describes the plan improving SUNY's position as an economic engine within the Empire State and improving the system's national reputation. One of the strategies is to increase the amount of student volunteering and the kinds of service-learning offered by faculty members within the system's 64 colleges and university campuses (Kelderman, 2010).

"Without faculty and administrator institutional commitment to service-learning, it is likely that service-learning will be recorded in the annals of history as yet another short-lived pedagogical fad" (Buchanan, 1998, p. 114). In a case study on integrating service-learning into mainstream curriculum, the University of Utah, in an effort to ensure service-learning survival,

worked with their community service center (Bennion Center) to initiate institutionalization of service-learning at their institution, creating a document entitled *Educating the Good Citizens for the Twenty-first Century* (Buchanan, 1998). The document called for a plan of action to systematically integrate SL into the curriculum at the university, requiring support from all levels: faculty members, different departments, colleges, other units such as General Education and Honors, and the administration. The Faculty Advisory Committee at the Bennion Center encouraged the 14 academic units to develop models that would allow for success within their units; four models emerged. Several units utilized students to conduct preliminary research to better understand how those disciplines used service-learning in curriculum; other units permanently designated certain courses as an SL course each time they are offered, regardless of who was instructing. Some units established a concentration within their majors that offered service-learning components, and the final units moved toward a strategic integration of service-learning within their curricula based on ease of incorporation and programmatic goals (Buchanan, 1998).

In a study that investigated the link between academic and social integration and service-learning with undergraduate persistence, findings revealed that first-year students engaged in service-learning activities posted higher levels of integration within the university communities over those who did not. Data supported that SL is an effective engagement strategy for undergraduates both intellectually and socially during their first-year experience at college. Although the results were generalized to midsized public research universities, the researcher points out that the results can act as a catalyst to motivate administrators in higher education to explore the connections of applied learning experiences such as service-learning. By doing so, faculty, staff, and administrators can evaluate the promise of this type of programming for

undergraduate students at their respective institutions, and ultimately, adopt and institutionalize service-learning as a best practice that engages all undergraduates on their campus (Tinney, 2006).

In the context of the three stages of institutional culture, institutional purpose and institutional change, Moore (2014) referenced that service-learning and engaged research in the community as elements of institutional culture complicate the necessary process for institutional change. One implication is that the higher educational professionals and practitioners are experts on what the community wants or needs and how to fix it as we are here to help, threatening the university -community partnerships. The author offered resolve by stating:

> Reimagining institutional purpose could support the shift from instrumental engagement to engagement as a process for interaction. The next step in advancing the shift to engagement-as-process should be a careful consideration of the potential contributions to be made by drawing on theoretical and pedagogical models that presume the educative value of interactions between community and university. (Moore, 2014, pgs. 54-55)

Highlighting the works of university faculty and administrators in *The Engaged Campus* (2012), the argument is made by the authors for the institutionalization of community engagement at colleges and universities. It also provided resources for administrators and faculty members to develop those programs themselves (Seider & Novick, 2012).

> Perhaps once in a generation, a movement comes along to redefine – even transform – higher education. To this list, I would now add community service-learning. I consider this movement in higher education as exciting as anything I have experienced as an educator. Service-learning, and its central role in our goals of campus-wide in-civic engagement and ethical engagement, may be the most significant development on our

campuses since the curricular reforms of the 1960s. In fact, I believe that it will prove to

be *the* higher education legacy of the 21ˢᵗ century, and that it will have a lifelong impact

on our students (Corrigan, 2006, p. xi).

There are two arguments for requiring service-learning in post-secondary institutions,

according to Eyler & Giles (1999). The first is that service is part of a college or university's

civic mission on campus and helps develop students as citizens. The other argument for

mandated service-learning is the value that the pedagogy brings to the academic development of

students. Service-learning leads to advanced skills and knowledge that goes beyond the

classroom, contributing to critical thinking skills, perspective transformation, interpersonal

development and positive student outcomes, all relative to scholarship and citizenship

participation. "Service-learning is often better academic learning and thus a legitimate

requirement of an academic program" (Eyler & Giles, 1999, p. 182).

Rhodes (1997) in *Critical Community Service* alludes to the necessity of faculty

advancing community engagement at their institutions, or faculty commitment to community and

service-learning will diminish. One solution provided is to incentivize this commitment by

faculty by organically making it part of their tenure and promotion. Criteria that the University of

Utah use for evaluating teaching include: service-learning must relate to professors' scholarship,

contributing to community needs that have a lasting effect and carried out in mutuality; that

service-learning provides a platform for student action and reflection and yields to their sense of

civic involvement; and that the faculty member acts as an advocate for community involvement.

Intellectual integrity, academic relevance, faculty support and formal recognition where

service-learning pedagogy is a part of the tenure and promotion process are crucial factors to

attempting institutionalization of service-learning programs in higher education. However, until

this is completed – and with both veteran and new faculty can see plainly how achievements from service-learning are officially evaluated, recognized and rewarded – working on the process of institutionalization will remain incomplete (Zlotkowski, 1998).

Among the faculty and staff within higher education, institutionalization of service-learning can be found with support of the pedagogy, in curriculum development and scholarship on service-learning. Among students, institutionalization of service-learning is a demonstration of SL courses, scholarship, fourth-credit options and co-curricular transcripts documenting service. Additionally, relationships with the community agencies' resources become coupled with those resources in academe to build diverse, enduring, and reciprocally mutual partnerships that support both academic and community goals, and become evidence of institutionalization within higher education. In quantitative research to investigate levels of institutionalization from 179 representatives within higher education institutions, results yielded several outcomes. First, some institutions are better positioned to accomplish institutionalization of service-learning than others, including metropolitan universities, commuter schools, and religious and Private Liberal Arts Colleges. Results also indicated that some variables increase the likelihood of institutionalization of service-learning across institution types. Institutionalization benefits from deliberate institutional planning. In addition, results also reveal the importance of developing infrastructure to support service-learning on campus, and expectations set forth by the Chief Academic Officer (CAO) will provide the platform for the institutionalization of service-learning (Bringle & Hatcher, 2000).

Morton & Troppe (1996) found that institutionalization of service-learning will most likely occur if and when: (a) congruency exists between the institutional mission and the strategic planning; (b) there is an acceptance of the long-range planning and necessity to allocate

resources in order to support service-learning pedagogy; (c) faculty members are the cornerstone

to planning and implementing of service-learning curricula; (d) incentives such as release time

and course development stipends are provided to faculty; (e) faculty working on service-learning

is highly publicized; and (f) campus plans for integrating the service piece into academic

learning happens across all personnel and evolves over time (Bringle & Hatcher, 2000). "Active

and collaborative learning like service-learning take on additional meaning when students – as

part of their academic requirements – apply what they are learning to the community and in some

cases improve the quality of life of residents in nearby communities" (Kuh, Kinzie, Schuh, Whitt

and Associates, 2005, p. 200).

<div align="center">National Policy Regarding Service-Learning</div>

Prior to Senator Kennedy's Serve America Act of 2009, President Clinton advocated for

national service as the model for reinventing government with 15% of the federal dollars be put

toward AmeriCorps and be backed by service-learning projects (Waldman, 1995).

In a book on pragmatic idealism in America, Khazei (2010), who ran in a special election

to fill the late Ted Kennedy's seat, wrote about working with the Massachusetts senator to create

bipartisanship by establishing the Serve America Act, which, in part, authorized a Service-

Learning Impact Study to help assess the significance of service-learning initiatives from the Act

on students' engagement, academic achievement and graduation rates. In his first joint address to

Congress, President Obama put his administration behind the new service legislation and asked

the Senate and the House "to encourage a renewed spirit of national service, for this and future

generations, I ask this Congress to send me the bipartisan legislation that bears the name of

Senator Orrin Hatch as well as an American who has never stopped asking what he can do for his

country – Senator Edward Kennedy" (Khazei, 2010, pgs. 201-202).

A White House staffer during the Clinton administration, fellow during the Obama administration, and a person considered 'the founding mother of the modern service movement,' Sagawa (2010) wrote that students within colleges and universities indeed benefit from service-learning. Service-learning may be woven into coursework and helps students learn, through experience, concepts that may seem very abstract if addressed through traditional pedagogical teaching methods. "It may also enable students to explore possible careers and enhance their skills" (Sagawa, 2010, p. 148).

In March 2009, The United States House of Representatives passed the Generations Invigorating Volunteerism and Education (GIVE) Act with the Senate amending and renaming the bill "The Edward M. Kennedy Serve America Act" in honor of Senator Ted Kennedy. A month later, it was signed into law by newly elected President Barak Obama. This piece of legislation reauthorized the Corporation for National and Community Service (CNCS) and its respective programs through 2014 and advanced the goals for national service – including higher education and service-learning (House of Representatives – 1388, 2009).

It has been five years since the passing of the Edward M. Kennedy Serve America Act and a progress report was published recently on Washington D.C.'s expansion of national service. Of the eight goals set forth by the Serve America Act, three have failing grades. The final goal, *Enhance service-learning opportunities for American youth*, was one of the three goals with an "F" grade. "Since the signing of the Serve America Act, funding has been eliminated for the Learn and Serve America program, withdrawing support for 3,000 service learning programs benefiting 1.5 million students across the country" (Service Nation & Voices for National Service, 2014, p.10).

Historical Context

On campuses across the nation, the concept of civic engagement has been around almost since the beginning of American higher education. Greek life and faith-based groups have been continuously active with community service ("History of Service-Learning in Higher Education," n.d.). In the 19th century, one graduation requirement in America's universities was a capstone project/course during a student's final semester, taught by the president of the widespread institution (McClellan, 1999). The purpose was for students to apply what they learned in their four years of university attendance in an ethical way and in service to others. According to Brint (2002) and Soo & Hartley (2009), this tradition of moral philosophy courses, however, vanished from the universities in America as professional and occupational programs began to compete with liberal arts education in the 20th century and the civic and moral objectives of higher education were replaced by economic objectives (Seider, Rabinowicz, & Gillmor, 2011).

The 1960s was a critical decade for service-learning with the Civil Rights Movement and formation of Volunteers in Service to America (VISTA) and the Peace Corps. This new energy engaged young people to make a difference in their local communities as "activist educators." This was also the first time that activists attempted to combine "service" with "learning" and the service-learning movement began. Pioneers of the pedagogy such as government officials, organizations, and scholars met at the first service-learning conference in 1969 met to discuss how to implement SL programs on campus through funding, academic learning component in the curriculum and student and community voice. These academic and practitioner recommendations have translated to best practices that are still utilized ("History of Service-Learning in Higher Education," n.d.).

There were several national initiatives formed in the 1980s to assist in mobilizing service programs within higher education. For example, The Campus Outreach Opportunity League and National Youth Leadership Council helped to prepare future leaders in the United States; Youth Service America helped to provide opportunities for young leaders to serve; and Campus Compact helped to generate inter-campus collaboration in volunteerism. It was and still is the mission of these organizations to promote community service and service-learning among undergraduate students. The 1990s began the "service movement" with the passing of several national initiatives including Points of Light, the National and Community Service Act, the Office of National Service, and the creation of Learn and Serve, which housed AmeriCorps and Senior Corps programs. Presidents George H. W. Bush and Bill Clinton brought national attention to higher education institutions by passing legislation to authorize grants for post-secondary institutions in support service-learning initiatives on campus. Presently, a wave of civic engagement in higher education that includes colleges and universities restructuring their civic missions, service-learning development within coursework, and a big push for a fully engaged institution as a whole ("History of Service-Learning in Higher Education," n.d.).

According to Parece and Aspaas (2007), service-learning within the college and university setting began drawing momentum from the National and Community Service Act of 1990. Written into law almost 25 years ago, it was created in response to growing volunteerism among the American public. During the same timeframe, higher education institutions were reevaluating their roles in their community and the learning experiences of students. According to Ward (1999), Steinke et al. (2002), and Vernon and Foster (2002), service-learning began to evolve as an educational option that gradually influenced the community view of the university positively while enhancing students' learning experience (Parece & Aspaas, 2007).

In an article, *Service-learning: The time is now*, Kielsmeier (2011), through an historical narrative approach, focused on the importance of strategy and research around this pedagogy. Using a story about a young social activist post-WWI era trying to feed starving children in Germany and Austria, the author highlighted that the activist used careful planning and research to start a movement and transition from organizing a relief effort to advocating for children's rights, a root cause of children's suffering. Public discourse about young people often portrays them as resource consumers instead of active participants in community life. Service-learning proponents want a new vision for youth, recognizing that they have the capacity to contribute to improving lives while they continue to learn and grow, regardless of age or background. Whereas the traditional public opinion views youth as passive, victims or recipients, service-learning advocates view youth as active citizens in a democratic society who are leaders, will offer help, and will act as a resource to benefit others. Students of high-quality service-learning can solve real-world problems collaboratively, developing academic and cognitive skills that are critical for a career in the 21st century (Kielsmeier, 2011).

Kielsmeier (2011) adds that 20 years ago, teacher advocates promoted service-learning and experienced the learning occurring inside of their classrooms when challenging their students to work through real-life problems in their communities. Currently, there are hundreds of pieces of literature that indicate positive student outcomes with engagement in school, motivation for learning and performance: "…as a strategy, service-learning weaves together related concepts from the fields of formal education, civic education, national service and youth development. Simply put, service-learning is active learning in which young people contribute to their communities" (Kielsmeier, 2011, p.3).

Present-Day Service-Learning: Contemporary Status Quo, Challenges and Gaps

Adding service-learning to a traditional college course can generate significant amounts of work for faculty (Hara, 2010a), especially in addition to their research, teaching and service obligations. Additionally, professors who attempt to include SL in their courses have a harder time trying to justify their community service, pedagogical, and intellectual work to colleagues and administrators (Cushman, 2002). The following examples provide current challenges and gaps to service-learning in higher education.

In the second part of a qualitative study investigating transformative effects within a competency-based service-learning course, the researchers analyzed reactionary papers from 75 participants. Results showed that the service-learning course promoted transformational learning in three dimensions, parallel to the literature. In behavioral transformation, students were more confident in working with vulnerable populations, could identify community resources, and became more assertive both personally and professionally. Under the convictional dimensions, students were able to identify and confront their own prejudices toward the vulnerable groups. Finally, psychological transformation provided an opportunity for student participants to overcome their fears and begin interacting with the vulnerable groups in the community. The researchers also found that service-learning is related to the developmental process of the social work student participants (Nino, Cuevas, & Loya, 2011).

Research conducted by Abes and associates (2002) was intended to determine factors that deter and motivate faculty members' use of service-learning. Over 500 surveys were collected from 29 institutions. Though little of it has been done, previous research has found that motivational factors for incorporating service-learning included student self-direction, relevance to course material, and satisfaction with education, and that faculty value the pedagogy to

improve student outcomes, problem-solving and analytical skills (Hammond, 1994). Despite even less research being done on faculty members rejecting service-learning, the literature suggests that these reasons lie in the fact that SL is not portrayed as a scholarly activity (Gray et al., 1999; Hammond, 1994), nor do instructors have the time to incorporate SL into their teaching strategies (Hammond, 1994; Ward, 1996).

A 2004 Campus Compact membership survey listed the highest offerings of service-learning by discipline, with education having the highest percentage (69%), followed by sociology (56%), then English and Psychology (55%), business and communications (46%), health (45%), followed by the hard sciences field (37%) and natural sciences (25%). It is evident that there is more service-learning occurring in the "soft" disciplines that emphasize qualitative inquiry, over the "hard" disciplines by a large margin because the concept is hard to quantify, simplify, and/or make universal. Statistics raise several pedagogical issues, including that service-learning is premised on student participants being single, non-indebted, and pursuing a liberal arts education; that SL fosters border-crossing based on class, race, ethnicity, (dis)ability, and more; and finally, service-learning is "viewed as the 'Whitest of White' enclave of postsecondary education" (Butin, 2006, p. 482). Six years later, Butin writes and encourages practitioners to embrace the current literature affirming the community engagement movement; the overarching goal for the transformation of higher education is to "embrace civic and community engagement across all disciplines and practices in higher education" (Butin, 2012, p. 5).

There have been questions as to whether service-learning is a beneficial pedagogy or a hindrance. In an article from The New York Times, beat writer Stephanie Strom (2009) interviewed Betty Medina, the CEO of *Enlace de Familias*, a nonprofit in Holyoke,

Massachusetts. Betty's feedback was that preparation, guidance, and coordination should be done ahead of time before students' first day at the organization. She shared that a contract outlining infrastructure, expectations, and timeline should be completed with the agency to enhance university -organization commitment. She concluded that more-than-adequate responsibilities be given to students, relate those responsibilities to students' coursework, and provide an opportunity for the nonprofit organization to evaluate student participants at the end of their service term. "A positive experience usually requires a considerable investment of time and planning on the part of academic institutions and faculty" (Katz, 2010, para. 2).

According to Meisel (2007), most service is being performed as a co-curricular activity in higher education today. However, the results suggest that there is less-than-optimal attention to age-appropriate service, building a campus-wide service culture, or providing infrastructure to maintain it. There has been little momentum to embrace rising expectation that requires students to engage on campus and in the community. Leaders of higher education hype the number of service hours produced and/or the percentage of the student body participating in these activities with no regard to quality of service being done, nor the level of learning and discovery. There is also a great divide between the co-curricular activities of student life and academic work of higher education. Students are becoming deeply involved and administrators feel the need to discuss, reflect, and educate students about the problems they encounter, to further engage students with deeper meaning through reading and writing about the issues or experiences. However, given the demands by these leaders in higher education and the extra rigor being placed on students, there is a natural reaction to not include additional academic rigidity within the co-curricular setting (Meisel, 2007).

One emerging difficulty on the service side of service-learning is that nonprofit organizations find it hard to recruit students who have the resources and time to conduct volunteer work, and failure is often due to the lack of guidance (Houle et al., 2005). Additionally, young adults do not always find volunteer activities that are best suited for them, "where they can offer their knowledge and skills to other people, or learn new skills themselves" (Maran et al., 2009).

Historically Black Colleges and Universities (HBCUs) have been left out of the conversation about service-learning; if one picks up a book on service-learning or civic engagement, there are rarely examples from a Black college or university, though the examples are not due to the lack of SL on the part of HBCUs, it is just not found in the literature. From the beginning, HBCUs have served the community, providing a safe space during segregation and the Jim Crow period, registering blacks to vote, and providing child care. Many HBCUs serve the local communities where their service is tied to academic credit. For example, North Carolina A&T University requires students to participate in 50 hours of service-learning in their undergraduate curriculum. Students do not just understand the meaning of giving back, but make the connection between service, curriculum and engagement. Service-learning programs such as A&T's are at numerous HBCUs around the country. There have been some preliminary research studies on these programs, most notably Campus Compact and National Center for Dropout Prevention, but there is a need to continue scholarly research on HBCU service-learning programs to bring attention and discussion to different SL models (Gasman, 2010).

Ziegert and McGoldrick (2008) identify areas of concerns for faculty members implementing service-learning activities and challenges for students enrolled in service-learning courses. Professors worry that developing and implementing service-learning in the curriculum

could diminish course content that is covered. Learning is also less predictable as students are moving from the classroom, where there is more control by the instructor, to the community, where the learning is less certain and hard to assess. With other commitments that students have, it is a challenge for them to manage their time outside of the classroom to get to the nonprofit agency and participate in a service-learning project. Additionally, students may be dissatisfied with the work that they are tasked to perform and/or may take on the role of interns as opposed to active service-learning participants (Ziegert & McGoldrick, 2008).

In a qualitative study that reviews short-term service-learning in Madison, Wisconsin, interviews were conducted with 64 different community organizations in the area about their experience with service-learners. The most common theme in the interviews was the issue of the short-term service-learning experience – serving for only a few hours per week within a semester or shorter period of time. The concerns that the organizations faced included the brevity to benefit the organization, the incompatibility of direct service. The transient nature produces inconsistencies and lack of commitment, especially working with youth. Another problem is the capacity to train and supervise short-term service-learners; investing full time staff members' time to train 20 hours to manage 15 total hours of service; and finally the difficulty of developing a planned project that serves the organization's service needs and the students' educational needs. However, almost one-third (eight of 21) organizations who worked with only short-term service-learners continued to work with them because they can help low-resourced agencies with specific projects as well as support community outreach (Tryon et al., 2008).

Elizabeth Minnich, affiliated with the Association of American Colleges and Universities (AACU), wrote the forward to *The Engaged Campus* (2012) and stated that the applied and practical education has become devalued and that the virtues and art of action may have become

marginalized, if not ignored. "More specifically, and most importantly for our ongoing movement to democratize education, engage education, service-learning in all its guises, brings action into the concerns of the academy, which has long sheltered itself from the risks, indeterminacy, controversy and passions of praxis" (Minnich, 2012, p. vii).

<div align="center">Future of Service-Learning: Trends and Opportunities</div>

Contemporary challenges about service-learning have left academics and practitioners wondering what about the future of service-learning have in higher education and whether there is a future for the pedagogy on a college campus.

Tracking contemporary roots of service-learning from the 1960s and 1970s, Kendall (1990) provided readers with three lessons learned from that period: (1) integrate service-learning programs into the core goals and mission of agencies and schools where they are based; (2) determine balance between community and educational partners; and (3) associate experience to reflection (Zlotkowski, 1995).

One trend that began emerging in the field in the last 20 years is E-service-learning through distance learning; a pedagogy that happens when the either the instructional component, or the service component, or both components are conducted online (Waldner, McGorry, & Widener, 2012). One example given is students enrolled in an online grant writing course and helping write a grant proposal for a nonprofit agency. This approach helps to free up any geographical restrictions for students and is a powerful tool to engage participants. Additionally, E-service-learning can provide a forum to ensure relevance of SL moving into the 21st century (Waldner, McGorry, & Widener, 2012).

