


1-1-2011

Institutionalized Community College Service Learning to Promote Engagement

Velda Arnaud
Walden University

Follow this and additional works at: <http://scholarworks.waldenu.edu/dissertations>

 Part of the [Adult and Continuing Education Administration Commons](#), [Adult and Continuing Education and Teaching Commons](#), [Community College Education Administration Commons](#), [Community College Leadership Commons](#), [Higher Education Administration Commons](#), and the [Higher Education and Teaching Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Education

This is to certify that the dissertation by

Velda Arnaud

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Cheryl Keen, Committee Chairperson, Education Faculty

Dr. Deanna Boddie, Committee Member, Education Faculty

Dr. Donna Breault, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2013

Abstract

Institutionalized Community College Service Learning to Promote Engagement

by

Velda Arnaud

MA, University of Oregon, 1991

BA, University of Oregon, 1983

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

November 2013

Abstract

Community college graduation rates are low, and community colleges have been tasked with producing more graduates to meet workforce needs. Research has determined that engaged students remain at their institutions and complete their degrees. Service learning has been identified as a high-impact practice that engages students with their learning and builds connections between students and campus personnel. The majority of service-learning research, having been conducted with 4-year colleges and universities, may have limited applicability to the community college population. This qualitative descriptive case study describes how institutionalized service learning on 1 community college campus is structured, supported, and operated. The study used the framework of student success, service learning, and institutionalization to determine how the college provided resources and opportunities for service learning. Participants for the study were selected using mixed purposeful sampling to identify individuals recently involved with service learning at the college; data came from document reviews, campus and Internet observations, college staff interviews, and student group online discussions. Data were collected and analyzed using a spiraling technique. Findings indicated that the college's curricular and cocurricular service-learning activities were integrated throughout the campus in many departments and with different groups. While the service-learning coordinators made distinctions between curricular and cocurricular service learning, student participants did not make such distinctions. Students in this study were engaged with their service learning. These findings have applicability for all community college educators, demonstrating that institutionalized community college service learning might lead to greater retention through graduation.

Institutionalized Community College Service Learning to Promote Engagement

by

Velda Arnaud

MA, University of Oregon, 1991

BA, University of Oregon, 1983

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

November 2013

UMI Number: 3601905

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3601905

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Dedication

This dissertation is dedicated to my children, Charli and Max Sakari, without whom my life would lack inspiration, beauty, and humor. Charli, you pushed me to finally begin this degree program, and I have enjoyed our competition to completion. Max, your support and distractions helped keep me sane so many times. Much love to you both, and I wish you well on your continuing educational and career pursuits.

Many thanks to Dr. Cheryl Keen, my mentor and committee chair. Cheryl, I have appreciated your honesty and ability to know when to push me forward. Thank you, Dr. Deanna Boddie, my methodologist, for helping me through this enormous journey of qualitative research.

Finally, to all of my family, friends, colleagues, and students who have missed me during these years, let's get together and do something ... anything! You were all very patient with me.

Table of Contents

List of Tables	vi
Chapter 1: Introduction to the Study.....	1
Background.....	2
Community Colleges and Student Retention.....	4
Service Learning Within Higher Education.....	9
Institutionalization on College Campuses	10
Problem Statement.....	11
Purpose of the Study.....	12
Research Questions.....	13
Central Research Question.....	13
Related Research Question.....	13
Conceptual Framework.....	13
Student Success.....	13
Service Learning.....	15
Institutionalization	16
Nature of the Study.....	18
Definitions.....	19
Assumptions, Scope, Delimitations, and Limitations.....	20
Significance of the Study	21
Summary.....	23
Chapter 2: Literature Review.....	25
Literature Search Strategy.....	25

Conceptual Framework.....	26
Community College Retention Challenge	27
Student Engagement	30
Service Learning in Higher Education.....	31
Four-Year College and University Service-Learning Research	32
Community College Service-Learning Research.....	33
Cocurricular Service-Learning Research	35
Guided Reflection	36
Implications for Community College Personnel.....	38
Institutionalization of Service Learning.....	40
Financial Support.....	41
Assessment Matrices.....	42
Rationale for Descriptive Qualitative Research Method	42
Chapter 3: Research Method.....	45
Research Design and Rationale	45
Primary Research Question.....	45
Related Research Questions.....	45
Role of the Researcher	47
Data Sources	47
Selection of the Research Site.....	49
Selection of Documents	49
Selection of Research Participants.....	50
Selection of Observation Sites	55