In one example of a service-learning program that goes beyond the course-based engagement model, the Campus Outreach Community League (COOL). The Campus Outreach

Community League was formed in 1984 by Wayne Meisel and Bobby Hackett and later moved into the Bonner network to propel the national service movement on college campuses. Five qualities of community service correspond with service-learning: meaningful action; education and training; student voice; community voice; and evaluation and reflection. Although the purpose of this program was community change, not student learning through course material, it led to the creation of the four-year, student-driven approach of the Bonner Program that is backed by research (Hoy, Johnson, & Hackett, 2012).

Continuing with the Bonner model, Meisel (2007) shared that students are enrolling in classes that include service-learning as well as community-based research as part of their coursework. The influence from these experiences are transformative in that students can connect their knowledge with their world outside of the classroom, faculty members are witnessing students who are engaged and passionate about their respective disciplines, and community organizations are receiving support they may not otherwise have received, strengthening infrastructure and building capacity at their agencies. However, engagement can wax and wane due to the realities of the academic calendar. The Bonner Program is another program that goes beyond the traditional academic model and offers what they call an "academic journey," parallel to the co-curricular student development model that connects learning to service without the forced SL pedagogy. Partnering with higher education institutions, the certificate program offered by the Bonner Program includes a service-learning course within students' disciplines and encourages students to take additional SL courses outside of their field of study, acknowledging that this has been a growing trend for the past 15 years (Meisel, 2007).

Deegan and associates (2009) identified an opportunity in undergraduate and co-curricular service. They offer a newer delivery service model in their professional paper that

includes an effort to engage students in public policy in what they call a public research model of service-learning. This new approach will promote four large objectives: the creation of effective ties between campus and community, the development of students' civic capacity as community researchers, the development of community resources, and incentives exerting leverage in the public life that extends beyond the local community (Deegan, Gambino, & Borick, 2009). This applied research approach is a way to involve students in building community and meet the needs of nonprofit organizations. Examples of the model are provided in a consortium of regional research involving several higher education institutions and an institute for public opinion – a forum where participating students used research to supplement the work being done by charitable agencies and local governments. The authors concluded that building research service projects that link higher education institutions, the community, and the stakeholders offer a prospect of promoting political engagement to student participants. Anecdotal interviews of the students involved suggest that the participants have a clearer understanding of the role of community and political leadership and were also were more informed about the importance of gathering reliable data to formulate public policy (Deegan, Gambino, & Borick, 2009).

According to Cutforth and Lichtenstein (2009), few studies have researched the pedagogy of Research Service-Learning (RSL), though it has many of the same outcomes as traditional service-learning and is a growing trend on college campuses. Students are able to apply academic theory to real-world problems to gain a deeper understanding of the issues society faces (Cutforth & Lichtenstein, 2009; Willis, Peresive, Waldref, & Deirdra, 2003). This practice has also been found to enhance students' skills in writing, research, communication and organization (Cutforth & Lichtenstein, 2009). In a study that introduces research service-learning as a gateway option for this alternative teaching method, the researchers found that inclusion of

the research component allowed students to apply theory to service with a greater understanding of the core course concepts. The quality of their placement or service site provided students a better understanding of the complexity of societal issues and greater appreciation of their local community. Finally, the capacity mechanism of the problems facing society heightened student interest in research and serving with nonprofits or in public service in the future (Goss, Gastwirth, & Parkash, 2010).

In one article on community-based research and service-learning (CBR), similar to RSL, a qualitative study focused on the faculty perspective from a midsized private research university using the Framework of Community Engagement Conundrum for Higher Education. A focus group was conducted of 17 faculty and staff members and the researchers identified several themes; the first was positive student learning and development; the second was a conundrum with tensions between the public expression by the university and community engagement importance and the traditional reward structure within higher education that could hinder long-term commitment toward their work in the community; a third was creating informal and formal partnerships between the university and community, elevating the university's public image; and a fourth theme was that participants felt their work in academe was relevant in the communities they served. Although there was no assessment of the students, faculty mentioned in their interviews that those students who participated in these research-based service-learning projects "grew in ways that participating faculty had not witnessed with their students in traditional classroom teaching. The faculty and staff noted that both undergraduate and graduate student participants were given real-world experiences by taking them out of the classroom and out of their comfort zones. Focus group participants highlighted the fact that students developed a broader perspective with the relationship between issues they have learned in text books and

working with the community members on a more regular basis. An ethos for community engagement emerged from this process: many students found a passion for staying involved in the community long-term (Nicotera et al., 2011).

According to Bryer (2014), a lot of attention has been given to service-learning as a pedagogical approach in higher education in recent years. He shares that the focus must go beyond its instrumental use of meeting a specific need to a particular client; although service-learning does develop students' professional skills and help meet organizational or community needs, the pedagogy is not as likely to shift cultures of communities or institutions. Despite examples of SL projects transforming community, they are smaller in scale and outside of the public's eye. Therefore, "it would seem preferable if transformation and civic rebirth is at least part of the objective in higher education to begin with service-learning as pedagogical practice" (Bryer, 2014, p.239).

In *A Crucible Moment*, a task force assembled of community colleges, four-year colleges, universities, private and government agencies, and civic organizations, noted that there has been a call to action from all higher education institutions to: (1) foster civic ethos across campus; (2) make civic literacy an expectation among all students; (3) practice inquiry of democratic engagement across all fields of study; and (4) utilize transformative partnerships to advance civic action. These recommendations to the U.S. Department of Education, according to the task force, need to be done by all levels on campus: faculty members across disciplines, Student Affairs professionals across divisions, and administrators in all schools at every level. The task force recognized the responsibility that colleges and universities have to help students prepare for their roles as global citizens in our diverse democracy. They charged these institutions to build a broader theory of democratic principles and provide environments where students can expand

critical thinking skills, make their own judgments on key issues and action steps, and use that wisdom to investigate and analyze what is just. Based on this literature, service-learning could serve as one of these theories in building a platform for democracy. To expand this premise, the authors state that "the knowledge, skills, and experience students need for responsible citizenship should be part of each student's general education program" (The National Task Force on Civic Learning and Democratic Engagement, 2012, p. 29).

Brukardt, Holland, Percy and Zimpher (2006) share that engagement is the best thing for the future of higher education. It is not easy, however, to answer the call to commitment. The institutions that do, however, will be recognized by six best practices that will institutionalize sustainable engagement: (1) To incorporate engagement into the mission of the institution, (2) Build internal and external partnerships as a framework for engagement, (3) Redefine and renew scholarship and discovery, (4) Facilitate community engagement into teaching and learning pedagogies, (5) recruit new champions, and (6). Establish deep-seated institutional change.

Social entrepreneurship may become the new service-learning. Although one broad definition (Calvert, 2011) encompasses ways to address social problems that occur in business, government and nonprofit sectors, the premise is to assist organizations carry out their social missions and the values that social entrepreneurs' poses mirror service-learning outcomes. Aligning the two can be mutually beneficial. Social entrepreneurship can use service-learning as a tool to reflect on structures that perpetuate economic and social inequality and work toward dismantling these systems (Dolgon, 2014). Equally, service-learning can gain from social entrepreneurs. More women participate in collegiate service-learning experiences than do men and where appropriate, Jacoby (2014) suggests that switching terms from service-learning to social entrepreneurship may attract more men and STEM students. Nonprofit organizations and

corporations seek out social entrepreneurs as leaders who can drive economic growth and social responsibility.

There are two futures for service-learning, according to Stoecker and Tryon (2009). The first is keeping with the status quo where service-learning is driven by academes' needs; the alternative is providing the community leaders and organizations more of a voice and balancing the power of needs. Project-based service-learning and community-based research (CBR) are two examples. Using the community development model (Stoecker, 2005), the nonprofit would define a community-based issue and students would work as part of a larger, multi-semester, long-term commitment to identify the root cause of the defined problem and, through research, prescribe solutions. With upfront buy-in from both the institutions and nonprofit organizations, the positive influence on the community will be greater, student learning will be more authentic, and objectives will meet a deeper level as students will be more prepared with problem-solving skills to tackle real-world problems (Zlotkowski, 1998; Stoecker and Tryon, 2009).

<u>Carnegie Community Engagement Classification</u>

The *U.S. News and World Report* publishes its rankings of "America's Best Colleges" annually; the composition of the comparison groups is derived from the Carnegie Foundation for the Advancement of Teaching. The classification of colleges and universities can have significant consequences. For example, the *U.S. News* rankings framework declares two kinds of institutions of higher education – colleges and universities, both of which compete for regional or national markets. There is not, however, one set of rankings, but 10, including: four regional sets of comprehensive colleges; four regionally different sets of master's universities; national liberal arts colleges; and national universities. This reflects the reality of the admissions market of higher education. Multiple rankings provide an opportunity for many sets of "top" performing

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schools that will be pleased with the results, allowing them to proclaim their distinction and display their award badge on their promotional materials (McCormick, 2007).

The Carnegie Community Engagement Classification is an elective classification in which higher education institutions voluntarily participate. Taking place on a five-year cycle, it is a self-assessment process whereby colleges and universities are reviewed based on documentation and data collection on institutions' identity, mission and commitments. Community engagement is described as a collaboration between higher education institutions and their local, regional, national, and global communities for beneficial exchange of resources and knowledge to enrich scholarship, creative activity, enhance curriculum, engage citizens, and strengthen civic responsibility and democratic values while addressing social issues and contributing to the common good, all in a context of reciprocity and partnerships. There were 296 schools that classified in both in 2008 (Carnegie Foundation, 2014) including the three institutions that will be a part of this study: a Private Liberal Arts College, a Private Teaching University , and a Public Research University located in the same metropolitan area in the southeastern United States.

The community engagement application framework was designed to respect institutions' diverse approaches to community engagement, engage colleges and universities in a process of self-assessment, inquiry and reflection, and honor achievements being made at the institution while promoting progress of their programs. There are steps in place by the Carnegie Foundation for the Advancement of Teaching to assist institutions through the application process. The online application is administered every five years; colleges and universities elect to participate and data from any non-classified campus will not be shared. The application is mostly descriptive, with institutions self-reporting information and data. Colleges and universities going

through the application process evaluate the different parts of their processes in relation to standards of best practices – alluding to Carnegie's document framework. The classification process is not used as a ranking tool; there are no levels and there is no hierarchy of classification (Burack, Furco, Melchior, & Saltmarsh, 2012).

The application is broken into three sections. The section entitled Foundational Indicators, which consists of institutional commitment, identity and culture, asks questions pertaining to community engagement being part of an institution's mission or vision statement, if it is part of the strategic plan of the college/university, and how it relates to hiring faculty, professionally developing faculty, and policies surrounding tenure and promotion. Curricular Engagement describes engaging students, faculty and community regarding teaching, learning and scholarship. Interactions in this mutually beneficial collaboration address community-identified needs, enrich students' academic and civic responsibilities, and deepen scholarship at an institutional level. Outreach and Partnerships is the final pillar in the document framework. These are two mutually exclusive but related approaches to community engagement with Outreach focusing on how the institution can act as a resource to the community and Partnerships pertaining to collaborative efforts working on exploration, discovery, and exchange as well as knowledge application such as capacity building, economic development, and research and scholarship (Burack, Furco, Melchior, & Saltmarsh, 2012).

Different from the Carnegie classification, which uses national data, the Carnegie Community Engagement classification uses data provided by the individual institution and affirms that the designated college or university has a framework of institutionalized engagement with its community in its culture, identity and commitments. The term "community engagement" was used to broaden the scope and encompass community and higher education to promote

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inclusivity. The decision to classify came from the Carnegie staff with support from a national advisory panel of national community-engaged leaders to ensure multiple perspectives. Although all institutions reported supporting faculty with community engagement, there were gaps in recognition of these pedagogies for tenure and promotion. Few documented having prioritized community engagement when recruiting new faculty members. These gaps are based on fundamentally strong indicators such as mission, infrastructure and budget. Collaboration and communication were also seen as a struggle for many institutions, with most indicating vague generalities of how reciprocity was achieved or creating little friction on institutional affairs. The 2008 classification application was almost identical to 2006, with the major exception that it was available online. While 154 institutions went under review, 70 colleges and universities withdrew their applications, stating "lack of readiness for qualifying for the application" as their reason (Driscoll, 2009).

Before the first set of Carnegie Community Engagement classifications, a pilot study was completed with 14 institutions by the Carnegie Foundation in 2005. The colleges and universities that participated provided Carnegie with documentation with attached supplemental documentation in 2006. For the purposes of selection, the campuses that answered "Yes" to the question pertaining to the institutional rewards policy were included in the pilot. The higher education institutions that chose not to answer the optional question on tenure and promotion guidelines in the pilot application were not included in the "Yes" group of the pilot study. Therefore, eight colleges and universities were included in the final sample of pilot campuses. The authors note that 33 institutions selected "Yes" to the policy question regarding scholarship of engagement; two of the campuses were Non-Tenure granting schools (Saltmarsh et al., 2009b).

In a recent article on the first wave of Carnegie Classification, Bringle and Hatcher (2009) claim that the documentation that higher education institutions provided demonstrate that service-learning is indeed a valued pedagogy on engaged campuses. Service-learning is central to community engagement for the Carnegie classification elective and for institutions to have infrastructure in place to support the development of service-learning courses. "The Carnegie elective Community Engagement Classification endorses the centrality of service-learning in assessing community engagement by devoting one type of classification to curricular engagement and highlighting service-learning courses as the type of evidence that is sought to establish the quantity and quality of curricular engagement" (Bringle & Hatcher, 2009, p.40).

All designees defined and monitored prevalence of service-learning on their campuses, and institutional applications reached beyond coursework and community-based research and were purposive in program review, internal reporting, accreditation and publicity. Quantifying prevalence of SL and community-based pedagogy presented challenges. For example, the number of courses mattered, but it is limited in assessing quality. It shows little vertical distribution (within the curriculum of a major or degree program) or horizontally (across academic units, across community issues). Little evidence is shown of how SL is aligned with the mission of the campus. Ideally, service-learning courses would be evenly distributed across academic units rather than clustered in a few and across various levels of the curriculum (first year, major, capstone and graduate). These questions were introduced in the 2008 application process (Bringle & Hatcher, 2009).

That account showed connections of SL to other co-curricular programs across campus, such as: thematic learning communities; general education requirements; capstone; service-based scholarship; and more. Whether it begins with the campus mission, institution problem-solving

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initiatives such as retention and student academic success, faculty members, helping academic

units or strategic planning, service-learning now is recognized as an active learning method that

achieves a variety of campus goals. Although limited in scope to student involvement, some

institutions used the NSSE data on curricular engagement as an assessment instrument to answer

some questions in the application. Although the evidence in the applications suggests that there

were civic learning outcomes at the course level of beliefs and attitudes, little evidence was

found at the program or institutional levels. There was evidence in longitudinal research reported

to Carnegie. The authors conclude by stating that there is a need to move toward assessing the

quality of service-learning experiences for students, faculty, community and institutions to

develop strategies, and to shift from course assessment to research and assessment at the

program and institutional levels (Bringle & Hatcher, 2009).

Fundraising has increased momentum on campuses, specifically in area of service-

learning. In a study that looked at a sample of different institution types, the analysis suggests

that the 15 schools in the cluster are "finding their way" with financing community engagement

based on their mission, culture, histories and structure. Each institution demonstrated internal

funding commitments with student-community engagement programs such as service-learning as

a funding priority and often tightly coupled with external grants such as AmeriCorps VISTA

(Corporation for National and Community Service monies), which helped support student

learning and research opportunities (Weerts & Hudson, 2009).

In an example where Sandmann, Thornton, & Jaeger (2009) utilized Carnegie

classification as an engagement tool, USF discovered that they needed to improve their curricular

engagement efforts. In *Emerging and Needed Best Practices in Community Engagement*, Furco

and Miller suggest comprehensive longitudinal assessment plans include student learning in a

community-engaged course, documenting involvement of community partners, vocabulary of engagement, nuances, language and assessment.

After the 2008 classification applications were distributed, Carnegie Foundation for the Advancement of Teaching eliminated the separate distinctions for outreach and partnerships and curricular engagement as institutions wishing to classify should demonstrate that they are addressing both key areas. Whereas other self-reporting data for other classifications with Carnegie are clearly and objectively measured, the elective classification allows colleges and universities to highlight the programs and best practices they want to report, providing for uniqueness and diversity when self-reporting. There were 119 colleges and universities that were successfully classified as community engaged institutions in 2008, with another 28 applying for the distinction (Sandmann, Thornton, & Jaeger, 2009).

In recapping their experience in completing the Carnegie classification elective for community engagement, NC State, one of the institutions who were designees of the first classification, formed a comprehensive list of lessons learned. With regard to service-learning, the task force relayed that institutions should first check what their definition of service-learning entails before looking at statistics. Since there was no designation of SL courses, they asked each of the colleges for the list of courses from department heads and academic deans that incorporated the pedagogy and, based on registrants, calculated how many hours of service-learning and students enrolled for that academic year. Thinking that more than one student enrolled in approximately three SL courses, North Carolina State was more conservative in their estimation with how many students took service-learning courses and estimated 1,500 different students versus the first projected number of 5,446 students enrolled (Zuiches, 2008).

When looking at insights from the institutions that were newly classified, Driscoll (2008) found that documentation of curricular engagement started with methodically-crafted definitions for identifying then tracking activities such as service-learning; the processes were indicators that were substantive; and ongoing conversations that innovations require are needed if they will be successful and sustainable. One challenge was institutions tracking and recording the assessment of student learning outcomes; only six colleges or universities were explicit about institution-wide student-learning outcomes that resulted from community engagement.

The next opportunity for Carnegie classification for community engagement will be in 2015. Those campuses that had not previously classified used the 2010 classification application, and those that classified in 2010 will keep their classification until 2020 before reapplying. For those colleges and universities that classified in 2006 and 2008, this will be the first time for re-application for classification and will be an abbreviated application process where supplemental questions will ask for evidence of change pertaining to structures, policies, and practices since the original classification five years prior. This will both deepen the community engagement framework while making it more pervasive across the institution (Burack, Furco, Melchior, & Saltmarsh, 2012).

Summary

Service-learning has been part of the philosophy of American higher education for decades, but research in service-learning has only evolved in recent decades. The more recent studies have been primarily evaluation studies that limit the opportunity to make generalizations about the significance service-learning plays and ways it can improve practice. Additionally, these evaluations are not as likely to build theoretical frameworks; their explanatory value is restricted. "Finally, the definitions of service-learning being used, the program designs being

studied, and the populations of students and community members being examined vary so broadly that the discussion of service-learning research must always occur in the midst of multiple qualifying statements" (Billig, 2003, p. vii).

The 1990s were characterized by the rise of service-learning, with 80% of institutions offering service-learning programs in 1997 and 87% by 2002, according to Campus Compact. The 2000s gave rise to civic engagement with the notion of "the engaged campus," and in both cases, the new conceptualization of engagement expanded its profile – allowing for both curricular as well as co-curricular service and engaging student participants in democracy to reinforce while redefining each other. "The prevalence of service-learning is readily documented, an important step toward the institutionalization of service-learning in higher education" (Bringle & Hatcher, 2009, p.44). "Although it is important to consider the impacts of the Carnegie Community Engagement Classification on individual institutions, we must also consider the cumulative effect of this wave of classified institutions" (Sandmann, Thornton, & Jaeger, 2009, p. 103).

CHAPTER THREE: METHODOLOGY

Introduction

Chapter 3 includes the research design, rationale for the design, and research questions within the context of the theoretical framework. The population, sample, and instrumentation for the study are included along with data collection process and data analysis. "Good research requires making assumptions, paradigms, and frameworks explicit in the writing of a study, and, at a minimum, to be aware that they influence the conduct of inquiry" (Creswell, 2007, p.15).

Research Design and Rationale

The qualitative research study was a case study. "Case study research involves the study of an issue explored through one or more cases within a bounded system such as a setting or context" (Creswell, 2007, p. 73). The product of this design investigated cases over time with data collection that included multiple sources of information such as documents, interviews, and observations and reported themes (Creswell, 2007). The use of case study as an effective methodology for service-learning research is supported by a study that measures four constituencies: students, faculty, communities, and institutions to assess impact and include feedback for continuous improvement (Driscoll, Holland, Gelmon, & Kerrigan, 1996).

The instant case study explored three higher education institutions by means of analysis of the 2008 Carnegie Community Engagement Classification applications and the 2015 reclassification applications. According to Creswell (2007), a single or *within-case study* or *multi-site study* with different programs may be selected for study. The collective multi-site case study showed different perspectives on the same topic using secondary data from the 2008 and 2015 applications, observations made throughout the research process, and interviews of the lead program coordinator at each of the institutions. The triangulation of these data provided the

researcher the opportunity to review and compare relationships of social structures across institution types.

The Carnegie classification for community engagement is an elective classification of higher education institutions that uses a baseline to display how an institution is progressing toward civic engagement and the institutionalization of service-learning. Reclassification occurs every five years. Therefore, this study offered a comprehensive comparative analysis of Carnegie Classification of Community Engagement of three different institution types within the same metropolitan area that will benefit both higher education practitioners and community leaders.

A methodological based approach was established by using purposive sampling. Additionally, "the study of more than one case dilutes the overall analysis; the more cases an individual studies, the less the depth in any single case" (Creswell, 2007, p. 76). The study yielded a substantive contribution to the body of knowledge by providing a comparative analysis of the reclassification and original classification, assessing three different perspectives from three different institution types in the same metropolitan area, and providing guidance to practitioners seeking to obtain the Carnegie Classification of Community Engagement elective designation.

<u>Research Questions</u>

The research questions are:

1. What are the intra-institutional comparisons of service-learning from the Carnegie Community Engagement Classification framework over time from the reports of 2008 CCEC classification and 2015 CCEC reclassification?

2. What are the inter-institutional comparisons of service-learning across institution types?

To answer research question one, observed changes through qualitative analysis of the 2008 and 2015 applications from the three institutions were conducted. To answer research question two, qualitative analysis of the 2008 and 2015 applications across institution types were conducted to identify emerging themes. The results of the qualitative interviews were compared to the results of the secondary data analysis for further insight.

As discussed in Chapter 2, service-learning provides a platform for students to learn about community issues, improve problem-solving skills while working with a diverse group of people, and become democratically engaged. This platform supports Dewey's definition of an individual's quest for knowledge; a cycle of continuous construction based on inquiry, understanding, experiences, and ideas of old paradigms fitting together to help explain the world. Individuals move from feeling and observing to thinking and doing, while integrating academic and intellectual knowledge with the personal and affective (Eyler & Giles, 1999). As an institutional best practice analyzed for breadth and depth over time, this refers back to the framework being used, Change Theory decision-making by leaders in the academy that transcend particular issues or characteristics of a single institution or a national context (Eckel, Green, Hill, & Mallon, 1999).

There were several deltas in the research of Carnegie community engagement elective designation and no study has examined the 2008 classification or the first wave of reclassification data. Additionally, no longitudinal study has compared the first round of classifications (2006 and 2008) and the 2015 reclassification. Bringle and Hatcher (2009) claim that despite the evidence in the classification applications to suggest that there were civic learning outcomes occurring at the course level, through self-report measures of beliefs and attitudes, there was little evidence found at the program level or institutional levels, and was

none in longitudinal research reported to Carnegie. Through data analysis and qualitative interviews, this case study will examine outcomes at a course level, program level, and institutional level and by comparing the 2008 data to the 2015 data will also add to longitudinal research by examining the depth and breadth of institutionalizing service-learning over time (Eckel, Green, Hill, & Mallon, 1999).

<div align="center">Data Collection</div>

Data were collected from three different institution types: a Private Liberal Arts College, a Private Teaching University, and a large Public Research University all within the same metropolitan area – all with distinct institutional profiles based on *US News and World Report 2013* as shown in Table 1.

Table 1: Institutional Profiles

Inst	Inst. Type	Pub Pri	Rk	Rk #	In-State $	O-O-S $	Enroll	Accept	GPA	SAT	ACT
PLAC	Lib Arts	Pri	Reg U	2	$43,080	$43,080	1,890	47.22%	3.2	1290	29
PTU	Teach	Pri	S. Reg U	6	$40,040	$40,040	2,729	59.25%	3.9	1270	28
PRU	Res	Pub	S. Nat U	173	$6,368	$22,467	51,269	48.94%	3.8	1270	28

The Private Liberal Arts College (PLAC) was ranked number two among southern regional universities. Both in-state and out-of-state tuition was $43,080. Undergraduate enrollment was 1,890 with the acceptance rate of 47.22 percent. The average GPA was 3.2 with SAT of 1290 and ACT of 29 in the 75th percentile for prospective students. The Private Teaching

University (PTU) was ranked number 6 among southern regional universities. Both in-state and out-of-state tuition was $22,467. Undergraduate enrollment was 2,729 with the acceptance rate of 59.25 percent. The average GPA was 3.9 with SAT of 1270 and ACT of 28 in the 75th percentile for prospective students. The Public Research University (PRU) was ranked number 173 among national universities. The in-state tuition was $6,368 and out-of-state tuition was $22,467. Undergraduate enrollment was 51,269 with the acceptance rate of 48.94%. The average GPA was 3.8 with SAT of 1270 and ACT of 28 in the 75th percentile for prospective students.

Part one of the data collection included the analysis of secondary data, using the 2008 Carnegie Community Engagement Classification applications and 2015 reclassification applications. Six Carnegie classification applications from three institution types were analyzed; a Private Liberal Arts College, a Private Teaching University, and a Public Research University. The applications ranged from 22 pages to 120 pages in length and involved a comparison of the 2008 and 2015 applications of each of the three institutions in the same metropolitan area in the southeastern United States.

Part two of the data collection process included qualitative interviews with each of the lead authors of the 2015 reapplication *(see Appendix C: Carnegie Community Engagement Classification Qualitative Interview Protocol)*. Questions were asked to a key administrator of each of the three institutions, who were instrumental in preparing the 2015 Carnegie Community Engagement Classification reapplication, to gain insight on the process, approaches, and changes she/he observed. The interview protocol was developed after extensive review of the literature and Carnegie applications. All participants were given the opportunity to read the Explanation of Research in order to secure their informed consents. Each interview was approximately 45-minutes, conducted in-person with follow-up questions and requests for the interviewee to

elaborate on their answers. Interviews were recorded and transcribed before being analyzed as part of following "standard procedures that are used from one interview to another" (Creswell, 2014, p. 194).

Purposive Sampling

Purposive sampling was utilized in this study. "I prefer to select cases that show different perspectives on the problem, process, or event I want to portray" (Creswell, 2007, p.75). The population of 121 institutions that classified in 2008 was put into a matrix with the *U.S. News and World Report* criteria such as enrollment, ranking and institution type. "The researcher will need to set boundaries that adequately surround the case" (Creswell, 2007, p.76).

"In practice, the importance of specific factors and strategies to the institutionalization of engagement is largely determined by institution type" (Holland, 2009, p.87). The boundaries that were set for this study were across three campuses, based on institution type: a Private Liberal Arts College, a Private Teaching University, and a Public Research University located in the same metropolitan area in the southeastern United States. Results were drawn from data of the 2008 and 2015 Carnegie Community Engagement application framework of the purpose sampling of the three institutions being compared.

Data Analysis

The qualitative analysis included the findings for both the 2008 and 2015 application frameworks for each institution located in the same metropolitan area in the southeastern United States. Additionally, qualitative analysis included data from qualitative interviews at each of the three higher education institutions.

Part one of the analysis was coding the data. "All qualitative methods employ coding techniques to help organize and analyze the overwhelming amount of data" (Hahn, 2008, para.

1). The data coding process consisted of four levels. The first level, open coding, took the raw qualitative data and assigned initial labels. The second, categorical coding, reexamined level one data to focus the data, and establish a foundation for identifying themes. The third level, axial or thematic coding, built upon the previous two levels of coding to develop refined themes. From the first three levels, themes emerged from categories and themes. Lastly, examination of the data through an independent lens provided deep insight into each answered question and the purpose behind the questions (Creswell, 2014).

Part two of the analysis compared the data over time from 2008 and 2015 through intra-institutional comparisons and by institution type through inter-institutional comparison. "Individuals develop a data collection matrix in which they specify the amount of information they are likely to collect about the case" (Creswell, 2007, p. 76). A matrix was used to identify case-based themes from the questions asked in both the 2008 and 2015 community engagement applications and offer the user comparative document analysis over time and across the three institution types.

Part three analyzed interview data of the three individuals from each of the three institutions. Procedures for interview analysis, according to Agar (1980), included "data organized categorically and chronologically reviewed and coded" (Creswell, 2014, p. 210). The three interviews were coded and compared to identify themes and emerging concepts that will possibly elucidate the data analysis from the applications and strengthen the case study. The framework for the present study both explored the policies and patterns of service-learning and was used to compare the effective approaches to obtaining the Carnegie elective classification (Nelson, 1993).

According to Creswell (2007):

When multiple cases are chosen, a typical format is to first provide a detailed description

of each case and themes within the case, called a *within-case analysis*, followed by a

thematic analysis across the cases, called a *cross-case analysis,* as well as assertions or an

interpretation of the meaning of the case (p. 75).

Comparative analysis of the applications from the three institutions in the same

geographical area was the framework of this qualitative study. Lijphart (1975) describes this

study as "focusing the analysis on comparable cases that is, cases that are similar in a large

number of important characteristics, but dissimilar with regard to the variables between which a

relationship is hypothesized, which may be found within a geographical-cultural area" (p. 159).

<div align="center">Summary</div>

The methodology for this study was qualitative and subjective in nature. A multi-site case

study was conducted examining three different higher education institutions and types – a Private

Liberal Arts College, a Private Teaching University, and a Public Research University located in

the same metropolitan area in the southeastern United States.

Data coding was completed from the 2008 and 2015 Carnegie Community Engagement

Classification applications, and intra- and inter-institutional comparative analyses were

conducted from each institution to report institutionalization of service-learning using the

application framework from the elective classification over time and by institution type. Lastly,

qualitative interviews were conducted, and questions were asked to the lead member of the

committee of each of the three institutions who was responsible for the 2015 CCEC reapplication

and then coded to gain insight of the approaches, policies, ethos, and emerging concepts upon the

institutionalization of service-learning.

CHAPTER FOUR: RESULTS

<u>Introduction</u>

Included in Chapter 4 are the results from the secondary data analysis of the 2008 and 2015 Carnegie Community Engagement Classification applications from each of the three institution types – Private Liberal Arts College (PLAC), Private Teaching University (PTU), and Public Research University (PRU). The analysis of the results from the interviews of lead authors and members of each institution's CCEC committee are also reported.

In the New England Resource Center for Higher Education's *The Elective Community Engagement Classification by the Numbers* (2015), 188 campuses needed to reclassify, including 120 campuses that received their initial classification in 2008. Of the 188 campuses eligible to pursue the reclassification designation, 162 institutions sought the reclassification and 26 campuses did not. Only 5 campuses did not receive the reclassification; therefore, 157 higher education institutions received the Carnegie Community Engagement Reclassification designation for 2015.

All three institutions examined in this study obtained the Carnegie Community Engagement Classification designation in 2008 and the 2015 reclassified designation for active community engagement. This provides a level playing field to perform document analysis. As a qualitative research study design, the results and interpretations impart subjectivity because of the nature of the "data were derived mainly through…overall impressions of particular phenomena" (Schwartz, 2013).

<u>Data Collection Procedures</u>

Secondary data were collected from each of the three institutions via the Carnegie Community Engagement Classification 2008 and 2015 applications. Upon receiving the

Institutional Review Board approval to conduct the study (*see Appendix A: IRB Approval of Exempt Human Research*), responses from questions that pertained to service-learning were coded and analyzed to establish boundaries and aid in the identification of themes of how service-learning is being institutionalized over time and across institution types.

Coding included four levels. The first level, open coding, included collecting and labeling the raw data. The second, involved reexamining level one coding and the categorization of themes. The third, axial coding, refined the first two levels to provide thematic coding. Lastly, in level four themes emerged from the categories and thematic coding of the data (Creswell, 2014). Hybrid coding schemes were used throughout the 4-step coding process; using several of the 29 coding schemes identified by Saldana (2009).

Applications

The CCEC application analysis was comprised of 23 questions and sub-questions pertaining to service-learning and these 23 questions consistent for both the 2015 application and 2008 application. These 23 questions were selected based on their relationship, implication or terminology about service learning. The use of these specific questions within the Carnegie application framework provided insight into the institutionalization of service-learning. A provisional coding scheme was used to look for types of responses such as service-learning, academic service-learning, experiential-based learning, community engaged learning, and community-based research, to produce anticipated categories (Saldana, 2009). A values coding scheme reflects on participants' attitudes, beliefs, and values representing their specific worldview or perspective (Saldana, 2009) and was used when constructing the seven categories during axial coding, including: (1) Visibility of Service-Learning on Campus, (2) Funding, (3) Tracking and Assessment of Commitments, (4) Opportunities for Faculty, (5) Opportunities for

Students, (6) Tracking and Assessment of Curricular Engagement, and (7) Curricular

Engagement Activities. The overarching themes from the categories discussed above include: (1)

Identity and Culture – category one, (2) Institutional Commitment – categories two through five,

and (3) Curricular Engagement – categories six and seven (*see Appendix B: Carnegie*

Community Engagement Classification Secondary Data Analysis Worksheet). Analytical memos

and descriptive coding schemes were appropriate throughout this process as this was "a study

with a wide variety of data forms such as…documents and interview transcriptions" (Saldana,

2009, p. 70).

Jacoby (2014) wrote about the framework of the Carnegie Community Engagement

Classification and stated:

Assessment of institutional commitment to service-learning is also essential to secure its

(American higher education's) future. Since its inception, the Carnegie Foundation for

the Advancement of Teaching's prestigious Community Engagement Elective

Classification has served as a comprehensive framework for institutional assessment of

community engagement, to which service-learning is central. I believe that the

documentation framework required by the Carnegie Foundation for consideration for this

classification serves as an effective guide to the kinds of self-assessment that will provide

concrete evidence of institutional commitment (or lack of commitment) to service-

learning. Foundational indicators of institutional commitment to community engagement

include how it is reflected in institutional identity and culture, infrastructure, resource

allocation, faculty reward systems and campus-wide assessment on students, faculty,

institution and community. For service-learning in the curriculum, Carnegie asks for – in

addition to the definitions, numbers and percentages, and course designation process –

campus-wide as well as departmental or disciplinary learning outcomes for service-learning courses, together with strategies and mechanisms that assure ongoing, systematic assessment of the degree to which students achieve them. In regard to curricular integration, they ask whether service-learning is institutionalized through graduate studies, core courses, capstone courses, first-year experiences, general education, majors and minors (pgs. 254-255; Carnegie Foundation for the Advancement of Teaching, 2013b).

<div align="center">Interviews</div>

Qualitative interview questions were developed to gather the meanings and central themes as well as further investigate the information obtained in the application analysis. These interview data added clarity to the analysis of each CCEC application. A lead member and author of the CCEC application from each institution was interviewed. All three interviewees were key administrators at their respective institutions and were given pseudonyms: Private Liberal Arts College – Melinda, Assistant Director for the Center for Leadership and Community Engagement, Private Teaching University – Patrick, Assistant Director for the Center for Community Engagement, and Public Research University – Rose, Vice President Emerita & Special Assistant to the President, and all were interviewed within a two week period. Each interview lasted approximately 45 minutes and was recorded using an audio recording system. The interviews were transcribed, coded for emerging themes, and transformed into seven tables (see below).

The qualitative interviews that were conducted upon the conclusion of the secondary data analysis included eight questions. Transcripts were coded to identify concepts (Strauss & Corbin, 1998). The interview transcripts were analyzed to arrive at abstract concepts from the raw data.

"During this process, the focus was expanding the abstract concepts by filling them with

concrete examples" (Smerek, 2013, p. 377). The responses from each question were categorized

into one of three themes: institutionalization, change, and recommendations. Data pertaining to

the theme 'institutionalization' were infused into the inter-institutional comparison analysis and

data from the 'change' category were included in the intra-institutional comparisons analysis.

Data from the theme 'recommendations' categories will be featured in the Discussion and

Recommendations sections of Chapter 5.

<u>Intra-Institutional Comparisons of the CCEC</u>

Results of Application Analysis

The first step in the data analysis process was to analyze the 2008 and 2015 CCEC

applications. The second step was to analyze the qualitative interview questions. These steps

resulted in answering research question one, "What are the intra-institutional comparisons of

service-learning from the Carnegie Community Engagement Classification framework over time

from the reports of 2008 CCEC classification and 2015 CCEC reclassification?". The findings

and analysis of intra-institutional comparisons by category over time – data obtained from the

2008 and 2015 applications – for each institution by the seven categories that resulted from the

coding are discussed in the following sections.

<u>Private Liberal Arts College (PLAC)</u>

Visibility of Service-Learning on Campus

In 2008, PLAC emphasized developing their students into global citizens by empowering

them to pursue meaningful and productive lives; reporting in their mission statement that they

are dedicated to academic achievement, scholarship and social responsibility – valuing

leadership and transformative education. The institution reported having an Office of

Community Engagement (OCE) that serves as an infrastructure for curricular and co-curricular service-learning. The priority areas mentioned include scholarship of engagement through academic service-learning, community-based research (CBR), community-engaged research, and participatory action research for the community. Faculty Fellows were utilized as catalysts for engaged learning and scholarship within four divisions of the college: Natural Sciences and Mathematics, Humanities, Social Sciences, and Expressive Arts. The Faculty Fellows serve on the grant selection committee for service-learning courses and act as mentors for faculty on pedagogical journeys of CBR, research, and teaching.

In 2015, PLAC indicated student engagement in and outside the classroom as a holistic approach toward their strategic plan in addition to their mission statement. Under their Quality Enhancement Plan, PLAC reported that for four consecutive years, a faculty member had been honored by Campus Compact with Service-Learning Faculty Award and received the highest federal recognition for their commitment to SL and community engagement. Their institutional infrastructure was still reported as the Office of Community Engagement, and indicated that they have more funding and a "mission (statement that is) "more alive and transformative" (PLAC, 2015, p.17) for their students, as well as utilize AmeriCorps members in some of their programming. Similar to the 2008 report, Faculty Fellows were reported to be the catalysts for inspiring engaged learning in 2015. One major change from the 2008 to the 2015 application was that the Office of Community Engagement moved reporting lines from Academic Affairs to Student Affairs as their mission is to collaborate with faculty in creating an environment that maintains and fosters personal, social, and intellectual growth for students.

Funding

In 2008, PLAC reported that the institution internally received allocations to support institutional engagement with the community from two sources. The institution itself provided $232,402 for institutional engagement; the other half came from QEP funds to staff OCE, student organization service projects, and curricular and co-curricular service-learning projects. Externally, PLAC received about $221,300 for graduate assistants, stipends for service-learning, supplies, events, staff positions, and a 15-passenger van. Additionally, PLAC reported raising $2.5 million since 2000 for community engagement efforts.

In 2015, PLAC reported an internal budget of $293,500 for institutional engagement from permanent sources; constant since 2009 with the monies being used the same way as indicated in the 2008 application – for OCE SL programming, staffing, Alternative Break Programs, and student organization service projects. Externally, PLAC received $235,500 in grants and personal gifts and an additional $50,000 of interest from endowments. Fundraising directed toward community engagement is a top priority for PLAC and is in the midst of a fundraising campaign with a goal of $5 million with $2 million raised since the last classification.

Tracking and Assessment of Commitment

According to PLAC (2008), there were a number of systems to track and assess campus-wide engagement. Service-learning courses were tracked through OCE in partnership with Student Records and the Dean of Faculty's Office each semester. Community-based research was reported being tracked by Summer Student/Faculty Collaborative Research. Service-learning grant recipients were asked to assess learning goals of every course with the data being used to assess SL impacts with the community. Student reflections were published in the institution's

newsletter and posted on their listserv. An online tracking system recorded student service hours and in 2009, co-curricular transcripts were to include community engaged learning.

The institution used the data to assess effectiveness of student involvement, engage scholarship, and identify community partners to enhance learning outcomes. Data were also used in PLAC's Quality Enhancement Plan and SACSOC accreditation and the Office of Community Engagement is working on creating a book of SL reflections from students and faculty.

The impact that institutional engagement had on PLAC students included improved learning outcomes through active learning experiences – contributing to local as well as global communities. Faculty members developed SL courses with heightened collaborative efforts across disciplines. In addition to receiving benefits from service-learners, the community was impacted by PLAC constituents sitting on boards of local nonprofit organizations. Results from 2008 NSSE survey reported the impact engagement had on the institution. Data indicated that engaged students were more likely to work with faculty members on activities outside of the classroom, participated in co-curricular activities, and included diverse perspectives when conducting classroom discussions.

In 2015, the results indicated that PLAC had an increase in partnerships that maintained campus-wide tracking mechanisms of engagement in the community. The Office of Community Engagement in partnership with Student Records and Academic Deans (as indicated in 2008) and also Institutional Research tracked service-learning courses and in 2009, efforts were made to offer deeper and more sustainable SL courses and any course with a community engagement component received a "CE" designation in the course catalogue. Faculty who infused community engagement pedagogy were eligible for service-learning funds. Community-based research was tracked by Summer Student-Faculty collaboration scholarship while international service-

learning was tracked through their international programs office. The institution moved from having one software program to three online tracking software programs.

As in 2008, the 2015 data were used for SACSOC accreditation, QEP, and to improve learning outcomes. Assessment of institutional engagement was coordinated jointly by Institutional Research and Office of the Provost to assist with unit goals and administrative effectiveness reports.

Community engaged learning has an impact on students by facilitating the understanding of gender roles, learning to take perspectives of others seriously, and meeting core commitments. To demonstrate the impact of faculty, PLAC reported that a professor of chemistry whose efforts positively influenced another professor's scholarship and explained that community engaged learning has transformational impacts such as active citizenship, social justice, and empowerment. The institution made significant social contributions to the region by engaging students, faculty and staff. "Since instituting the CE designation process, this impact has become even deeper and more focused" (PLAC, 2015, p. 26). In 2012, PLAC was recognized in U.S. News and World Report as top 25 lead institutions for both international education and service-learning. "Community engagement enriches the learning experience for everyone involved – students, faculty and staff, and as such supports the mission of the institution" (PLAC, 2015, p. 26).

Opportunities for Faculty

The information from the application revealed several opportunities listed for faculty who engage with the community listed in 2008, including Radical Education Dialogue series, Collaborative Research Program, Young Scholars Collective and Service-Learning Roundtable were series that occurred monthly and an annual Summit on Transforming Learning and

Community Partners Breakfast. Interested faculty members were provided mentors and course development funds in order to explore service-learning. Faculty attended and presented at the annual International Research Conference on Service-Learning and Community Engagement as well as at the Campus Compact Service-Learning Conference each year. Additionally, PLAC reported that $12M in an endowment is available for international travel for professional development.

In 2015, PLAC did not list the monthly series, but reported that OCE continues to host the Summit on Transforming Learning, Service-Learning and Community Engagement Conference, and the Campus Compact Service-Learning Conference. In addition, OCE had a Faculty Fellows Conference and Learn and Serve Sessions as opportunities for faculty and staff to engage with the community.

Opportunities for Students

In 2008, PLAC reported that students were involved in planning, implementing, and assessing curricular and co-curricular activities. The students were active in planning large-scale events, oversee community partnerships and assist in policy, programs, and events. Peer mentors were utilized in the classrooms through the institution's annual College Conference to assist with SL projects and leading reflection. The school did not acknowledge community engagement on student transcripts, but indicated that they were looking into it.

In 2015, PLAC indicated that students were still actively involved in planning, executing, and assessing curriculum and co-curriculum activities and that peer mentors were still being used to help facilitate SL projects and reflection, but it was not mentioned whether the students were active in planning large-scale events, oversee community partnerships and assist in guiding policy, programs and events. However, PLAC did report that 3 AmeriCorps VISTAS were

hosted by the institution, who were also current students enrolled with the college, to create a service-learning experience for every student during new student orientation. Community engagement was still not noted on student transcripts for the Carnegie Community Engagement Reclassification.