Data Collection Instruments and Procedures.....	56
Document Review.....	57
Initial Interview With Campus Coordinators.....	58
Campus Observations	58
Online Discussion Group.....	59
Member Checking.....	60
Data Collection Strategy.....	60
Data Analysis Plan.....	61
Conceptual Framework.....	62
Issues of Trustworthiness.....	63
Ethical Procedures	64
Summary.....	65
Chapter 4: Results.....	66
Data Collection Procedures.....	67
Descriptions of Participants and Other Staff	69
Data Analysis	70
Results71	
Document Analysis.....	72
Historical Perspective on Service Learning at NWCC.....	72
Development of Service Learning at NWCC	74
Changes to Service Learning at NWCC	77
Results Related to the Central Research Question.....	78
Findings for Related Research Questions.....	103

Synthesis of Results	109
Future Vision for NWCC Service-learning Programs	111
Discrepant Data.....	119
Evidence of Quality	120
Summary	121
Chapter 5: Interpretation of Findings, Implications, and Recommendations	123
Interpretation of Findings	125
Findings Related Student Success	125
Findings Related to Service Learning.....	129
Findings Related to Institutionalization	131
Limitations of the Study.....	133
Implications for Social Change.....	133
Recommendations for Action	135
Recommendations for Further Study	137
Researcher Reflections.....	138
Conclusion	141
References.....	143
Appendix A:.....	163
Data Locator Coding.....	163
Appendix B:	164
Data Summary Form.....	164
Appendix C:.....	164
Qualitative Interview Guide.....	165

Appendix D:.....	167
Online Discussion Timeline and Expectations	167
Appendix E:	169
Online Discussion Questions	169
Introductory Question	169
Discussion Prompts Related to Research Questions.....	169
Final Thoughts	170
Appendix F:	171
Data Collection Strategy.....	171
Appendix G:.....	172
Data Coding Structure.....	172
Curriculum Vitae	173

List of Tables

Table 1. Average Community College Associate Degree Completion Rates	6
Table 2. Steps for Participant Recruitment and Data Collection	54
Table 3. Data Collection Procedures	57
Table 4. Most Recent NWCC Annual Service-Learning Opportunities.....	78
Table 5. Annual Academic Service-Learning Participation Data.....	112

Chapter 1: Introduction to the Study

The present challenge for community colleges to be more accountable to their students and to produce more graduates creates pressure on colleges that are already experiencing decreased levels of funding. Studies have shown that students who engage with their learning stay in college and complete their degrees. Types of engaging learning activities include those with active learning, enriching experiences, and supportive environments (Cohen & Brawer, 2008). Engaged students learn better and develop more connections with other students and college personnel (Pascarella & Terenzini, 2005; Tinto & Love, 1995; Zhao & Kuh, 2004). Studies have also shown that engaged students have more positive attitudes about their colleges, achieve higher learning outcomes, and persist through graduation (Engstrom & Tinto, 2008; Karp, Hughes, & O’Gara, 2008; Scrivener et al., 2008; Simonet, 2008).

Research has shown that use of service-learning experiences engages students (Astin, 1993; Braxton, Jones, Hirschy, & Hartley, 2008; Finley, 2011; Kuh, 2008; Tinto, 1997). Between 60% and 70% of all community colleges have service-learning activities on their campuses (American Association of Community Colleges, 2013d). Several studies have addressed the impact that service learning has had on students’ learning of academic concepts (Astin & Sax, 1998; Berson & Younkin, 1998; Conway, Amel, & Gerwien, 2009; Eyler & Giles, 1999); however, few studies have assessed service learning campuswide, and the majority of these studies have centered on service-learning activities within courses or programs at 4-year colleges and universities. There is very little research about community college service learning, and Taggart and Crisp’s (2011)

extensive literature review found only 17 empirical studies related to community colleges and service learning.

Two studies have assessed the level of institutionalization of service learning on college campuses (Bringle & Hatcher, 2000; Furco, 2002). These quantitative studies found that institutionalization took several years and required campus administration and faculty member support in order for such innovations to be implemented throughout the academic departments on each campus. Community colleges were included in the data analysis in Bringle and Hatcher's (2000) and Furco's (2002) studies about assessing levels of institutionalization, and there are few descriptive studies about institutionalized service learning.

If service-learning experiences engage students and these students remain in college to complete their degrees, then implementing service-learning activities campuswide could help retain more students through graduation. In an effort to go beyond the many studies of individual course or program service-learning efforts, this qualitative case study describes one community college's institutionalized service learning.