Tracking and Assessment of Curricular Engagement

In 2008, PLAC defined service-learning as a teaching tool combining community-based service and/or CBR (engagement) with course curriculum, reflection, and learning outcomes. Courses that met the 9 standards listed were considered for designation of SL at the institution: (1) identify and address community need, (2) meet course objectives with connection between course content and community activity, (3) assessment as part of students' grade, (4) reciprocity between course and community resulting in increased student civic awareness, diversity, leadership and engagement, (5) pre-reflection/post-reflection and reflection, (6) partnership between the service and the learning via collaboration with community agency, (7) invite community partner to share classroom discussion, dialogue and scholarship, (8) at least 15 hours of service, and (9) a capstone assessment where students discuss responsible leadership, share their experiences, describe their connection of global citizenship, and address their plan for continued engagement. The one and only change in the way PLAC defined service-learning in their 2015 application was replacing the "15 hours of service" to involving "a considerable amount of time outside of the classroom with the community organization or agency" (PLAC, 2015, p. 40).

Tables 2-5 illustrate the 2008 and 2015 data of service-learning courses, departments that are represented by these courses, faculty who taught service-learning courses, and students who participated in service-learning during the most recent academic year; 2007-2008 for the 2008

CCEC application and 2012-2013 for the 2015 reclassification application. Please note Tables 2-5, 7-10, 12-15, and 17-20, the numbers and percentages of four indicators: service-learning courses, departments housing service-learning, faculty teaching service-learning, and students participating in service-learning were reported directly from the 2008 and 2015 applications then calculations were completed to obtain the resulting change in the number and percentage of those four indicators for each institution. The following tables pertain to PLAC's service-learning courses, departments housing service-learning, faculty teaching service-learning, and students participating in service-learning are listed.

Table 2: PLAC Number, Percent and Changes of Service-Learning (SL) Courses

	#SL Courses (2008)	# SL Courses (2015)	Δ In # of SL Courses	% Of Total SL Courses (2008)	% Of SL Courses (2015)	Δ In % of SL Courses
PLAC	69	32	-37	5.74	3.56	-2.18

Table 3: PLAC Number, Percent and Change of Depts. Represented by SL Courses

	# Depts. Represented by SL Courses (2008)	# Depts. Represented by SL Courses (2015)	Δ In # of Depts.	% Of Total Depts. (2008)	% Of Depts. (2015)	Δ In % of Depts.
PLAC	23	16	-7	67.65	61.54	-6.11

Table 4: PLAC Number, Percent, and Change of Faculty Who Taught SL Courses

	# Faculty Who Taught SL Courses (2008)	# Faculty Who Taught SL Courses (2015)	Δ In # of Faculty	% Of Total Faculty (2008)	% Of Total Faculty (2015)	Δ In % of Faculty
PLAC	43	24	-19	17.06	13.26	-3.8

Table 5: PLAC Number, Percent, and Change of Students Participating in SL

	# Students Participating in SL (2008)	# Students Participating in SL (2015)	Δ In # of Students	% Of Total Students (2008)	% Of Total Students (2015)	Δ In % of Students
PLAC	763	381	-382	42.91	20.22	-22.69

In 2008, PLAC offered 69 service-learning courses or 5.74% of total courses offered. The institution reported 23 departments as the total number of departments represented by service-learning courses, or 67.65% of total departments. There were 43 faculty members or 17.06% of total faculty who taught service-learning courses with 763 students or 42.91% of the whole student body who enrolled in a service-learning experience.

In 2015, PLAC decreased in the number of service-learning courses from 69 to 32, a difference of -37 with the percentage of service-learning courses also decreasing from 5.74% to 3.56%, a change of -2.18%. The number of departments that represented service-learning decreased by 7 department from 23 to 16 with the percentage of departments represented also decreasing from 67.65% to 61.54% or a difference of -6.11%. The number of faculty members who taught service-learning courses decreased by 19 courses taught, bringing the total from 43 to 24 faculty members. The percentage of total faculty also dropped from 17.06% to 13.26%, yielding a change of -3.8% of courses taught. The number of students participating in service-learning courses decreased from 763 to 381, a difference of -382 and a decrease in percentage of 20.22% from 42.91% or -22.69% of total student population.

Curricular Engagement Activities

Institutional learning outcomes for students' curricular engagement with the community reported by PLAC in 2008 was from OCE's service-learning handbook that included desired outcomes such as igniting passion, recognizing manifestations of prejudice, and action driven

engagement. Faculty identified ways to connect classroom knowledge to community engagement, and utilize SL as a way for students to synthesize course material and community relationships to solve local and world issues. Community engagement was integrated in student research by many honors-in-the-majors students who chose participatory action research. Students in all majors were encouraged to participate in community-based research. Service-engagement, via Pathways to College Course, provided student leadership opportunities in the local community. PLAC reported that 38% of students participate in a study abroad field experience with a number of the study abroad courses being service-learning based – including Activism 101 in Ecuador, Service in Rural Communities in the Dominican Republic, and Sustainable Development and Children and Families in Costa Rica. Community engagement was integrated into core courses with International Business, Modern Languages, Anthropology, Philosophy and Religion, Critical Media, Music, Art and Environmental Studies – all integrating community engaged learning. All students in first year experience (FYE) were in living-learning communities and all participate in service-learning projects. Honors-in-the-majors required undergraduate students to choose a community engagement experience; however, graduate studies required service, but did not imply that service-learning is required. Women's Studies and Honors-in-the-majors were two capstone programs that require community engagement be integrated in the curriculum on an institution-wide level. Finally, through Values (V) and/or Cultures (C), many students would have engaged in a community-based course through general education curriculum while attending the institution.

Campus-wide learning outcomes for PLAC students' curricular engagement with the community in 2015 included intellectual and practical skills, personal and social responsibility, knowledge of human cultures, and integrative and applied learning reported through AAC&U's

Liberal Education for America's Promise (LEAP). Core Commitments included cultivating academic and personal integrity, striving for excellence, and developing ethical and moral reasoning and action. Data were collected from CE designated courses that involved SL or CBR learning outcomes and strategies and include the following results: 88% of students indicated that completing a SL course helped them consider others' viewpoints while 89% revealed that actively learning through a curriculum engagement course increased their commitment to their community. Community engagement integrated into student research across all disciplines who chose to participate in student-faculty collaborative experience were able to do community-based research; professors of Science and Physics did community engaged research. Student Leadership Courses have moved to Interdisciplinary Studies and have a Leadership Distinction Program of 16 credits and is added to student transcript as a Leadership and citizenship in Action designation is tied to Bonner Scholars. In 2012-2013, 73% of undergraduate students took credit-bearing study abroad and another 86% with no-credit bearing trips. London offered 15 hours per week of service on their trip, Buenos Aires offered a no-credit service experience through PLAC's SL division. The School for International Training for CBR connected students with NGOs and nonprofits, Morocco and Globalization and working in rural areas in the Bahamas. At an institutional level, community engagement integrated into core courses are offered in many disciplines across the college. General education curriculum included community engagement designation courses, but no formal requirement for students to graduate. The Values and Cultures system was reported to still be in place where students can select these as part of community-based courses.

The new general education curriculum was reported to include a required community engagement component. Students in the first year experience take part in a day of education and

service in the summer that introduced them to community engagement to promote citizenship in academic SL throughout the semester. Most majors had some form of capstone experience and some majors and/or minors such as Sociology, Anthropology, Women's Studies, African Studies and Honors-in-the-major resulting in more community-based capstone projects reported in 2015. PLAC reported the quality in service-learning and assessment in Honors-in-the-major for students who participated in a community engagement course had a greater connection to their major. Since the original classification, data showed that every major from the institution offered at least one community engagement experience and making the pedagogy a high-impact practice and requirement in all departments. The School of Business and Master of Arts in Mental Health Counseling both have components of community-based settings with the Counseling program being the most pervasive.

Private Teaching University (PTU)

Visibility of Service-Learning on Campus

In 2008, PTU reported that the University Values Council on Community Engagement was in charge of enriching academic programs through service-learning with a priority that students reach their full potential as informed citizens of their local and global communities to conduct active forms of social responsibility. The Center for Service-Learning (CSL) served as the institution's infrastructure for campus-community collaboration. Housing professional staff, Bonner Scholars, and using software to place students with community partners, the center connected faculty and staff, students, and community partners to promote SL initiatives. The University Values Council hosted lectures and workshops for campus-wide leadership opportunities, provided a chairperson for civic and social responsibility and the Community-Based Research program fosters CBR courses.

In 2015, PTU affirmed institutional commitment and added that their strategic map highlights fostering of civic and community engagement. In their Quality Enhancement Plan, PTU indicated that over 50% of their first year seminar (FSEM) courses included a community engaged learning component. Through the Bonner Foundation, the Center for Service Learning underwent a strategic planning process that resulted in a name change of the infrastructure to the Center for Community Engagement (CCE) as it was more inclusive of engaged learning initiatives supporting students, faculty and community partners. The center increased staffing, acquired three AmeriCorps VISTA positions from Campus Compact, and moved reporting lines from Student Affairs to Academic Affairs for faculty resource and professional development opportunities. The center still works collaboratively with Community Based Research Program and the chair for the civic and social responsibility program, who managed the Certificate for Community Engagement.

Funding

In 2008, PTU's internal budgetary allocation came from endowments for community engagement that totaled $18,977,717 or 15% of the $124,821,000 endowment. Of this, $613,000 or 5% and an additional $859,524 in restricted gifts went to support community engagement initiatives such as Bonner Scholars, civic and social responsibility Programs, Community Engagement Council, the Center for Service Learning, and community engagement scholarships. External funding came from several sources. As a Bonner Scholars institution, PTU receives $175,000 in annual gifts. The campus received $8,500 per year for three years to support community based research courses and an additional $144,000 in individual funds for the Thurman Program and its campus-community initiatives on Civil Rights. Although PTU indicated that fundraising efforts through events and campaigns raised over $67,000 for local

agencies with half coming from student-led efforts and the other half from faculty-led efforts, it was difficult to isolate the quantity that came from service-learning course-based initiatives.

In the 2015 application, PTU reported that their internal budgetary allocations dedicated to supporting institutional engagement came from Community Engagement endowment of $15,622,642. Of this, $737,776 or 4.75% and $803,900 in restricted gifts were used to support Bonner Scholars, CBR and CCE initiatives. Overall, internal funding was down from the 2008 classification. The Bonner Foundation, dedicated to providing scholarships to students committed and engaged in community engaged learning and leadership while in college, endowed the institution with a $3 million gift. The Bonner Foundation gift was matched by donor contributions, and the funds assist students committed to extensive CEL initiatives. Learn and Serve also awarded the PTU $10,000 in a matching grant to host faculty development training for integrating CEL into STEM courses. Major gifts came from the institution's Development Office to support student community engagement and in 2012-2013, $713,400 was awarded as scholarships to students who demonstrate personal and social responsibility.

Tracking and Assessing Commitments

Campus-wide tracking for PTU's engagement in 2008 was completed by Bonner's Web-based reporting system to log and verify student service-learning hours, and measure and track community engagement. The institution used these data to provide feedback, and as a selection process for on-campus honors and awards. The North American Society for Comparative Endocrinology reports, 53% of first-year students indicated having participated in community-based projects as part of their traditional course. From Faculty Survey of Student Engagement, 78% of faculty reported that they believed a typical senior student sometimes, often, or very often participated in community-based projects like SL as part of a regular course.

Longitudinally, the Bonner reporting system will paint a more accurate picture of volunteer activities that are impacting the community. The Values Council provides updates for the president of the institution for the annual Board of Trustees report. These updates are constructed with an emphasis on academic programming such as SL and CBR, and followed by Religious Life Committee and Trustee Student Life.

Campus-wide tracking of engagement in 2015 was done collaboratively with CCE and the Chair for Civic and Social Responsibility in conjunction with the Registrar's Office and tracked all CEL courses and requirements for the Certificate of Community Engagement Minor. Students tracked hours that were then verified by CCE through an online tracking software program through Bonner. The Academic Planning Advisory Committee (APAC) is a group of faculty and administrators use the data to assess all of the CEL courses. In-Development in American Association of Colleges and Universities' (AAC&U) Crucible Moment: Civic Institutional Matrix was a resource that CCE indicated using to evaluate performance and impact of community engagement. Every two years, the Center for Community Engagement conducts a campus-wide survey through NASCE and every three years, they conduct their own self-assessment "to inform strategic planning as it relates to increasing the breadth and depth of student community engagement and community impact" (PTU, 2015, p. 17). The impact campus-wide assessment of institutional engagement had on students academically was Faculty Fellows integrating CEL into new first-year and junior year seminar orientations as well as new faculty orientation and expanding the Certificate of Community Engagement minor. At the time of classification, there were 103 courses that included community engagement components with only 65 of them being CEL designated courses. By the reclassification, the Academic Planning Advisory Committee, Chair for Civic and Social Responsibility, Center for Community

Engagement, and student Community Engaged Learning Coordinator were able to conduct outreach to faculty and increased the number of CEL-designated courses offered to students from 65 to 103 with the most gains from the lowest participation programs: School of Music and School of Business. Every year, Economics CBR courses complete a faculty-led community and campus-wide assessment to determine CCE's resource allocation to areas where there is the highest bang for their buck. For the 2015 reclassification designation, there was a shift in priorities that increased institutional support to operationalize programs, pedagogies and other initiatives. Funding became available for community-based research as well as other community engagement opportunities. FTU observed a "Corresponding shift in cultures and attitude by faculty and students toward merits and value of CEL pedagogies and practices" (PTU, 2015, p. 21).

Opportunities for Faculty

In 2008, The Community-based Research Program offered faculty course-development grants as professional support to engage with the community. In 2015, CEL-integrated workshops were offered to new faculty, faculty who teach first-year and junior-year seminars, and faculty in STEM disciplines. Scholarships related to community engagement in CEL and CBR for faculty seeking to include appropriate pedagogical techniques while seeking tenure and promotion in the areas of biology, political science, sociology and modern languages.

Opportunities for Students

Two examples of student leadership and decision-making influencers were reported by PTU in 2008. Bonner Lead Team is a group of eight student leaders enrolled in the Bonner Scholars Program, all responsible for mentoring and strategic planning for the program. Student leaders of the program collaborate on larger service projects, lead one-on-one and family

mentoring activities, and created and trained others on the curriculum for the Bonner Scholars. Additionally, the Community Engagement Council was reportedly being utilized as an umbrella agency for campus-wide SL efforts with approximately half of the members on the council being students. There was no community engagement noted on student transcripts for 2008; however, PTU was developing a system that would identify students with high levels of community engagement via academic and SL courses and in 2009-2010 would add a statement noting the student achievement on official transcripts of students who met these qualifications.

In 2015, it was reported that the strength of community engagement was the breadth and depth of student leadership across the community and institution. Students serve as program leaders in the Center for Community-Based Research, coordinate the certificate in community engagement, and continue assisting with strategic planning for the Bonner programs. Community engagement was now reported on co-curricular transcripts. Students also receive cultural credit and, if eligible, receive the certificate of community engagement.

Tracking and Assessment of Curricular Engagement

The institution went through a process of defining service-learning during the 2008 classification. Over the past year-and-a-half, faculty members who incorporated SL into their courses, guided by the Chair of Civic and Social Responsibility, met monthly to discuss SL issues. During the 2007-2008 academic year PTU worked to define what service-learning was and what would constitute a SL course with the purpose of laying the groundwork to implement a certificate program in community engagement. The SL course should, at a minimum, have an experiential component, the experience should be educational, the course should be significant, and there should be critical reflection that students need to partake, intersecting theory and practice, and a measurable outcome of service. The group involved in the process was to send a

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proposal to the University Curriculum Committee to incorporate a certificate of community engagement option for the 2009-2010 academic year.

In 2015, PTU reported adopting "community engaged learning" as the preferred language when referring to service-learning and strongly emphasized reciprocity between the institution and community partners. Their first-time definition of CEL, as a pedagogical tool utilized by the SL course instructor to assist students, applies theoretical knowledge from the class to real-world problems to solve them. What was described as the minimum of what SL courses should include in 2008 became a CEL course rubric. A portion of the CEL course should concentrate on at least one community problem or social topic. Instructors should present subject material in academic, theoretical, and critical framework and students should be required to produce a project, essay, presentation or other evidence for grading.

Tables 6-9 illustrate the 2008 and 2015 data of service-learning courses, departments that are represented by these courses, faculty who taught service-learning courses, and student participants in service-learning in the most recent academic year; 2007-2008 for the 2008 CCEC application and 2012-2013 for the 2015 reclassification application. The following tables pertain to PTU's service-learning courses, departments housing service-learning, faculty teaching service-learning, and students participating in service-learning.

Table 6: PTU Number, Percent and Changes of Service-Learning (SL) Courses

	#SL Courses (2008)	# SL Courses (2015)	Δ In # of SL Courses	% Of Total SL Courses (2008)	% Of SL Courses (2015)	Δ In % of SL Courses
PTU	48	206	158	3.2	20.8	17.6

Table 7: PTU Number, Percent and Change of Depts. Represented by SL Courses

	# Depts. Represented by SL Courses (2008)	# Depts. Represented by SL Courses (2015)	Δ In # of Depts.	% Of Total Depts. (2008)	% Of Depts. (2015)	Δ In % of Depts.
PTU	16	56	40	57	76	19

Table 8: PTU Number, Percent, and Change of Faculty Who Taught SL Courses

	# Faculty Who Taught SL Courses (2008)	# Faculty Who Taught SL Courses (2015)	Δ In # of Faculty	% Of Total Faculty (2008)	% Of Total Faculty (2015)	Δ In % of Faculty
PTU	41	74	33	14.4	25	10.6

Table 9: PTU Number, Percent, and Change of Students Participating in SL

	# Students Participating in SL (2008)	# Students Participating in SL (2015)	Δ In # of Students	% Of Total Students (2008)	% Of Total Students (2015)	Δ In % of Students
PTU	565 (non-duplicated)	1,500	935	15.9	38	22.1

In 2008, PTU offered 48 service-learning courses or 3.2% of total courses offered. The institution reported 16 departments as the total number of departments represented by service-learning courses, or 57% of total departments. There were 41 faculty members or 14.4% of total faculty who taught service-learning courses with 565 non-duplicated students or 38% of the whole student body who enrolled in a service-learning experience.

In 2015, PTU increased in the number of service-learning courses from 48 to 206, a difference of 158 with the percentage of service-learning courses also increasing from 3.2% to 20.8%, a change of 17.6%. The number of departments that represented service-learning increased by 40 department from 16 to 56 with the percentage of departments represented also increasing from 57% to 76% or a difference of 19%. The number of faculty members who taught service-learning courses increased by 33, bringing the total from 41 to 74 faculty members. The

percentage of total faculty also increased from 14.4% to 25%, yielding a net change of 10.6% of courses taught. The number of students participating in service-learning courses increased from 565 to 1,500, a difference of 935 and an increase in percentage of 22.1% from 15.9% to 38% of total student population.

Curricular Engagement Activities

In 2008, PTU reported that the Service-Learning Faculty Group set criteria to determine which courses should be SL designated courses within the curricula. The criteria for SL course designation should include: ensuring experiential component be educational and relating to course theory, positive, measurable impact on the community, and students produce outcomes representing critical reflection upon their experience as it relates to course theory. Community engagement was not reported to be integrated into student leadership, but was for student research and study abroad. The one course that was offered through study abroad was Mentored Field Experience: Guatemala. Community engagement has not been integrated with curriculum on an institution-wide level, but the report indicated working toward transcript notation for community engagement for 2009. The College of Arts and Sciences reported seeking revision of their general education courses where SL is required before graduating, since more than half of the departments within the college have at least one professor engaged in SL education.

In 2015, PTU listed AAC&U's Liberal Education for America's Promise (LEAP) and another computer software program as well as their General Education Assessment Committee (GEAC) as a method for assessing campus-wide learning outcomes for students' curricular engagement with the community. Whereas community engagement was not reported as integrated into student leadership in 2008, sociology, School of Business Administration, and ROTC are listed as student leadership opportunities in 2015. Community-based research was

listed as "student research" and Exchange and Affiliated Programs such as the International

Learning Office to identify CEL opportunities abroad were noted under 'study abroad.' Although

PTU indicated that the College of Sciences was seeking revision for their general education

courses to incorporate SL as a graduation requirement, "N/A" was reported for community

engagement being integrated with curriculum on an institution-wide level. Core courses,

however, listed several programs including School of Business Administration's Business Stats

using CBR and Strategic Management capstone and Human Relations, Leadership and

Teamwork course use CEL. It was also reported that 50% of first year seminar courses include a

community engagement component because of CCE's training of first-year seminar faculty.

Community-based Research is used in social sciences' capstone courses while STEM faculty

were being trained to incorporate CEL into courses, especially in courses that incorporated labs

in natural sciences like Ecology and Marine Biology. In Graduate Studies, the Business

Administration M.A. program has increased the number of CEL courses and included graduate-

level Marketing and Strategic Management courses. Junior seminars included one of the

following: Personal and Social Responsibility, Environmental Responsibility, Health and

Wellness, Human Diversity, Ethical or Spiritual Inquiry, or Social Justice.

Public Research University (PRU)

Visibility of Service-Learning on Campus

In 2008, PRU reported that the university makes community engagement a priority by

focusing on partnerships between the institution and the community, and indicated that serving

the community promotes student civic responsibility and become civically engaged. Their

infrastructure was reported in a broad approach and reported that different colleges, programs,

and the Office of Experiential Learning (OEL) with their service-learning development and student-learning assessment was their coordinating infrastructure.

In 2015, PRU was more detailed and specific in their reporting of priority in institutional identity and culture. They reported that experiential-based learning was a focal point in their strategic plan and listed other colleges, programs, and offices that also make it a priority as well including the Honors College, Health and Public Administration, the College of Arts & Humanities all focus on fostering global citizens and students providing community change while gaining knowledge to benefit those communities and OEL's community-based research fosters sustained civic engagement and making a difference in the world.

Although decentralized, it was reported that the Division of Community Relations took the lead on many of the community engagement projects. Programs within the College of Medicine, College of Arts & Humanities, Health and Public Administration continue to expand activities that have campus-wide implications. The Office of Experiential Learning continued to administer course development while helping the university to cultivate and promote service-learning opportunities for the campus.

Funding

The Public Research University reported in their 2008 application that internal allocations were $1,023,430 or 15% of enhancement funding by UCF to colleges for Service-learning, co-op and internships. Additionally, budgets from UCF offices dedicated more than $3 million each year to community. Although difficult to isolate the exact amount of financial support PRU received for service-learning, a comprehensive list of external funders that gave monies to experiential learning, community relations, various colleges, and UCF directly to support service-learning and other community engagement activities totaling approximately $13

million from small businesses, grants, and endowments in 2008. Additionally, the College of Business allocated $210,000 in cash donations and another $84,000 of in-kind donations for 2007-2008 designated charities raised by 1,300 service-learning cornerstone course students as part of their fundraising requirement.

Since the 2008 Carnegie Community Classification designation, PRU reported a cut of their state's higher education budgets; 2007-2008 was the last year that the institution and the colleges within received additional dollars. From 2008-2012, PRU suffered state budget cuts of $95 million or 48% of its state revenue. Cuts to colleges for academic programs were $250,000 or 25% from the community engagement curricula. The institution also reported that despite the budget cuts, PRU admitted 9,500 additional students and for the first time conferred 15,000 degrees over one academic year. In 2009, PRU offices dedicated an annual amount of $3 million toward community engagement. This appears to remain consistent with the 2008 application results. Similar to the 2008 application, the 2015 application had a list of external funders, but it was hard to isolate those funds specifically designated for service-learning. However, the list was more comprehensive and included more colleges, student development and enrollment services, Office of Research and Commercialization, and the Office of the President. The reported amount of external budgetary allocations to support institutional engagement with the community almost doubled, including a $6 million grant from the American Recovery and Reinvestment Act. Fundraising efforts were again featured by the College of Business and their cornerstone service-learning course where students raised $395,000 in fundraising monies and in-kind donations – an increase of over $100,000 from the previous application period.

Tracking and Assessment of Commitment

The 2008 tracking mechanisms that PRU reported utilizing came from 11 offices around campus – documenting 22,000 students, 180 faculty, 1,034 employers or community partners who participate in co-op, internships, practice, clinical practice, senior design courses and service-learning. PRU tracked perceptions and service-learning courses that, upon meeting faculty-determined quality criteria, receive SL designation in the course listings. The institution reported using the data to determine the amount of the 15% budget enhancement provided by the institution to the colleges' teaching courses, acquire grants, Quality Enhancement Plans (QEPs), marketing, strategic planning, accreditation, recognition and service-learning certificates for 12 hours of coursework from the 11,000 students enrolled in SL courses.

The campus-wide assessment mechanisms measured the impact on students, faculty, community and institution. In 2008, the impact of service-learning made on students included data from NSSE and the Graduating Senior Survey: 94% of students increased "awareness of civic responsibility," 95% of service-learning students felt like they were "making a difference," with 88% of them feeling like they are making a difference in the community. Of those 83% of students that indicated that they would "continue their service in the community" and 79% saying they would "take another service-learning course," with that same percentage of students reporting that service-learning made them more marketable in their chosen career. Faculty reported that they endorsed community engagement for personal and professional reasons. Faculty members have received grants for service-learning pedagogy practices and one faculty member won the 2007 Service-Learning Faculty Award from Campus Compact. The regional community benefits from PRU's contributions; OEL reports that service-learning students provided more than 210,000 hours of service that saved community partners an estimated $3.6

million. Lastly, the civic partnerships continue to shape institutional character of PRU. The Colleges of Education and Nursing, with large service-learning courses and programs, are the largest in the state while the institution has the largest experiential curriculum in the state.

In 2015, PRU reported that the Office of Experiential Learning was the lead on the systematic campus-wide tracking and documentation mechanisms for the institution. Over 13,600 students had experiences in co-op, internships and service-learning in the 2012-2013 academic years. The institution also reported using two software programs to assist with tracking and documentation systems that are available to community-based research, faculty members and administrators. Data gathered via surveys inform the university about academic concerns, impact on community and program evaluation. In addition to using these data for accreditation purposes (as also expressed in the 2008 application), PRU reported using data for internal and external reporting, program reviews and curriculum revisions, and to highlight the institution's strong relationships with the regional, national, and international communities.

The 2015 application only touches upon the Alternative Break Program when measuring impact on students, and although there are many positive measurable indicators, the program is not designated as service-learning based on the institutional definition. As mentioned in 2008, the impact community engagement had on faculty often led to professional rewards. The OEL provides data to assist parties interested in community-based research pulling from a pool of 20,000 students to help with grant applications, reporting, research and accreditation – made available to other higher education institutions interested in PRU's programming model. Finally, the partnerships of the institution with the community business and industry partners continued to be a driver of economic development for the region.

Opportunities for Faculty

In 2008, PRU reported that a faculty appointee served .50 FTE each semester to support service-learning pedagogy. There is an annual event titled Service-Learning Day with workshops, key note speakers, student posters and presentations, and community partner testimonials. All of these efforts seek to increase interest in service-learning among faculty. Health and Public Administration supports the Center for Community Partnerships whose community-based research projects provided senior faculty mentors for junior level faculty in development, design, and implementation of applied research in the community.

In 2015, PRU reported that the Center for Teaching and Learning continued to host service-learning workshops for faculty. For example, the Summer Faculty Development Conference held 250 faculty and staff and included a service-learning track for faculty members interested in infusing courses with civic engagement. In 2012, the Winter Faculty Development Conference included presentations from faculty about SL, undergraduate research and other community engagement issues. The Office of Experiential Learning continues to host its Service-Learning Day to provide continuous professional development by highlighting emerging best practices and awards for faculty. The Service-Learning Showcase brings students, faculty, and community members together for conversation and recognition of their service-learning work. "Rather than concentrating on persuading the UCF community to appreciate the scholarly and pedagogical value of community engagement, then, we see this interest as a given on campus and create programming that builds on it and forges connections with the community" (PRU, 2015, p. 44).

Opportunities for Students

In 2008, PRU reported that OEL hosted its annual Service-Learning Showcase and included students who served as judges and helped present $5,000 in awarded scholarships. Graduate students were engaged in community-based research through the Center for Community Partnerships in Health and Public Administration. Students completing four SL courses totaling 12 credit hours were reported to have received a Service-Learning Certificate and any service-learning courses are designated with the "SL" indicator on student transcripts.

In 2015, PRU reported an increase in students having a leadership role in community engagement. In addition to the Service-Learning Showcase, indicated in the 2008 application, a leadership development program was mentioned as an option for freshmen and sophomores who seek to strengthen their leadership and service skills. The honors college had several programs including a competition where students and AmeriCorps members were in leadership roles to work with students in middle schools and high schools as tutors, mentors and assisting with college access. Service-learning is still noted on student transcripts and it was reported that 93 students have received the service-learning certificate, to date.

Tracking and Assessment of Curricular Engagement

The official definition of service-learning that PRU included in the 2008 application included applying theories, skills, and methods taught in a course with community involvement to further learning objectives while addressing community needs and includes reflection for appreciating the relationship between academics and civics. The six criteria that PRU listed for academic-based service-learning (ASL) included: (1) addressing a community need, (2) meeting course objectives, (3) involving reciprocity between the course and community, yielding increase in student civic awareness and engagement, (4) structured reflection, (5) collaboration with the

nonprofit agency, and (6) 15 hours of student service to the community. Additionally, service-learning approval must be given to a specific courses or it may be given to all sections with a common syllabus with evaluative data collection required each semester.

For PRU, the definition of service-learning was the same in 2015 and 2008, but for two additional ASL criteria: (1) connection between service and course content, and (2) service-learning is not a venue for promoting religious or political agendas. The procedure for identifying service-learning courses begins with faculty submitting responses to questions requested by the Service-Learning Coordinating Office where faculty have to: (a) provide a course syllabus and/or course materials, (b) a 1-paragraph summary on how service-learning activities will meet course objectives, (c) how student service will address community needs, (d) the connection between field experience and course content, (e) assessment tracking and documentation, (f) reflection activities and connection to content, (g) the process for placing students with nonprofit agency, and (h) training that graduate assistants or others monitoring projects will receive to facilitate the service-learning course component. Once approved, the service-learning designation will go on the schedule of classes via department chair and/or college dean and the service-learning designation appearing on student transcripts and SL certificate on transcripts, if eligible.

Tables 10-13 illustrate the 2008 and 2015 data of service-learning courses, departments that are represented by these courses, faculty who taught service-learning courses and student participants in service-learning in the most recent academic year; 2007-2008 for the 2008 CCEC application and 2012-2013 for the 2015 reclassification application. The following tables pertain to PRU's service-learning courses, departments housing service-learning, faculty teaching service-learning, and students participating in service-learning.

Table 10: PRU Number, Percent and Changes of Service-Learning (SL) Courses

	#SL Courses (2008)	# SL Courses (2015)	Δ In # of SL Courses	% Of Total SL Courses (2008)	% Of SL Courses (2015)	Δ In % of SL Courses
PRU	61	33	-28	2	1.3	-0.7

Table 11: PRU Number, Percent and Change of Depts. Represented by SL Courses

	# Depts. Represented by SL Courses (2008)	# Depts. Represented by SL Courses (2015)	Δ In # of Depts.	% Of Total Depts. (2008)	% Of Depts. (2015)	Δ In % of Depts.
PRU	7 colleges, 18 depts.	17	-1	36	29.8	-6.2

Table 12: PRU Number, Percent, and Change of Faculty Who Taught SL Courses

	# Faculty Who Taught SL Courses (2008)	# Faculty Who Taught SL Courses (2015)	Δ In # of Faculty	% Of Total Faculty (2008)	% Of Total Faculty (2015)	Δ In % of Faculty
PRU	107	108	1	9	6.9	-2.1

Table 13: PRU Number, Percent, and Change of Students Participating in SL

	# Students Participating in SL (2008)	# Students Participating in SL (2015)	Δ In # of Students	% Of Total Students (2008)	% Of Total Students (2015)	Δ In % of Students
PRU	10,957	7,822	-3,135	27% undergrad, 23% total	16	-7

In 2008, PRU offered 61 service-learning courses or 2% of total courses offered. The institution reported 7 colleges and 18 departments as the total number of departments represented by service-learning courses, or 36% of total departments. There were 107 faculty members or 9% of total faculty who taught service-learning courses with 10,957 students or 27% undergraduate/28% of the whole student body that enrolled in a service-learning experience.

In 2015, PRU decreased in the number of service-learning courses to 33, a difference of -28 with the percentage of service-learning courses also decreasing from 2% to 1.3%, a decrease of -0.7%. The number of departments that represented service-learning decreased by one from 18 to 17 with the percentage of departments represented also decreasing from 36% to 29.8% or a difference of -6.2%. The number of faculty members who taught service-learning courses increased by 1 course, bringing the total from 107 to 108 faculty members, however, the percentage of total faculty dropped by 2.1 percent from 9% to 6.9% of courses taught. The number of students participating in service-learning courses decreased to 7,822 in 2015 from 10,957 in 2008, or a difference of -3,135 and a decrease in percentage to 16% from 23% or -7% of total student population. The campuses applying for reclassification are reporting the period of the national economic recession has had an impact on their institution's community engagement (J. Saltmarsh, personal communication, fall 2014).

Curricular Engagement Activities

In 2008, PRU reported that OEL had a centralized set of competencies for service-learning as institutional learning outcomes for students' curricular engagement with the community that included: (1) fluency – identifying community problems, gathering and evaluating information to solve community problems, (2) function well on a team, (3) building relationships, (4) increasing self-knowledge, (5) reducing cultural and racial stereotypes and understanding social responsibility, (6) understanding course content in real-world situations, (7) taking initiative, (8) adapting to change and flexibility, (9) understanding ethical issues and dilemmas and volunteering for new roles, (10) clarifying career goals, (11) pursuing life-long learning, (12) persisting to graduation, and (13) engaging in continued service to the community in the future.

The Public Research University indicated community engagement in the following curricular activities in 2008. Within student research, Creative Writing service-learners inspired, edited, and published an anthropology of poetry and stories with fourth graders. The Honors College required student team leaders to facilitate service learning projects, resulting in 2,357 UCF-taught Junior Achievement classes and reaching over 43,100 K-7 students in over 100 schools in the region. Additionally, there were several service-learning study abroad programs that occurred in Costa Rica, Poland, England and Ghana.

Community engagement was integrated into the curriculum on an institutional level in two key areas. Experiential Learning's service-learning courses are available in all academic departments and attract 11,000 academic-based SL students. Although the estimated 11,000 students corresponds to Table 5 when asked about the amount of students representing service-learning participation, however, seven colleges and 18 departments or 36% of total departments were reported, which is more than one-third, but not all departments represented. Capstone, Core and In-the-Major are not requirements for graduation, but the College or Business required 2,300 upperclassmen to enroll in academic-based service-learning cornerstone course. The College of Education required their students to be in public schools for one semester as a service-learning requirement.

The institutional learning outcomes for students' curricular engagement with the community came from OEL survey and included 2007-2008 and 2012-2013 results in their 2015 application. There were 89.7% of student respondents in both surveys who indicated that the community service aspect helped them see how the subject matter can be used in everyday life. There were 58.8% of respondents (2007-2008) who agreed that their experience impacted their ability to continue their education with 87.5% (2012-2013) who agreed that their experience

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impacted their motivation to persist to graduation. Faculty response examples were also included. There were 93.6% in 2007-2008 and 97.7% in 2012-2013 survey responses from faculty who agreed that service-learning enhanced their ability to communicate core competencies of their course with 100% of faculty from both time periods agree that SL complemented the learning objectives of the course. Community partner responses were also listed in this section with 67.3% in 2007-2008 and 87.5% in 2012-2013. Those surveyed agreed that their organization was able to serve a larger number of clientele by working with service-learners indicating that they were able to also see the benefit to the students that were serviced.

Community engagement integrated into curricular activities was reported in four parts in the 2015 reclassification application for PRU. The Office of Undergraduate Research, Service-Learning Showcase, and Graduate Research Forum were listed. Student Leadership Courses: Leadership Studies Minor, a Certificate in Leadership, and service-learning is incorporated into the leadership development program for undergraduate students. Although England, Poland and Ghana were not listed, PRU indicated that the service-learning study abroad trip to Costa Rica had increased the number of trips for curricular and co-curricular opportunities. Finally, Teachers in Action began in 2009 as a project that engages undergraduate education students in meaningful service-learning with people with different abilities.

Community engagement integration with curriculum on an institution-wide level in 2015 was included in several key areas. There were no service-learning requirements in general education for students, but there were some examples of core courses. PRU indicated that the College of Education and Human Performance continued to require all students to spend one semester in public schools on a service-learning project that focuses on financial literacy. The School of Social Work previously required students to complete 9 hours, and in 2015 reported

requiring them to complete 15 credit hours that incorporates service-learning as a field experience before graduation. Since 2009, the Center for Teaching and Learning has helped faculty in the College of Sciences develop service-learning opportunities in Physics, Biology and Chemistry. Women's Studies incorporated service-learning for students to attain a Women's Studies Minor. For students in their first year experience, there is an Honors Symposium 500-level SL course students had the opportunity to enroll in. The Honors College only indicated working with Junior Achievement, now they work with Advancement via Individual Determination – a national college preparatory program. There were several capstone programs mentioned, including Engineering, Computer Science and Interdisciplinary Studies. Honors in the Major also listed curricular engagement programs: Biology, Business Administration, Communication Disorders, Education, English, Nursing, Public Administration and Sociology. Clinical Psychology M.A., Anthropology M.A., Sociology M.A./Ph.D.., Communication Sciences and Disorders M.A., Physics M.A./Ph.D.., and College of Education and Human Performance M.A. are examples of programs that graduate studies offers that include service-learning components in their curricula. Finally, achievements in service-learning extended to research that students generated. Energy and Sustainability Interdisciplinary Minor, Honors College South Africa study abroad program, and President's Scholars Program for summer study abroad in St. Kitts and Nevis are other examples of community engagement that have been integrated with the curriculum on an institution-wide level.

<p align="center">Results of Interview Analysis</p>

Private Liberal Arts College (PLAC)

Regarding visibility of service-learning on campus, the Assistant Director for the Center for Leadership and Community Engagement at PLAC, Melinda, explained that the infrastructure

of The Office of Community Engagement grew over time with more staff to support the growth of community engagement. She said that they worked more intentionally with faculty to support students who were taking enhanced community engagement courses and were passionate about that type of work. AmeriCorps, assistant director, and associate director reporting lines were added to enhance the experience. The office shifted from Academic Affairs to Student Affairs to correspond with the office structure that was dong similar work and "to align high-end practices based on AAC&U's model" (Melinda, personal communication, April 24, 2015). This information can be found in Table 14 at the end of this section.

Referencing tracking and assessment of curricular engagement, Melinda affirmed that PLAC refined the definition of service-learning. Regarding the change from 15 hours to "considerable amount of time outside of the classroom," it was explained that despite knowing that 15 hours were required by Carnegie and it is a best practice and the physical number did not change, the language helped make it seem less intimidating for students and helped bring faculty to the table as it was a faculty board that reviewed the definition (Melinda, personal communication, April 24, 2015). This information can be found in Table 14 at the end of this section.

When asked how PLAC classified faculty for the purposes of answering the application questions, Melinda explained that it was based on the guide book that the institution provides each year. She said that the drop in numbers was due to the fact that a lot of faculty across the college felt like they were doing SL in 2008, and that was why the numbers were so high at that time. But, she continued, it was not "good" service-learning it was more "surface-level volunteerism" that did not include reflection; it was not deep, intentional, nor meaningful; it did not have the established community partner as co-educators. It was not at the level that PLAC

wanted and inferred that "these were the reasons why the community engagement designation was established in the first place" (Melinda, personal communication, April 24, 2015) because it establishes standards for community-based courses such as SL or CBR at higher education institutions should look like and for faculty to comprehend the implementation process and make it a "high impact practice." Melinda continued to explain that if PLAC viewed SL the same way in 2015 as they did in the 2008 application cycle, then the numbers would be the same. However, there is now a bureaucratic process that include forms for faculty to fill out, doing it the right way, and they are only recognizing a CE-level course as a SL course, and therefore, the research showed that PLAC's numbers have dropped off. Melinda emphasized quality and implied that the continuous improvement on deepening PLAC's service-learning on campus aligned with their updated mission. "Students are better for it because they are taking experiential learning courses that are transforming their learning experience" (Melinda, personal communication, April 24, 2015). This information can be found in Table 14 at the end of this section.

Melinda clarified that courses are designated as "CE" for community engagement and if a course had the CE designation, it was considered service-learning or community-based research, although classified internally as two separate items with most courses were service-learning over community-based research (Melinda, personal communication, April 24, 2015). This information can be found in Table 14.

When asked what the institution did differently in the approach from 2008 to the 2015 classifications in filling out the application, Melinda said that she believed that when it was done in 2008, there were 2-3 people working on it, but in 2015 the approach was more institution wide for gathering information and filling out the application (Melinda, personal communication, April 24, 2015). This information can be found in Table 14.

The outcomes or effects that the classification and reclassification had on PLAC were multi-faceted, according to Melinda. She indicated that one effect of the classification was that the institution talked about it and more fully committed to ensuring continued CCEC. The information about the CCEC designation is on promotional and marketing materials, easy to find on the website, and believed that PLAC was recognized with the designation because it was central to the mission of the institution. Although it makes institutions look good (having the designation), it was a tool to find out what PLAC was doing well and what it needs to improve upon. A group was formed comprising senior college administration, Community Engagement Office employees, and staff and, at a Campus Compact conference, had the chance to develop an action plan on how the group wanted to move CE forward for the institution and based the plan on what was learned through CCEC. It was an opportunity to be intentional based on the conference and the CCEC framework to not stagnate, but to constantly improve and grow to support the work PLAC is doing (Melinda, personal communication, April 24, 2015). This information can be found in Table 14.

Table 14: PLAC 'Change' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Change	4. The CCEC applications the institution completed for 2008 and 2015 reflect several changes. Could you offer any explanation or insight into changes?	(see below)	(see below)
	4a. Definitions of service-learning	15 hours as best practice Less intimidating	"We know 15 hours is a best practice and we did not change the amount to be used, but we may have taken it out of the definition because it would continue to bring faculty to the table.
	4b. In the number of courses, faculty using, departments housing service-learning, and student participants	Not good service-learning Not deep, intentional, meaningful No reflection Surface-level	"Anyone who has to go through a bureaucratic process with forms and processes are going to drop off. Because they are doing it the right way, we know based on the research, our numbers are lower, but students are better for it because they are taking experiential learning courses that are transforming their learning experience."

Theme	Questions	Codes	Quotes
		volunteerism	
	4c. How do you classify faculty for the purposes of answering the application question	Institutional Research	"Based on the guide book that institutions provide each year with institutional statistics."
		Guide Book	
	4d. Infrastructure, such as the office name and reporting structure	Shifted	"They didn't lose Academic Affairs focus, just shifted some things to better align offices that were doing similar work (student affairs)."
		(Re)Aligned	
		Intentionally	
	4e. Community engagement integrated into curricular activities at the unit and institutional levels	Community Engagement	"If a course has a 'CE,' it is service-learning or community-based research; but we classify two different things in our heads, it is designated as 'CE,' most classes are service-learning over community-based research."
		Service-Learning	

Theme	Questions	Codes	Quotes
		Community-Based Research	
	5. What did the institution do differently in the approach from the 2008 to the 2015 classifications in filling out the application?	Committee	"This time, the approach was more institutional rather than one person or a couple of people doing it."
		Institutional	
	6. What outcomes or effects has this classification and reclassification designation had on the institution?	Talk	"One of the effects is that we talk about it."
		Promote/market	
		Intentional	

Private Teaching University (PTU)

Regarding visibility of service-learning on campus, the Assistant Director for Community

Engagement at PTU, Patrick, explained that the institution was actively engaged in volunteerism,

internships, and capacity building and renaming the Center for Service Learning, discussed in the

2008 reporting, the Center for Service-Learning to Center for Community Engagement, as

discussed in the 2015 application. The intent was to provide a broader name for a broader

mission in their purview of responsibilities across the campus. The office structure did not

change significantly but did have a few role changes and an additional AmeriCorps VISTA to

work in the Bonner program (Patrick, personal communication, April 27, 2015). This

information can be found in Table 15.