Background

Since the early 1900s, community colleges have provided educational opportunities for members of their local communities. Over the years, community colleges have changed course and program offerings to reflect local workforce and educational needs; many colleges have comprehensive missions that include providing transfer courses, vocational and technical programs, workforce training, developmental or

remedial coursework, and adult continuing education (Cohen & Brawer, 2008; Vaughan, 2006). College personnel often implement changes because of different community needs, educational competency requirements, or new technology. Faculty members have implemented some changes because they were related to specific courses or programs, and other changes may have been enacted at the administrative level because they affected the entire college. Service learning was one change that was added to many community colleges in the 1990s.

Service learning, as defined by the National Service-Learning Clearinghouse (2012), is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” According to Cohen and Brawer (2008), by 1995, about 30% of community colleges offered service-learning opportunities in some capacity on their campuses (p. 377). However, by 2009, the number of community colleges with service-learning opportunities had increased to 60-70%, according to an American Association of Community Colleges report (Jeandron & Robinson, 2010, p. 4).

Service learning connects academic or cocurricular learning with community service by asking students to reflect on their experiences in meaningful ways such as in written journals, blogs, or discussions. Another benefit of service learning found in Prentice, Robinson, and Patton’s (2012) evaluation of 16 community colleges in their *Horizons Colleges* program (colleges funded for training, development, and evaluation of service-learning) was that students with service-learning experiences reported positive

retention factors and were less likely to require intervention than students without service learning (p. 24).

Community Colleges and Student Retention

Many community college students begin their studies and do not complete degrees; however, not all students attend community college for degrees. Students enroll in community colleges to complete certificate or associate degrees, to complete lower division coursework for transfer to universities, to receive developmental or remedial training, to improve their workplace skills, or to gain personal enrichment through continuing education courses (Cohen & Brawer, 2008; Vaughan, 2006). The last decade has been economically challenging, and community colleges have seen decreases in local, state, and federal funding. In 2009, President Obama predicted that by 2020 the workforce would require 5 million more community college graduates (The White House, 2009). The President restated this prediction in the 2013 State of the Union address (The White House, 2013). A recent report funded by the Lumina Foundation found that in the next decade, more employees would need degrees (Merisotis, 2012).

Historically, community college funding formulas were based on enrollment; the more students who enrolled, the more funding the college received. Legislators have proposed new funding models such as comprehension plans or performance-based models (Bradley, 2012; Fingerhut & Kazis, 2012). These new funding models require analysis of obstacles to program and degree completion and new assessment methods. Community college personnel must identify where they are losing students and determine

what they can do to keep students enrolled in college so that more students may successfully complete certificate and degree programs.

The need for more degreed employees was indicated in data reported by the Lumina Foundation (Merisotis, 2012), and 2009-2010 IPED data for Washington, Idaho, and Oregon showed about a 30% skills deficit between the number of adults who have associate or higher degrees and the projected 2020 employment need (Complete College America [CCA], 2011a, 2011b, 2011c). Community college graduation rates are low; completion rates in three Pacific Northwest states range from 7% to 55%. Students who attend college part time complete at an even lower rate than those who attend full time. According to CCA data, retention between the first and second years, as shown in Table 1, is less than 50% in all three states. Of the three states listed in Table 1, Washington has the highest percentage (42%) of full-time students who return the second year, and Oregon has the lowest percentage of full-time students who return the second year (36%).

Table 1

Average Community College Associate Degree Completion Rates

State	Attend	Begin	Return 2 nd year	Graduate in 2 years	Graduate in 3 years	Graduate in 4 years	Total graduate
Washington	FT	72%	42%	11%	9%	3%	23%
	PT	28%	11%	2%	2%	0%	4%
Idaho	FT	81%	38%	10%	8%	5%	23%
	PT	21%	8%	0%	3%	0%	3%
Oregon	FT	64%	36%	6%	6%	2%	14%
	PT	36%	15%	0%	2%	2%	4%

Note: Adapted from “Idaho 2011,” “Oregon, 2011,” and “Washington, 2011,” by Complete College America, 2011a, 2011b, and 2011c. Copyright 2011 by Complete College America.

According to the American Association of Community Colleges (AACC, 2013a), there are about 1,600 community college campuses with missions related to their purposes. The community colleges’ relationships with local universities are different because some states have coordinated transfer systems between the community colleges and the universities, whereas other states have none, which makes the higher educational system decentralized in those states (Cohen & Brawer, 2008). Prager (1994) referred to the American community college system as “the middle part of higher education” (p. 495). As course requirements change with the local universities, community colleges also change their courses to facilitate transfers for their students.