Referencing tracking and assessment of curricular engagement, Patrick explained that the

definition of SL was lacking in 2008 because there was no board set up and the Center for

Community Engagement was new. There was a lot more maturation of community engagement

efforts after the 2008 classification and a committee engagement council was formed to devise

the best language available. Faculty and staff spoke with experts in the field at conferences who

have experience facilitating CEL theory and national best practices to better understand the

direction and trends in the field. Ultimately, this led to changing the definition of community

engagement. "We didn't know what we didn't know, but now we have a much better idea about

what the language is of the field" (Patrick, personal communication, April 27, 2015). This

information can be found in Table 15.

When asked how PTU classified faculty for the purposes of answering the application

questions, Patrick explained that the definition was based on what faculty were doing within

CEL courses that met the institutional definition of community engaged learning. Patrick

explained that the change in the number of SL courses, departments housing SL, faculty teaching

SL, and students participating in SL increased because they realized that there was a lot to work

on between the 2008 and 2015 applications. Patrick shared that PTU was weak in 2008 with

teaching and integrating CE into courses and knew that after that process, they really needed to

enhance that section of the application across campus knowing that it would draw more students

to the center and that it would be where the deepest learning for students might occur. They

developed a strategic plan to further integrate CE across campus specifically through courses in

academic community engagement, or, what they adopted as community engaged learning. They

received a grant from Campus Compact to develop a fellows program for faculty in STEM fields

to learn about CEL, redevelop one of their syllabi to include a strong CEL component, teach that

revised course the following semester, and assess and report how the CEL component affected

their course and student learning outcomes and community impact. Stipends from the grant

incentivize faculty development. Additionally, the center worked to help onboard faculty

committees, workshops, fellows, and trainings and orientate faculty who co-presented at

conferences. The center continues to stay involved by establishing a strong relationship and

engaging with them on a consistent basis. Patrick explained that it was easier because there were

new faculty and additional faculty as the population and infrastructure of PTU grew. Faculty

hired came to see PTU as a values-centered institution with community engagement being a vital

part of that institutional identity and culture (Patrick, personal communication, April 27, 2015).

This information can be found in Table 15.

When asked about the change in community engagement that was integrated into the

curricular activities at the unit and institutional levels, Patrick responded that it was because

there was an increase in partnerships, increase in workshops the center leads for faculty and the

level of faculty involvement during orientations, in-service and other trainings. The change in reporting lines from Student Affairs to Academic Affairs was also beneficial; since the reclassification, the Vice Provost is expected to oversee both reporting lines, alluding to the stronger partnerships between Academic and Student Affairs (Patrick, personal communication, April 27, 2015). This information can be found in Table 15.

When asked what the institution did differently in the approach from 2008 to the 2015 classifications in filling out the application, Patrick explained that PTU had a much larger committee in 2015. The institution had silos, the center was new, and they were not as mature an organization at the point of the 2008 classification. By 2015, information gathering was at the center because of "how deep our infrastructure and institutionalization had become and how we had become responsible for doing this across the entire campus and us being less beholden of other stakeholders for that information; that is probably the single biggest change in our approach" (Patrick, personal communication, April 27, 2015). This information can be found in Table 15.

According to Patrick, the CCEC designation resulted in improvements in the institution's reputation and overall recognition. There was a lot of attention being a finalist for the President's Honor Roll top 14 nationally, from Campus Compact for being the engaged campus of the year for the state, and from the public, through their marketing, He further stated that these were the two primary outcomes of the classification. PTU "is now being seen over the last seven years as a destination for people who want to be agents of change in their local and global communities" (Patrick, April 27, 2015). PTU has hosted national conferences for Bonner and Impact and have become leaders in the field. When looking for accreditation, Carnegie, more than any other national organization, has the highest credibility as it looks at the deeper, high-impact learning of

community engagement. "Carnegie has been helpful in helping us show our credentials and being experts in these areas" (Patrick, April 27, 2015). This information can be found in Table 15.

Table 15: PTU 'Change' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Change	4. The CCEC applications the institution completed for 2008 and 2015 reflect several changes. Could you offer any explanation or insight into changes?	(see below)	(see below)
	4a. Definitions of service-learning	Wordsmithing Language	"After the 2008 classification, there was a lot more maturation with our community engagement efforts as our staff and faculty went to new conferences and talked with experts who facilitate community engaged learning and national best practices, theory, understanding trends an what direction the field was going. That all significantly influenced what direction we wanted to go in with our definition of community engagement and community engaged learning."
	4b. In the number of courses, faculty using, departments housing service-learning, and student participants	Redeveloped syllabi CEL component CE learning outcomes	"We worked with many of the people who were on the Carnegie committee in 2008 to develop a strategic plan of how we were going to further integrate community engagement across our campus particularly through our courses – academic community engagement or community engaged learning."

Theme	Questions	Codes	Quotes
	4c. How do you classify faculty for the purposes of answering the application question	Experiential learning assessment/mapping	"We looked at mapping out which faculty were doing community engaged learning courses, the definition would be which faculty met our institutional definition of community engaged learning."
		CEL	
	4d. Infrastructure, such as the office name and reporting structure	Constricting	"We decided to call ourselves the Center for Community Engagement because we knew we were not just doing service-learning, we were doing things very broadly from volunteerism to internships and capacity building to community engaged learning/service-learning."
		Broader	
	4e. Community engagement integrated into curricular activities at the unit and institutional levels	Relationships	"Increase in relationships that we have, increase of workshops we lead for faculty, and level of involvement we have with faculty during orientations, trainings, and in-services. We have moved from Student Affairs to Academic Affairs that has helped us a lot."
		Training/orientation	
	5. What did the institution do differently in the approach from the 2008 to the 2015 classifications in filling out the	Institutionalized	"We didn't need to go across campus to gather data from different stake-holders, we had most of the information because of how deep our infra-

Theme	Questions	Codes	Quotes
	application?	Stakeholders	structure and institutionalization had become."
	6. What outcomes or effects has this classification and reclassification designation had on the institution?	Attention	"PTU is now being seen over the last 7 years as a destination for people who want to be agents of change."
		Reputation	

<u>Public Research University (PRU)</u>

Rose, Vice President Emerita & Special Assistant to the President for PRU was unable to offer insight into the changes in (a) definition of service-learning, (b) the changes in the number of service-learning courses, departments that house service-learning courses, faculty who teach, and students who participate in service-learning, (c) how the institution defined faculty, (d) the infrastructure changes, and (e) community engagement integrated into curricular activities at a unit and institutional levels as there was another person on the committee in 2015 who was best suited to answer those questions. She was, however, able to offer insight into the overall change that occurred at PRU by stating that "the second application is both much longer and more specific, I think. I understand the number of service-learning courses has gone down; and they (Office of Experiential Learning) can explain it better, but service-learning is more broadly incorporated into the university instead of just being put into a course. In other words, our students are so much more involved in service-learning and community service; we don't need to make a special thing sticking it into a course" (Rose, personal communication, April 16, 2015). This information can be found in Table 16.

When asked about what the institution did differently in the approach from 2008 to 2015 classifications in filling out the application, Rose explained that what she believed was the big difference was that only one administrator completed the first application whereas Rose was lead on the project and set up a committee of people to complete the 2015 application. She created a matrix and divided the questions. Meeting weekly, committee members reported out their findings, feedback was given without critical malice, and the answers were revised. Similar answers to different questions were "chipped away" and this happened until there was a point

where it needed to be revised for grammar and style, which Rose did (Rose, personal communication, April 16, 2015). This information can be found in Table 16.

When asked what outcomes or effects the classification and reclassification designation had on the institution, Rose reported that it instilled much pride in people and how involved PRU is in the community. She went on to explain that nobody fully understood the breadth and impact PRU's students, faculty, and staff were making through engagement with the local, national and international communities. The application in book format was shared with deans, directors, vice presidents, and the project was presented at the Provost's staff meeting so that everyone was ready to speak on the involvement that goes on institutionally (Rose, personal communication, April 16, 2015). This information can be found in Table 16.

Table 16: PRU 'Change' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Change	4. The CCEC applications the institution completed for 2008 and 2015 reflect several changes. Could you offer any explanation or insight into changes?	Longer Broadly More specific	"The second application is both much longer and more specific, I think. I understand the number of service-learning courses has gone down; and they (Office of Experiential Learning) can explain it better, but service-learning is more broadly incorporated into the university instead of just being put into a course. In other words, our students are so much more involved in service-learning and community service; we don't need to make a special thing sticking it into a course."
	4a. Definitions of service-learning	N/A	N/A
	4b. In the number of courses, faculty using, departments housing service-learning, and student participants	N/A	N/A
	4c. How do you classify faculty for the purposes of answering the application question	N/A	N/A
	4d. Infrastructure, such as the office name and reporting structure	N/A	N/A

Theme	Questions	Codes	Quotes
	4e. Community engagement integrated into curricular activities at the unit and institutional levels	N/A	N/A
	5. What did the institution do differently in the approach from the 2008 to the 2015 classifications in filling out the application?	Not certain	"I set up a matrix and went through the process…in an orderly fashion, and got after people (on the committee)."
		Process	
		Matrix	
		Committee	
	6. What outcomes or effects has this classification and reclassification designation had on the institution?	Pride	"I think it has instilled a lot of pride in people. I think they had no idea how involved, not just students, but faculty and staff members, were in engagement with the local community, national community, international community."
		Involved	
		Community	

Inter-Institutional Comparisons of the CCEC

Results of Application Analysis

The first step in the data analysis process analyzed the 2008 and 2015 CCEC

applications. The second step analyzed the qualitative interview questions. These steps resulted

in answering research question two, "What are the inter-institutional comparisons of service-

learning across institution type?". This section includes the results from inter-institutional

comparisons by each of the seven categories, seeking similarities and differences to identify

themes for each of the three institution types – Private Liberal Arts College (PLAC), Private

Teaching University (PTU), and Public Research University (PRU).

Visibility of Service-Learning on Campus – Similarities and Differences

Each of the three institutions' priorities of service-learning as part of community

engagement was visible in their answers. All three alluded to this in their mission statements,

Quality Enhancement Plans, and strategic planning on their campus. The common terms or

phrases that each of the institutions used included: civic responsibility, community and

emphasized not just local, regional or national activities, but global citizenship as well. Although

through approaches and utilized for different programs, all three institutions utilize AmeriCorps

members to advance service-learning on campus. This information can be found in Table 21.

The campus-wide coordinating infrastructure differed among the three institutions,

however. For example, PLAC has a centralized infrastructure, Office of Community Engagement

(OCE), which has its own mission statement and utilizes Faculty Fellows as catalysts for

inspiring engaged learning. The reporting structure for PLAC moved from Academic Affairs in

2008 to Student Affairs in 2015 as it was a natural fit with their mission statement. PTU was also

a reported centralized infrastructure in both reporting years and included Bonner Scholars. Their

institution changed from the Center for Service Learning (CSL) to the Center for Community

Engagement (CCE) to be more inclusive of the work being done with the community engaged

learning activities. They also moved reporting lines, but instead shifted from Student Affairs to

Academic Affairs to increase professional development opportunities and faculty resources.

PRU, on the other hand, reported being decentralized with no one reporting infrastructure. PRU

was broad in their reporting of the units on campus that involved with service-learning in 2008,

but were more specific when listing the different offices, colleges and programs that include

service-learning components, such as: College of Arts and Humanities, College of Medicine,

Health and Public Administration, Office of Experiential Learning, Honors College and even

added Government Relations and the Division of Community Relations in 2015. This

information can be found in Table 22.

<u>Funding – Similarities and Differences</u>

Internal funding for all three institutions came from a specific percentage or dollar

amount from a revenue source such as enhancement funding, QEP, and/or endowments that also

increased from 2008 classification to the 2015 reclassification. All three campuses increased

their external funding and fundraising for community engagement activities. This information

can be found in Table 21.

While PLAC and PTU were able to increase their internal funding from 2008 to 2015 and

work toward securing permanent funding streams, PRU reported a decrease in internal funding.

Since PRU is a public institution and relies on state appropriations, when the state reduced the

higher education budgets after the first reporting cycle and starting in 2008 through 2012, PRU

suffered $95M in state budget cuts or 48% of its state revenue due to the economic downturn.

When looking at each application from 2008 and 2015, it was difficult to determine the exact

amount of internal, external, and fundraising that was specifically geared toward service-learning. This information can be found in Table 22.

Tracking and Assessment Commitments – Similarities and Differences

Systematic campus-wide tracking of community engagement using Web-based reporting systems software to track hours and service-learning, CBR, and/or community engaged learning courses indicate an emerging pattern among the three reporting institutions of higher education. The three schools then use the data for reviews, reporting, evaluative, feedback and accreditation purposes. Each campus reported learning outcomes through assessment tools as a commitment toward student impact. This information can be found in Table 21.

The major differences were the reporting in the impact that service-learning, as a conduit of institutional engagement, had on faculty, community, and institution. Impact on faculty reported by PLAC was heightened collaboration across disciplines to address local issues and influences that SL has on other professors' scholarship. PTU indicated collaboration with faculty to increase the amount of service-learning courses across campus. The impact that faculty had at PRU was that service-learning led to professional rewards such as research grants. The impact that PLAC reported on the community was enhanced quality of life to produce deeper and more focused impact on the community. PTU reported that data for assessment was collected and CBR in economics helped to address the best "bang-for-buck" approach toward resources being allocated to maximize community benefit. PRU focused their approach to reporting on the amount of money that service hours saved the community and the research opportunities students had to assist with reporting, grant applications and assessment. PLAC indicated that a matrix was created by the Provost's office to track assessment measures, results and institutional goals. Results from NSEE in 2008 indicated that engaged students are more likely than their

counterparts to work with faculty outside of class, participate in co-curricular activities, and contribute to their community. The Private Liberal Arts College was recognized by *U.S. News and World Report* as one of 25 lead institutions for international education and service-learning. PTU focused their reporting on how institutional impact is reported, i.e., Values Council updated the institution's president who reports to the board of trustees at their annual meeting, the institution's emphasis on service-learning and community-based learning. The institution also saw a shift in values from 2008 to 2015 where it was reported that there was an increased support for initiatives to operationalize values through pedagogies and programs. Funding became available for CBR and additional community engagement opportunities. This created a "corresponding shift in culture and attitude by faculty and students toward merits and value of community engaged learning pedagogies and practices" (PTU, 2015, p. 21). The approach that PRU took with reporting impact on institution was indicating that civic partnerships were the driving force of economic development for the region and those partnerships shape institutional culture. They also reported that the College of Nursing and the College of Education as well as experiential curriculum were the largest in the state. This information can be found in Table 22.

Opportunities for Faculty – Similarities and Differences

Each of the three institutions indicated that they provided service-learning curriculum seminars, conferences, and/or training opportunities for faculty members who are new to incorporating service-learning pedagogical components and techniques/best practices into their coursework and/or opportunities for experienced faculty to present at such conferences. Additionally, course-development grants are available to faculty who are designing service-learning courses. This information can be found in Table 21.

Subtle differences remain in the additional opportunities for faculty professional development. For example, PLAC reported mentors who are also invested in exploring service-learning receive the same professional development benefits. PTU integrates CEL workshops for faculty in STEM disciplines and scholarship related to community engagement in community-based research. PRU also places emphasis on professional development; providing junior faculty members senior faculty mentors like PLAC. Similar to PTU, PRU also works on CBR professional development and additionally places faculty and students together to judge students who participate in the annual service-learning showcase – empowering students and faculty to work together on unique service-learning opportunities. This information can be found in Table 22.

Opportunities for Students – Similarities and Differences

Although each of the three institutions provided opportunities for students to be in leadership roles in community engagement (this information can be found in Table 21), each approached the task differently. The Private Liberal Arts College utilized students and AmeriCorps VISTAS to plan, implement, and assess curricular and co-curricular service-learning activities as well as work on large-scale events, guide programs, reflection and policy. The Private Teaching University used a team of Bonner Scholars (Bonner Lead Team), Community Engagement Council, and student leadership across campus and local community as program leaders to assist with strategic planning and coordinating the CEL certificate. There were also reported opportunities for graduate students to work on community-based research through the Center for Community Partnerships. Leadership program for undergraduate students, Honors, AmeriCorps, Cornerstone Social Entrepreneurship and the four-course, 12-credit hour service-learning certificate were also reported as empowering student leaders with service-

learning programs. Even the recognition of service-learning on transcripts was reported differently. PLAC did not recognize SL on student transcripts in either classification cycle, PTU reported not having it during the 2008 designation but did offer cultural credit and a certificate of community engagement was listed on student co-curricular transcripts, and PRU indicated that students who completed the SL certificate and service-learning courses have SL indicator on student transcripts during both designation cycles. This information can be found in Table 22.

Tracking and Assessment of Curricular Engagement

The definition of service-learning featured similar components in each of the three institutions. The same six themes included: identify a community need, meet course objectives, establish a connection between community activity and course content, reciprocity between the institution (course, professor, etc.) and the community organization, reflection, and assessment such as an essay, project, and/or presentation as a part of a student's grade. PLAC and PRU also included the 15 hours of out-of-classroom experience, collaboration with the community representative from the nonprofit agency, and increased civic awareness. This information can be found in Table 21.

There were reported differences among the three higher education institutions as well. PLAC defined SL as a teaching tool to combine engagement – whether community-based research or community-based service and learning outcomes, curriculum, course and reflection. PLAC also reported that they proactively invited community partners to share in classroom discussion, dialogue and scholarship, and included a capstone assessment where students discuss connections of global citizenship and responsible leadership, shared experiences, and address plans for continued engagement. They also moved from 15 hours of service to a "considerable amount of time outside of the classroom" to perform service activities for nonprofit agencies.

PTU did not report a service-learning definition, though the components listed above were included in both applications with the major change in the language they used; adopting "community engaged learning (CEL)" as the preferred vernacular to describe service-learning. They explain that CEL being used as a pedagogical tool for the instructor to get their students to apply theoretical knowledge to solve real-world problems. They emphasized that instructors present subject material as an academic, theoretical, and theoretical focus as part of the SL course rubric. The private institutions defined SL as a teaching tool, and the Public Research University defined SL as a teaching method that incorporates service into course curriculum to apply what is learned in the classroom into real-world situations. PRU reported that SL affected student learning outcomes, addressed community needs, and students reflected to appreciate the relationship between academics and civics. PRU also included the procedures of how courses become designated as a service-learning course and ultimately placed on student transcripts as mentioned in the Intra-Institutional Comparisons section of this chapter. This information can be found in Table 22.

As previously mentioned, tables were created to illustrate the 2008 and 2015 data of service-learning courses, departments that are represented by these courses, faculty who taught service-learning courses, and student participants in service-learning in the most recent academic year; 2007-2008 for the 2008 CCEC application and 2012-2013 for the 2015 reclassification application. These tables also offer comparisons across institution types.

Table 17: Number, Percent and Changes of Service-Learning (SL) Courses

	#SL Courses (2008)	# SL Courses (2015)	Δ In # of SL Courses	% Of Total SL Courses (2008)	% Of SL Courses (2015)	Δ In % of SL Courses
PLAC	69	32	-37	5.74	3.56	-2.18
PTU	48	206	158	3.2	20.8	17.6
PRU	61	33	-28	2	1.3	-0.7

Table 18: Number, Percent, and Change of Departments Represented by SL Courses

	# Depts. Represented by SL Courses (2008)	# Depts. Represented by SL Courses (2015)	Δ In # of Depts.	% Of Total Depts. (2008)	% Of Depts. (2015)	Δ In % of Depts.
PLAC	23	16	-7	67.65	61.54	-6.11
PTU	16	56	40	57	76	19
PRU	7 colleges, 18 depts.	17	-1	36	29.8	-6.2

Table 19: Number, Percent, and Change of Faculty Who Taught SL Courses

	# Faculty Who Taught SL Courses (2008)	# Faculty Who Taught SL Courses (2015)	Δ In # of Faculty	% Of Total Faculty (2008)	% Of Total Faculty (2015)	Δ In % of Faculty
PLAC	43	24	-19	17.06	13.26	-3.8
PTU	41	74	33	14.4	25	10.6
PRU	107	108	1	9	6.9	-2.1

Table 20: Number, Percent, and Change of Students Participating in SL

	# Students Participating in SL (2008)	# Students Participating in SL (2015)	Δ In # of Students	% Of Total Students (2008)	% Of Total Students (2015)	Δ In % of Students
PLAC	763	381	-382	42.91	20.22	-22.69
PTU	565 (non-duplicated)	1,500	935	15.9	38	22.1
PRU	10,957	7,822	-3,135	27% undergrad, 23% total	16	-7

In Table 17, the number and percentage of service-learning courses offered decreased from 2008 to 2015 for PLAC and PRU while the number of service-learning courses tripled at PTU and increased by more than 17%. As an open-ended question in the 2008 CCEC application, the number of departments offering service-learning in Table 18 was discussed in the colleges and departments for PRU section. Both PLAC and PRU decreased the number and percentage of departments offering SL courses from 2008 to 2015 while PTU reported an increase of 3.5 times the number of departments hosting SL courses, an increase of 19% from 2008 to 2015. The only reported decrease in the number of faculty teaching SL courses in Table 19 was PLAC, who decreased by 19 faculty members, or -3.8%. Although PRU reported an increase of one faculty member teaching service-learning, the change in percentage of total faculty decreased by 2.1%. Only PTU reported a positive change in both the number and percentage of faculty members teaching service-learning courses. Again, as an open-ended question in the 2008 CCEC application, the number and percentage of students participating in service-learning were reported differently for PTU and PRU in Table 20. For example, the number of service-learners that PTU reported were "non-duplicative," and PRU reported the percentage difference of undergraduates and the total percentage of service-learners at the university were 4%, just within the 2008 application, due to adding in Master's and Doctoral students into the total. Both PLAC and PRU reported decreases in the number and percentage of service-learners. Despite PLAC reporting a decrease in the number of student participants of 382 and PRU reporting a decrease in the number of student participants of 3,135, the change in percentage of student participants was very different. While the number of service-learners decreased by over 3,000, the percentage decrease was only -7% at PRU and total number of

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service-learners reported by PLAC decreased just shy of 400, the percentage decrease was reported at -22.69%.

Curricular Engagement Activities – Similarities and Differences

The three institutions all had a set criterion to assess student learning outcomes from a centralized office using software programs. PLAC and PTU reported using participatory action research or community-based research in 2008 and PLAC and PRU indicated including offices to facilitate student research in 2015. Between 2008 and 2015, community engagement integration into study abroad increased for all three institutions; more service-learning opportunities, more locations abroad and increased student participation. Student leadership was reported differently among the three institutions. For example, PTU did not report student leadership in 2008 and in 2015 included SL courses in the School of Business Administration, Sociology and ROTC. PLAC moved their student leadership courses into Interdisciplinary Studies and adopted a 16-credit immersion program. PRU reported their undergraduate leadership development program, Certificate in Leadership, and Leadership Studies Minor as student leadership programs that include service-learning courses.

Similarities across institution types pertaining to Community engagement integrated within the curriculum at the institutional level occurred in general education and capstone. None of the three institutions reported requiring general education courses institution-wide for graduation though PTU (2008) and PLAC (2015) indicated that they were looking into requiring curricular engagement as a graduation requirement through the general education courses. Additionally, in the 2015 applications, all three campuses reported using service-learning capstone courses in social sciences. PLAC and PTU indicated that service-learning was incorporated in various courses within the College of Business in both core courses and graduate

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studies while PRU reported undergraduate capstone project within the College of Business. This information can be found in Table 21.

Regarding differences, PTU did not report incorporating community engagement with curriculum at an institution-level in 2008; but indicated they were working toward transcription notation of CE in the colleges of arts and sciences for the reclassification. They reported that 50% of first year seminar courses and STEM courses in-the-major include a community engagement component. PLAC reported that every major offers at least one SL course and FYE includes SL courses as well as living-learning communities (2008) and in 2015 reported that summer programs introduced students to community engagement and engaged those students in service-learning throughout the semester. PRU reported on courses available in all academic departments through experiential learning in 2008 and in 2015 indicated that the Honors College provided a variety of programs to first year experience students and that same classification reported curricular engagement across disciplines in-the-majors. They also highlighted the Service-Learning Showcase, Interdisciplinary Studies Minor, and the President's Scholars Program for summer study abroad program in the 'Other' reporting category. This information can be found in Table 22.

Table 21: PLAC, PTU, and PRU Inter-Institutional Comparisons – Similarities

	Visibility of SL	Funding	Track/Assess Commitments	Opportunity for Faculty	Opportunity for Students	Track/Assess Curricular Engagement	Curricular Engagement Activities
Similarities	Utilization of AmeriCorps members; common language: Civic responsibility, community, global citizenship; in mission statements, QEP, and/or strategic plans.	Funding comes from specific places such as enhancement funding, QEP, endowment; all three institutions increased external funding and fundraising from 2008 to 2015.	Web-based reporting structure to record service hours, SL, and CBR; info used for reviews, reports, and accreditation.	SL curriculum seminars, conference, and/or training opportunities; course development grants available for faculty designing SL courses.	Leadership roles for students across various disciplines or programs.	Definition of SL had similar component. Six themes: ID community need, meet course objectives, connection between community activity and course content, reciprocity, reflection, and assessment.	Centralized criterion to assess student learning outcomes.

Table 22: PLAC, PTU, and PRU Inter-Institutional Comparisons – Differences

		Visibility of SL	Funding	Track/Assess Commitments	Opportunity for Faculty	Opportunity for Students	Track/Assess Curricular Engagement	Curricular Engagement Activities
Differences	**PLAC**	Centralized; Office of Community Engagement; Faculty Fellows; moved reporting lines from Academic Affairs in 2008 to Student Affairs in 2015.	Increased internal funding; secured permanent funding streams	Impact on faculty led to cross-discipline collaboration; impact on community was an increased quality of life; one of 25 institutions recognized for international education and SL.	Mentors are invested in exploring SL receive same professional development benefits.	Did not recognize SL on student transcripts in either CCEC cycle.	Acknowledged "considerable amount of time outside of the classroom" in 2015 to replace the reported 15 hours in 2008.	SL courses offered within every major as well as first-year experience and living-learning communities.
	PTU	Centralized; moved from Office of Service-Learning in 2008 to Office of Community Engagement in 2015; reporting lines shifted from Student Affairs in 2008 to Academic Affairs in 2015.	Increased internal funding; secured permanent funding streams.	Faculty collaboration led to increase in service-learning courses across campus; CBR in economics assisted in resource allocation to the community; reporting structure for	Integration of CEL workshops for faculty in STEM disciplines to engage in scholarship and research.	SL not on student transcripts in 2008, but CEL on student co-curricular transcripts in 2015.	No definition for SL in 2008; developed definition of community based learning in 2015.	No community engagement within the curriculum in 2008; worked toward CE notation on student transcripts in College of Arts and Sciences, 50% first year seminar and STEM courses in-the-major included a community engagement component.

	Visibility of SL	Funding	Track/Assess Commitments	Opportunity for Faculty	Opportunity for Students	Track/Assess Curricular Engagement	Curricular Engagement Activities
			board of trustees' annual meeting.				
PRU	Decentralized; broad in reporting units hosting SL activities in 2008 and more specific and listed offices, colleges, and programs in 2015.	Decrease in internal funding due to cut in state appropriations → national recession (J. Saltmarsh, personal communication, Fall 2014).	SL led to professional rewards such as research grants; economic savings SL had on community; civic partnerships were driving force for economic development in the region.	Places faculty and students together to collaborate as judges for the annual service-learning showcase.	SL courses and SL certificate on student transcripts in both CCEC cycles.	Included procedures of how courses become designated as service-learning courses and placed on student transcripts.	Courses available through Office of Experiential Learning in 2008; courses expanded to Honors College, FYE, and across disciplines in-the-major in 2015.

Results of Interview Analysis

Two themes were extracted from the data regarding the reasons each institution applied and reapplied for the CCEC in 2008 and 2015: 'institutionalization of community engagement at their campus' and 'Carnegie as a premier standard their institution measures itself against.' Melinda reported that the classification is a model of best practice for higher education and the community and institutions feel that it is important, and provides the institution clout for what they are doing with community engagement which "lends credibility to institutionalization of service-learning" (Melinda, personal communication, April 24, 2015). This information can be found in Table 23 at the end of this section. Carnegie is the gold standard to measure effectiveness of community engagement, according to Patrick. PTU has valued community engagement for the past 132 years, as it is embedded in their mission statement. PTU has allocated significant resources over the past two decades to institutionalize community engagement and remain an institution of distinction (Patrick, personal communication, April 27, 2015). This information can be found in Table 23. Rose shared that many of the faculty, staff, and students at PRU have been engaged with the community from the very beginning. She explained that PRU was the first university in the state in 2008 to have both awards of community engagement; indicating Outreach & Partnerships and Curricular Engagement as they were separate during that classification period. "We were amazed they were giving the award and excited to receive one…we went at it heart and soul" (Rose, personal communication, April 16, 2015). This information can be found in Table 23.

The preferred method of information gathering regarding tracking and assessment for the purposes of filling out the Carnegie Community Engagement Classification application for each of the three institutions was through a committee; purported to make the most difference when

applying and receiving the elective designation. Melinda, who led the process in 2015, indicated

that because the application process itself was so institutionalized, PLAC did not go it alone.

From the president's office, provost's office, deans' offices, marketing and communication,

advancement and community relations, there were individuals across campus, and community

partners that were involved in some way. "People were willing to come to the table because they

recognized the importance to the mission of PLAC" (Melinda, personal communication, April

24, 2015). This information can be found in Table 23. Patrick, who co-wrote the 2015

application, reported that PTU had different perspectives of individuals from across campuses

that were able to bring both quantitative and qualitative information to the application, especially

during the 2008 classification. Their center expanded the depth of its relationships across the

university and was less dependent on the outside individuals. With the assistance of the

Registrar's Office, Institutional Review Office, and three different online software programs,

PTU was able to pull reports on total number of hours students volunteered through volunteering

or CEL/CBR courses offered and the amount of faculty teaching them, social topic they focused

on, and agencies students worked with (Patrick, personal communication, April 27, 2015). This

information can be found in Table 23. Similarly, PRU was very thorough, utilizing a very large

committee to complete the application. Rose, who was in charge of putting together the 2015

CCEC application, tried to include representatives from across campus including Faculty Senate,

Research, Undergraduate and Graduate Studies, Experiential Learning, and Student

Development and Enrollment Services assisted with questions in their area of expertise. Working

as individuals to do the information gathering, the committee would regroup to assess the data

from each question, load it into a matrix, and revised until it was complete. "It was a great

community effort, but it started with individuals…sometimes teams of individuals that would get

together…but everyone was cooperative" (Rose, personal communication, April 16, 2015). This information can be found in Table 23.

While Rose at PRU was unable to identify the internal and external funding as well as the fundraising partnerships that pertain to service-learning specifically (Rose, personal communication, April 16, 2015) – information can be found in Table 23, Melinda at PLAC (Melinda, personal communication, April 24, 2015) and Patrick at PTU (Patrick, personal communication, April 27, 2015) approximated that about 50% of their internal and external funding went toward service-learning/community engaged learning/community-engaged research activities. Patrick explained that almost 100% of the Bonner program funding goes toward community engaged learning and about half of the fundraising pertained to community engaged learning (Patrick, personal communication, April 27, 2015). This information can be found in Table 23. Melinda reported that fundraising "is close to 100% because it goes to support service-learning efforts" (Melinda, personal communication, April 24, 2015). This information can be found in Table 23.

Table 23: 'Institutionalization' Questions, Codes, and Quotes

Theme: Institutionalization	Codes (PLAC)	Quotes (PLAC)	Codes (PTU)	Quotes (PTU)	Codes (PRU)	Quotes (PRU)
Question 1: Why did the institution apply for the CCEC application in 2008 and then reapplication in 2015?	Credibility Clout	"lends credibility to the institutionalization of service-learning"	Effectiveness Accreditation Gold standard	"to remain an institution of distinction when it comes to community engagement across this country"	Involved Engaged	"to show how totally engaged the institution was with community and how it always has been"
Question 2: What areas of focus, data collection procedures, and resources made the most difference when applying and receiving the elective designation?	Process Institutionalized People willing to come to the table	"People were excited and willing to come to the table because they recognized the importance to the mission of the institution."	Committee Different perspective Relationships across campus	"In 2008 and 2015, we put together a committee of people from across campus with slightly different perspectives but who are able to bring quantitative and qualitative information to the table to put into the application"	Committees Thorough coverage Matrix Cooperative	"We would work individually and then come back as a committee to discuss every question providing thorough coverage"
Question 3: Identify the internal and external funding as	Guesstimate	"Internal and external would probably be	Ballpark	"If you wanted to ballpark it and say 50/50, that wouldn't be	Can't ID	"We can talk about internal and external resources, but I can't

Theme: Institutionalization	Codes (PLAC)	Quotes (PLAC)	Codes (PTU)	Quotes (PTU)	Codes (PRU)	Quotes (PRU)
well as the fundraising partnerships that pertain to service-learning	Unsure accuracy	more than half…and fundraising, close to 100% goes to support SL efforts."	Doesn't break it down	inaccurate."	Can't break it out	break that out for you to answer your question."

Summary

The results of the intra-institutional comparisons from the 2008 CCEC classification and 2015 reclassification were changes in approach, policies, and ethos that occurred. For example during axial coding, including: (1) Visibility of Service-Learning on Campus, (2) Funding, (3) Tracking and Assessment of Commitments, (4) Opportunities for Faculty, (5) Opportunities for Students, (6) Tracking and Assessment of Curricular Engagement, and (7) Curricular Engagement Activities. Finally, the overarching themes from the categories derived from the Carnegie Community Engagement Classification applications themselves: (1) Identity and Culture – category one, (2) Institutional Commitment – categories two through five, and (3) Curricular Engagement – categories six and seven. The inter-institutional comparisons resulted in the identification of convergences and divergences in the data. For example, the qualitative interviews that were conducted upon the conclusion of the secondary data analysis included 8 questions. The responses from each question were categorized into one of three themes: institutionalization, change and recommendations. Data from these questions pertaining to 'institutionalization' were infused into the inter-institutional comparison analysis and data from the 'change' category were included in the intra-institutional comparisons analysis. Data from the 'recommendations' categories are featured in the Discussion and Recommendations sections of Chapter 5. Finally, the information gathered from the qualitative interviews affirmed the data analysis for both the intra- and inter-institutional comparisons, offering a perspective for institutionalization and changes that occurred within the 2008 and 2015 CCEC applications.

CHAPTER FIVE: DISCUSSION

Introduction

The primary purpose of this study was to examine best practices for the institutionalization of service-learning in higher education institutions, through the use of the Carnegie Community Engagement Classification framework. Chapter Five presents a discussion of the results of this study, further discussion of congruency and inconsistency of the findings, and concludes with a discussion of the study's limitations, implications, and recommendations for future research. The discussion will begin by revisiting the two research questions: (1) What are the intra-institutional comparisons of service-learning from the Carnegie Community Engagement Classification framework from the reports of 2008 CCEC classification and 2015 CCEC reclassification? and (2) What are the inter-institutional comparisons of service-learning across three institution types? Recommendations are presented for the benefit of institutions applying for CCEC designation, enhancements to the CCEC application process, and practitioners engaged in the practice of service-learning.

Overview of Study

This study employed a case study methodology and used intra- and inter-institutional comparison frameworks, with an emphasis on the Carnegie Community Engagement Classification application. The purpose of the research was to examine the institutionalization of service-learning using *within-case* and a *multi-site study* through secondary data analysis, observations of the process, and qualitative interviews across three different institution types – a Private Liberal Arts College (PLAC), a Private Teaching University (PTU), and a Public Research University (PRU) within the same metropolitan area.

The Carnegie Community Engagement Classification is an elective designation for institutions of higher education to benchmark and illustrate the progress towards improving community engagement and the institutionalization of service-learning, community engaged learning, and/or community-based research. As the classification cycle occurs every five academic years, this study provided a comprehensive comparative analysis of the CCEC over time – using the 2008 classification and 2015 reclassifications of the same institutions, and across institution types located in the same metropolitan area.

<center>Discussion</center>

<center>Intra-institutional Comparisons of Service-Learning</center>

Following thorough analyses of the applications and thematic coding of the qualitative interviews, several discussion points were relevant to understand the implications of the findings. The discussion of intra-institutional comparisons of service-learning includes approaches and policies of the institutionalization of service-learning.

Approaches

Each institution approached the 2008 application differently; Rose from PRU indicated that they approached the application process alone, Melinda at PLAC referenced that only had a handful of people and Patrick said that PTU worked in silos. Regardless, all three institutions created cross-campus committees to complete their 2015 applications, and each indicated how the restructuring allowed all stakeholders to get a pulse of service-learning and other community engagement activities campus-wide. Each institution's committees included faculty, staff, students, and community partners to gather and aggregate information.

Not surprisingly, infrastructure was critical to the development of strong applications and was identified several times in all three qualitative interviews. PLAC reported shifting their

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reporting lines from Academic Affairs to Student Affairs to be more in line with AAC&U's

model of high-end best practices while not abdicating their focus on Academic Affairs. PTU

reported that they moved from the Office of Service Learning to the Center for Community

Engagement because it was more inclusive to the work they were doing including general

volunteerism, internships and capacity building. Like PLAC, PTU also shifted reporting lines

and transitioned from Student Affairs to Academic Affairs to be better aligned with their

mission. PRU employed a decentralized framework and reported that The Office of Experiential

Learning continues to administer course development while other offices on campus help the

institution promote service-learning opportunities for the institution.

Each institution was asked qualitative interview questions to better understand the lessons

learned and future strategies. PLAC indicated that because of their experiences within the CCEC

application process they were weighing several initiatives, including making a change to

institution priorities and revisiting their general education and institutionalized service-learning

requirements so that every student would have the opportunity to have a community engagement

experience before leaving college (Melinda, personal communication, April 24, 2015). A more

comprehensive report can be found in Table 24, located in the 'Recommendations' section. At

the PTU, Patrick indicated that the institution would be focusing on improving assessments and

tracking of community engaged learning. In addition, the Center for Community Engagement

would provide faculty guidance on the development and reporting of service-learning courses for

the upcoming term. Patrick also indicated a focus on students using online tools to track service

hours more efficiently and making it a requirement for receiving institutional financial aid,

especially where a majority of students receive institutional financial aid. Patrick also reported

the restructuring of administrative levels so that Vice Provost is working with housing and the

development of living-learning communities. Theses living-learning communities will have a

CEL component for residents and, if successful, will be included on the future applications.

Finally, similar to PLAC, PTU is considering adding a student requirement that would mandate

that each student have a community engagement experience before graduating. Both PLAC and

PTU are jointly working to improve student experience and share best practices at all levels

including the faculty, deans, and provosts from each institution "to figure out how they are doing

this sort of institutionalization of CEL" (Patrick, personal communication, April 27, 2015). This

information can be found in Table 25 within the 'Recommendations' section. As the time to

collect data is laborious and all consuming, and the fact that Rose indicated she will not be at

PRU in five years, "We need to be focusing on collecting data now; we need some sort of

repository for data now" (Rose, personal communication, April 16, 2015). This information can

be found in Table 26 within the 'Recommendations' section.

Policies

Each institution reported policies regarding reporting service-learning on student

transcripts as well as their respective definition for service-learning and the change that occurred

from 2008 and 2015.

PLAC reported that they did not place service-learning on student transcripts on either

application cycle. PTU did not report having SL on student transcripts on their 2008 application,

but reported including it on co-curricular transcripts as well as the certificate of community

engagement. PRU indicated including service-learning courses having "SL" indicator in course

catalogue and student transcripts. Students completing four SL courses or 12 credit hours

received a certificate in service-learning, which would also appear on student transcripts.

The definition of service-learning for PLAC remained the same, except for the number of required service hours; moving from 15 hours to "a considerable amount of time outside the classroom," which has proven to be less intimidating for faculty and students. Melinda also alluded to the high numbers and percentages of SL courses, departments, faculty, and student participants and stated this was a result of a lack of unified focused efforts, "it wasn't good service-learning; it wasn't deep and intentional and meaningful…it was more surface-level volunteerism" (Melinda, personal communication, April 24, 2015).

There was no service-learning definition for PTU in the 2008 application cycle, merely suggestions as to what would be included in a definition. In 2015, PTU adopted the language of "community engaged learning" (CEL) and created a service-learning rubric. The number and percentages of SL courses, departments, faculty, and student participants increased the development of CEL courses; removing silos in the process, and with the efforts of the institutional committee, made substantial gains, as reported in the 2015 application.

While the researcher inferred that the definition of service-learning changed from 2008 to 2015 at the PRU, Rose indicated that the perceived change was because of the PRU's broader approach to service-learning. Additionally, the 2015 application indicated that the numbers and percentages decreased for PRU because of the decrease in state appropriations. The decrease of state appropriations, according to Saltmarsh, was reported across the country because of the national recession during the timeframe between the first classification in 2008 and the reclassification in 2015. None of the three institutions reported having service-learning as a general education requirement for students in either classification period.

Inter-institutional Comparisons of Service-Learning

After reviewing the 2008 and 2015 applications and conducting the qualitative interviews with the leaders involved in the Carnegie Community Engagement Classification applications, several findings merit further discussion. Each discussion of inter-institutional comparisons of service-learning includes ethos and emerging concepts observed.

<u>Ethos</u>

Community engagement is part of all three institutions' mission and vision statements, QEPs, and strategic plans, as is the term global citizenship; implying that community engagement, which includes pedagogies such as service-learning, and its confluence with student civic responsibility toward international citizenship, is the aim of each institution.

Each institution subscribed to creating a culture of professional development, student leadership and curricular engagement activities. Whether referred to as service-learning, community engaged learning, and/or community-based research, each institution promoted a pathway for faculty and staff to learn, practice, and share these activities with others in trainings, seminars and conferences, and provided professional awards such as grants, and supported faculty scholarship to engage in the field.

Each institution provided examples of student leader engagement. PLAC reported that their students plan, implement, and assess all curricular and co-curricular experiences and large-scale events, while also working as peer mentors in the classroom to assist with SL projects and reflection, and guiding policy and programming to benefit the student body and faculty members. PTU indicated that students participating in the Bonner Program become leaders and along with their Community Engagement Council work closely with the Center for Community-Based Research, coordinating the certificate in community engagement, and assisting with

strategic planning. Students at PRU and faculty collaborated to judge SL activities and presentations at their annual service-learning showcase. Other leadership opportunities include the undergraduate leadership development program, Cornerstone, Honors College, and the service-learning certificate program. Graduate students also have leadership opportunities through the Center for Community Partnerships in Health and Public Administration.

Community engagement was infused into the curriculum at the institutional level at each institution according to their respective 2015 application, and service-learning activities were reported to have occurred. PLAC and PTU indicated utilizing SL activities in their core courses and graduate studies; however, PRU reported using the pedagogy in their capstone projects, a requirement often found in the social sciences and College of Business. In addition to highlighting ethos at each of the three campuses, correlations to the literature also exist. One example from Campus Compact (2004) states that after education majors, the "soft" disciplines (social sciences) utilize service-learning more frequently than "hard" disciplines.

Emerging Concepts

As with most institutional initiatives, funding can make or break the progress and success. Each institution identified internal and external sources as well as fundraising for community engagement activities that promote service-learning. Patrick, at PTU, estimated that 50% of the needed resources came from all three areas, internal and external sources and fundraising; and Melinda at PLAC reported that 50% of internal and external funding provided resources for community engagement activities, but nearly 100% of support needed in service-learning efforts for the community was provided by the fundraising office. Rose, at PRU, was unable to identify the amount or percentage for the three pieces of funding, but suggested that it

was a considerable amount based on the list provided and the amount discussed from PLAC and PTU.

Although each institution places them at different parts of their campus, all three institutions reported the utilization of AmeriCorps members to support service-learning programs. Each also reported tracking and assessing service-learning activities through at least one Web-based software program and all use the results from the data for various reports, community impact and accreditation purposes. Campus Compact was essential to securing grants so that faculty, staff, and administrators had the resources necessary for attending and/or presenting at conferences.

Finally, although service-learning or community engaged learning is an active course component within the "soft" disciplines such as the social sciences, all three continue working to improve its prioritization in all fields, especially the STEM disciplines.

<u>Limitations of the Study</u>

There were several limitations of the study, including issues with secondary data analysis of the CCEC applications and qualitative interviews. These will be discussed here. The 2008 and 2015 CCEC applications both asked how many faculty members taught service-learning courses; however, the question posed a limitation because each institution may define the term "faculty" differently. Melinda, for example, indicated that the overall method by which PLAC defines faculty is under review and development. Patrick indicated that PTU defined faculty as any employee teaching SL classes and engaged in performing service-learning/community engaged learning across the institution; this may include tenure-track, non-tenure track faculty on record, adjunct, and/or teaching assistants.

Another limitation was in the curricular engagement. Because the number of courses in all areas of study may have changed at the institution, changing the percentage of service-learning courses, even if the number of service-learning courses remained the same or increased.

Additionally, because the curricular engagement sub-questions which informed the number and percent of courses, departments, faculty and students participating in service-learning were open-ended in the 2008 application, it allowed for word descriptors in addition to numbers. For example, PRU included the number of colleges when asked the number of departments representing service-learning courses and the percent of undergraduate in addition to the total percent of students participating in service-learning and PTU reported 565 "non-duplicated" as the number of students participating in service-learning in 2008. Since the 2015 application included the four aforementioned sub-questions in table format, only numbers were included, which presented another limitation in the study – eliminating the reporting of other pieces of data such as the number of colleges, percentage of undergrads, and ensuring the numbers and/or percentages of students participating in SL were un-duplicated.

As only one institution per institution type – Private Liberal Arts College, Private Teaching University, and Public Research University– participated in this study, the depth is limited and not as pervasive. Each one of the three institutions classified in 2008 and reclassified in 2015.

Finally, representatives from each institution interviewed were integral to the authorship of the 2015 application and while their expertise was informative their close association presented limitations. Furthermore, none of the interviewees played a major part of the 2008 application process, but instead made inferences about the areas of focus during the original

classification period and used their own institutional knowledge to answer questions related to why the institution applied for the CCEC in 2008.

<u>Recommendations</u>

Upon review of the applications and reapplications, observations, qualitative interviews and limitations of the study, the recommendations provided herein are organized into three sections: recommendations for institutions seeking to classify and/or reclassify, recommendations for the Carnegie Foundation for the Advancement of Teaching, and recommendations for future research.

Recommendations for Institutions

Representatives at each institution were asked to share lessons learned that may yield actionable steps for institutional committees contemplating the submission of an initial CCEC application to adopt. It is believed that their insights will provide a context and framework for developing a successful application. This "How To" section will increase accessibility of the findings through emphasis on the process of data collection.

To begin, Melinda from PLAC explained that the process is no one person's job and recommended against going it alone. While one person may lead data collection, thoughts on how to answer the questions, and to provide a confluent voice when writing the application, is critical. The intention of the CCEC is for institutionalization, and "you want other people to share perspectives because it is valuable to improve and enhance the work" (Melinda, personal communication, April 24, 2015). Melinda added that the overarching recommendation is to not view the application as something to just fill out, but rather a process to investigate community engagement at their respective institutions – regardless of the outcomes and regardless of whether or not the institution receives the designation. The importance of the process cannot be

overstated, and the new ideas a team focused on service-learning will uncover can reinvigorate an institution. If these findings are used to inform the strategies of both academic affairs and student affairs, the enhancement in educational experience will pay in dividends. This information is illustrated in Table 24.

Table 24: PLAC 'Recommendations' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Recommendations	7. What will you do differently (i.e., what will you focus on) for the next classification?	Integrate Intentional QEP Curriculum	"General Education is the other area of growth and how we are supporting faculty who are incorporating service-learning in general education curriculum so that every student has a service-learning experience before they leave PLAC."
	8. What pointers would you give to other institutional committees attempting at completing the CCEC for the first time?	Not one person Team	"It's not one person's job; it really needs to be a team of people. One person may have all of that information, but if it is institutionalized, which is what Carnegie is looking at, then you want other people to share perspectives because it is valuable to improve and enhance the work."
		Process	"Don't look at it as an application that needs to be filled out, but as a process that is really meant to make community engagement stronger on campus, regardless of what the outcomes are – whether you receive the designation or not."
	9. Anything else to add?	Committee	"Get a committee, but have one writer that provides one voice."

Patrick from PTU recommended having a committee and identifying the areas of focus, installing a tracking system, and putting a team together at least two years in advance so that six months prior to application's due date there is a system in place to mine data. Having established relationships with the IR office, undergraduate and graduate studies, Provost's Office, and other key stakeholders will also pay dividends, as shown in Table 25. "You can really use it as a tool for facilitating campus-wide dialogue. Sometimes the only way you can get those people at the same table together is if you have a really big carrot dangling in front of them; and Carnegie is a pretty big carrot" (Patrick, personal communication, April 27, 2015).

Table 25: PTU 'Recommendations' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Recommendations	7. What will you do differently (i.e., what will you focus on)　for the next classification?	Assessment/tracking	"While we have come a long way since 2008, there's still more we can do to be more detailed in how we track community engaged learning."
		Reporting infrastructure	
		Data collection programs	"We have discussed that maybe having reporting hours as a requirement for receiving institutional financial aid, which should be a significant lever to pull because almost every student on campus receives institutional financial aid."
	8. What pointers would you give to other institutional committees attempting at completing the CCEC for the first time?	Data mining	"So you can really use it as a tool for facilitating campus-wide dialogue. Sometimes the only way you can get those people at the same table together is if you have a really big carrot dangling in front of them; and Carnegie is a pretty big carrot."
		Information collecting system	
	9. Anything else to add?	Change	"We have this goal now that every student that graduates from PTU will have a deep community engagement experience by the time they graduate."
		Goal	
			"At a Bonner Foundation conference, we will figure out how they are doing this sort of institutionalization of community engaged learning."

Rose, from PRU, simply recommended institutions "get a system and be very organized about it. You have to start early and you have to bite off little piece of it at a time, otherwise, the project is just overwhelming" (Rose, personal communication, April 16, 2015). The recommendations by each institutional representative were general enough to be considered useful for any institution type in any classification cycle, and the themes indicate that the institutionalization of service-learning works best when there is a team or committee with a leading member who is able to assemble key stakeholders, gather data, obtain different perspectives, and fill out the application while keeping one consistent voice throughout – as shown in Table 26.

Table 26: PRU 'Recommendations' Questions, Codes, and Quotes

Theme	Questions	Codes	Quotes
Recommendations	7. What will you do differently (i.e., what will you focus on) for the next classification?	Collecting data Repository	"What we need to be focusing on is we need to find a way to start collecting data now. There's no way to focus on the type of service because we just have to start collecting what people are doing."
	8. What pointers would you give to other institutional committees attempting at completing the CCEC for the first time?	System Organized	To get a system and be very organized about it. You have to start early and you have to bite off little pieces of it at a time, otherwise the project is just overwhelming."
	9. Anything else to add?	Partnership Community	"We started as a partnership university and I think that that mindset has helped to create a propensity for service-learning and community service. We have always reached out to the community to work with them. Then you work with them, see a need, and work to fill that need. And we have done that over and over and over again."

Recommendations for Carnegie Foundation for the Advancement of Teaching

Over the course of completing this study and reviewing the applications and conducting qualitative interviews, was identifying service-learning, community engaged learning, and/or community-based research versus other general community engagement, funding continued to cast a pearly shadow. This was evident in the areas such as internal and external funding sources as well as fundraising efforts and their connection to a SL course. A column to itemize or dissociate, by dollars or percentage, the total amount or sub amounts of funding needed, such as grants, endowments, or state funding, and designated for service-learning activities would provide institutions an accurate picture of the costs associated with the implementation of a service-learning curricula.

As previously stated, the 2008 application the curricular engagement section was open-ended and only asked about the number and percentage of service-learning courses, departments, faculty, and student participants. The vagueness of the curricular engagement section allowed subjective answers from institutions including those observed in the current study with PTU – answering providing the number of students as "non-duplicative," and PRU – including the number of colleges in addition to the number of departments and offered both the percentage of undergraduate and percent of total students participating in service-learning courses. In the 2015 application, the table provided led to the three institutions answering the question differently and only including a number the box provided. Therefore, it is recommended that the CCEC applications consider an approach – either the open-ended or table – to allow consistency, especially for institutions applying for classification for the first time.

Additionally, the implementation of a standard definition of the term "faculty" will provide common language that all institution types can adhere to. It is therefore recommended

that Carnegie include a standard definition to the term, allowing for consistency regardless of institution type.

This study examined CCEC classification and reclassification from three different institution types. Another recommendation is to offer the CCEC designation by institution type so that there is a consistency when reviewing like institutions, because "the institutionalization of engagement is largely determined by institution type" (Holland, 2009, p. 87). Clarity may be needed on how the application is reviewed, by whom – perhaps by assigning one reviewer to institutional candidates, and provide incentives to continue classification – emphasizing prestige.

Rose from PRU indicated that the application process was a comprehensive project and "we didn't feel like the return from Carnegie was worth the work we put into the project because we weren't convinced it was being read" (Rose, personal communication, April 16, 2015). To ensure success of the CCEC application process for institutions, another recommendation would be to assign a liaison – a Carnegie committee member or reviewer and/or develop a rubric to assist in completing the working document. Benchmarks throughout the 5-year process may also provide validity of the assessment of the institution's application.

Finally, requesting that institutions provide figures of internal and external funding, fundraising, and service-learning courses, departments, faculty, and student participants by individual year, within the 5-year cycle, would offer a view of the emerging concepts occurring in higher education and provide a guide post of the timeline involved with the implementation of a service-learning curricula.

<div align="center">Recommendations for Future Research</div>

As this study is at the forefront of an emerging research field, and examined the 2008 and 2015 CCEC applications, providing a comparative analysis in the hope of future researchers who

will continue to analyze and examine this very important field and contribute to the understanding through journal articles, dissertations, and books.

The research investigated the classification over time and across institution type. For future research one might consider using comparative analysis from multiple institutions who received the CCEC designation within the same institution type. "Readers seeking lessons learned on institutionalization would do well to look at the public list of those receiving this elective classification and identify institutions most like their own in terms of context, mission and history, and then contact that institution to learn if its application is available" (Holland, 2009, p. 87).

The current study conducted qualitative interviews with one person at each institution; which may have provided a limited perspective and limited information. For example, interviewees indicated that they could not provide deep knowledge of the original classification cycle. Additionally, Rose, from PRU, was unable to provide any insight, but suggested contacting individuals from other offices. Additionally, the interviewees represented different institutional administrative levels. This may have influenced the type of information that was available to obtain. Therefore, a future researcher might consider using focus groups to gain broader perspectives of the institutionalization of service-learning.

Traditionally the researchers of the CCEC have focused exclusively on institutions that received the Carnegie Community Engagement Classification, overlooking those institutions that did not receive the classification. A final recommendation would be to develop a comparative analysis between like institutions, comparing those that did receive the classification or reclassification to those institutions that did not receive the designation. Researchers could examine documents from similar institutions that did not classify to those who did receive the

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CCEC designation to examine emerging patterns of those who classified and compare those emerging concepts to the institutions who did not receive the classification. Additionally, the researchers could interview CCEC committee members to elucidate the findings from the secondary data analysis. A comparative analysis in this arena would be of great value to the field and aid practitioners seeking to understand why some institutions received the classification while others did not.

Implications

The present study adds to the existing service-learning literature, specifically to the Carnegie Community Engagement Classification research. As of May 2015, a thorough search of the literature offered no CCEC studies which focused on data related to the reclassification of higher education institutions. Furthermore, no comparative analysis case studies of the reclassification application (2015) and the original classification application (2008) were found.

Perhaps the lack of research is due to the newness of the data. The present study is at the forefront of an emerging field (Butin, 2003), and is entering unchartered territory; therefore, the case study framework provided guidance and direction. The study aimed to distill and examine best practices, and develop formative action steps, highlighting the strategies employed at each institution to qualify for the back-to-back CCEC classification and reclassification.

"The importance of specific factors and strategies to the institutionalization of engagement is largely determined by institution type" (Holland, 2009, p. 87). Using the Organizational Change Theory conceptual framework, the study offers a comprehensive intra-institutional and inter-institutional comparative analysis of the Carnegie Classification of Community Engagement over time – from the 2008 and 2015 CCEC applications and qualitative interviews with three institution types within the same metropolitan area. Further, the findings

provide a window into data collection for the Carnegie Community Engagement Classification

application process and strategies for fostering of excellence; namely, maintaining the

designation despite institutional growth and contraction, financial constraints or changes in

administrators, faculty, staff and personnel. The twofold significance of the study was to inform

institutional committees tasked with completing the CCEC applications and reapplications as

well as benefit higher education practitioners and community leaders in the field.

<div align="center">Conclusion</div>

In order for institutions to have impactful community engagement and service-learning,

colleges and universities must surround these initiatives, programs, and reward systems with

resources (Weerts & Hudson, 2009). The three institutions that participated in this case study

invested substantial institutional resources and each classified in 2008 and reclassified in 2015.

Each institution modified, adapted, and enhanced their approach, policies and ethos

within service-learning. The Organizational Change Theory used in the present study suggests

that PLAC had a "deeper" experience from 2008 to 2015. This was evident with the emphasis on

quality over quantity when reporting their drop in the number and percentage of service-learning

courses, departments, faculty members, and student participants due to recalibrating the depth of

students' service-learning experience, moving from surface level service-learning to "deeper,

more sustainable" service-learning and continuing toward fostering deeper partnerships across

campus. "Since instituting the CE designation process, this impact has become even deeper and

more focused" (PLAC, 2015, p. 26).

The findings regarding PRU implied the institutional experienced a more pervasive

experience between the 2008 to 2015 application processes. The PRU broadened their approach,

including specifics from the colleges, departments, offices, and programs involved in service-

learning and community engagement on campus. "Service-learning is more broadly incorporated into the university instead of just being put into a course. In other words, our students are so much more involved in service-learning and community service; we don't need to make a special thing sticking it into a course" (Rose, personal communication, April 16, 2015).

The research on PTU suggested a transformational change over the 2008 to 2015 timeframe. This change can be attributed to several catalysts including an infrastructure and name changed, the adoption of "community engaged learning" for service-learning, the development of a unified campus-wide definition, and the implementation of a community engagement minor. Since the changes within community engaged learning and its implementation throughout campus, the numbers and percentages for service-learning course, departments, faculty, and student participants has steadily increased, while other two higher education institutions in the same geographical area steadily decreased. In all, PTU was the only institution to increase in all four categories. Additionally, curricular engagement activities increased, and community engagement was present on student co-curricular transcripts in 2015, both absent from campus in 2008. It is evident in "how deep our infrastructure and institutionalization had become and how we had become responsible for doing this across the entire campus" (Patrick, personal communication, April 27, 2015).

The institutionalization of SL as a best practice, regardless of institution type, cannot embark using a top-down approach, as evidenced through secondary data analysis and qualitative interviews. Each interviewee indicated that the method of applying for the CCEC transformed over time from silos, with only 1-2 administrators taking on the whole project themselves, to establishing a cross-campus committee, building relationships with different stakeholders, and working as a team and fully capture the institutionalization process. Thus, comparing the 2008

data to the 2015 data has also added to longitudinal research by investigating the depth and breadth of institutionalizing service-learning over time as evident in Organizational Change Theory (Eckel, Green, Hill, & Mallon, 1999). The CCEC application invites institutions to be innovative and provide innovative ideas and programming around service-learning and community engagement. This study can possibly inform administrators how to collect data and successfully navigate the application process.

Hoy, Johnson, and Hackett (2012) agree that service-learning is an emerging field, and "believe that higher education is now more prepared to embark on the long-held vision – to fully embrace our civic missions by choosing to engage its most valued assets in service of the common good. The challenge is not to create a discipline in which a few or some students major; rather, we believe we must take what we know about creating institutions that fully integrate the values and structures for civic and community engagement to scale, across the curriculum and institution. We believe that as a field we are poised to tackle this crucible moment and, through it, to build pathways for higher education to contribute to the health and strength of our communities, nation and world" (p.185).

The present study considered the institutionalization of service-learning as a best practice in higher education using an intra- and inter-institutional comparisons utilizing the Carnegie Community Engagement Classification framework, conferring with and broadening the body of literature in the hopes that these findings will be of benefit to community and institutional leaders. It is one thing to study our community as academics, but we must also participate in serving our community as citizens and achieve participatory excellence.

APPENDIX A: IRB APPROVAL OF EXEMPT HUMAN RESEARCH

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: UCF Institutional Review Board #1
FWA00000351, IRB00001138

To: Jarrad D. Plante

Date: March 20, 2015

Dear Researcher:

On 03/20/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	INSTITUTIONALIZING SERVICE-LEARNING AS A BEST PRACTICE OF COMMUNITY ENGAGEMENT IN HIGHER EDUCATION: USING INTRA- AND INTER-INSTITUTIONAL COMPARISONS OF THE CARNEGIE COMMUNITY ENGAGEMENT ELECTIVE CLASSIFICATION FRAMEWORK
Investigator:	Jarrad D. Plante
IRB Number:	SBE-15-11162
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Joanne Muratori

Signature applied by Joanne Muratori on 03/20/2015 12:09:34 PM EDT

IRB manager

APPENDIX B: CARNEGIE COMMUNITY ENGAGEMENT

CLASSIFICATION SECONDARY DATA ANALYSIS WORKSHEET

Categories	Themes	Q #	Data/Question
Visibility of Service-Learning on Campus	Institutional ID/Culture	Q1	Does the institution indicate that community engagement is a priority in its mission statement/vision statement?
	Institutional ID/Culture	Q2	Does the institution have a campus-wide coordinating infrastructure (center/office) to support and advance community engagement?
Funding	Institutional Commitment	Q3a	Are there internal budgetary allocations dedicated to supporting institutional engagement with the community?
	Institutional Commitment	Q3b	Is there external funding dedicated to supporting institutional engagement with the community?
	Institutional Commitment	Q3c	Is there fundraising directed to community engagement?
Tracking and Assessment of Commitments	Institutional Commitment	Q4a	Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in the community?
	Institutional Commitment	Q4b	If yes, does the institution use the data from those mechanisms?
	Institutional Commitment	Q5	Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?
	Institutional Commitment	Q5a	Impact on Students?
	Institutional Commitment	Q5b	Impact on Faculty?
	Institutional Commitment	Q5c	Impact on Community?
	Institutional Commitment	Q5d	Impact on Institution?
Opportunity for Faculty	Institutional Commitment	Q6	Does the institution provide professional development support for faculty and/or staff who engage with community?
Opportunity for Students	Institutional Commitment	Q7	Do students have a leadership role in community engagement? What kinds of decisions do they influence (planning, implementation, assessment, or other)?
	Institutional Commitment	Q8	Is community engagement noted on student transcripts?

Categories	Themes	Q #	Data/Question
Tracking and Assessment of Curricular Engagement	Curricular Engagement	Q9	Does the institution have a definition and a process for identifying service-learning courses?
	Curricular Engagement	Q9a	What is the # of for-credit SL courses offered in the most recent academic year? What is the % of SL courses?
	Curricular Engagement	Q9b	What is the # of departments are represented by these courses? What is the % of departments?
	Curricular Engagement	Q9c	What # of faculty taught SL courses in the most recent academic year? What % of faculty?
	Curricular Engagement	Q9d	What # of students participated in SL courses in the most recent academic year? What % of students?
Curricular Engagement Activities	Curricular Engagement	Q10	Are there institutional (campus-wide) learning outcomes for students' curricular engagement with the community?
	Curricular Engagement	Q11	Is community engagement integrated into the following curricular activities: (listed differently in 2008 and 2015)
	Curricular Engagement	Q12	Has community engagement been integrated with curriculum on an institution-wide level?

APPENDIX C: CARNEGIE COMMUNITY ENGAGEMENT

CLASSIFICATION QUALITATIVE INTERVIEW QUESTIONS

Themes	Qualitative Interview Questions
Institutionalization	1. Why did the institution apply for the Carnegie Community Engagement Classification (CCEC) application in 2008 and reapplication in 2015? 2. What areas of focus, data collection procedures, and resources made the most difference when applying and receiving the elective designation? 3. Identify the internal and external funding as well as the fundraising partnerships that pertain to service-learning (i.e., for students, the institution, the community organizations, supplies, etc.).

Change	4. The CCEC applications the institution completed for 2008 and 2015 reflect several changes. Could you offer any explanation or insight into changes?
	
	    a. Definitions of service-learning
	
	    b. In the number courses, faculty using, departments housing service-learning, and student participants
	
	    c. How you classify faculty for the purposes of answering the application questions
	
	    d. Infrastructure, such as the office name and reporting structure
	
	    e. Community engagement integrated into curricular activities at the unit and institutional levels
	
	5. What did the institution do differently in the approach from the 2008 to the 2015 classifications in filling out the application?
	
	6. What outcomes or effects has this classification and reclassification designation had on the institution?

Recommendations	7. What will you do differently (i.e., what will you focus on) for the next classification? 8. What pointers would you give to other institutional committees attempting at completing the CCEC for the first time?

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