Community colleges and universities have different student populations. According to the AACC (2013c), the average age for community college students is 29 years old, and two-thirds of community college students attend college part time (para.

2). The traditional university college student goes directly from high school to college and attends college full time. The most recent data from Complete College America (2011d) indicated that only 25% of college students attend full time, have their bills paid by their parents, and live on campus, which means that 75% of all higher education students experience some combination of work, family, and college (pp. 2-3). There are many competing priorities for the time and attention of community college students. However, Shugart and Romano (2008) found that if students were successful in their first few courses, there was a greater likelihood of successful degree completion. They also found that engaging students with their learning experiences early in the college experience might help with retention.

Community college students. National Center for Education Statistics data (2010) showed that community colleges have lower graduation rates (22%) than 4-year colleges and universities (57%). Studies indicate that community college students are often unprepared for college coursework because they come from families where the parents have not attended college (Ayers, 2009; Gibson & Slate, 2010; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). These unprepared students have a disadvantage in college courses and often lack the study skills, critical thinking skills, academic skills, goal-setting skills, or communication skills necessary to succeed in their studies (Bettinger & Long, 2009; Daiek, Dixon, & Talbert, 2012; Zeidenberg, Jenkins, & Calcagno, 2007). As these students take developmental coursework in order to gain skills, they typically take longer to complete their degrees, which creates additional obstacles to degree completion (Complete College America, 2011d).

With their open-door policies, community colleges accept all students, and because of that, they cannot turn away students without prerequisite skills (Cohen & Brawer, 2008; Vaughan, 2006). Campus administrators must identify ways to help all students move through the higher education system, and students who are successful in their first term are more likely to remain in college until graduation (Bringle, Hatcher, Muthiah, 2010; Shugart & Romano, 2008). One strategy may be to expand campus opportunities that engage students with their learning.

Student engagement. Studies with both 4-year and 2-year college students have indicated that engaged students remain in college and complete degrees (Kuh et al., 2006; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pace, 1982; Pascarella & Terenzini, 2005). Tinto (1997) conducted a longitudinal study of first-year community college students that showed that engaged students persisted through to graduation.

In this study, I used the National Survey of Student Engagement's (NSSE, 2012) definition of student engagement. There are two components to that definition: the time and effort contributed by the student and the learning-focused campus environment provided by the college. In the 2011 NSSE report, five comprehensive methods of student engagement were mentioned: participating in residential life, participating in Greek life, participating in transfer programs, using career services, and having service-learning experiences during the first year (NSSE, 2011, p. 11). The NSSE report called service learning a "high impact practice" that (a) requires a good amount of time and effort, (b) allows for learning experiences outside the traditional classroom, (c) includes meaningful interactions for the students with other students, college personnel, or people

in the community, (d) provides opportunities for interaction with diverse populations, and (e) provides meaningful forms of feedback (Kuh, 2008, pp. 24-27). High impact practices such as service learning require a commitment of time and effort from the student and a supportive learning environment from the college.

Service Learning Within Higher Education

The primary service-learning support organization for community colleges is the American Association of Community Colleges (AACC, 2013d). The AACC produces publications based on its research, online instructional modules, faculty resource materials, and useful links. AACC personnel work collaboratively with other service-learning organizations, and they present regularly at conferences and are available as resources for community college faculty members, staff, and administrators.

In the National Service-Learning Clearinghouse (NSLC, 2012) definition of service learning, emphasis is placed on the importance of providing community service with a learning component (i.e., service learning is more than performing community service). However, service-learning experiences must not be tied solely to credit courses, and students in campus organizations, clubs, or leadership positions may be involved in service-learning activities. One critical component of service learning is that participants take the time for guided reflection activities to consider the service performed in order to build connections between the learning objectives, volunteer services performed, recipients of the service, and the individual's own values and beliefs.

Service learning may involve group or individual work, and the service may be on the college campus, in the community, or in the virtual/online environment. Service

activities run the gamut from short-term activities such as planning an event to ongoing activities such as tutoring or engaging with diverse populations. Some aspects of service learning that have been researched are relevance to classes or programs, student outcomes, relationships between campus and community organizations, and higher education institutions' role in providing and supporting service learning; these studies are addressed in Chapter 2.

In my search for research about higher education service-learning activities and programs, I found many studies dealing with 4-year universities and colleges, but I found fewer studies related to community colleges. In fact, Taggart and Crisp (2011) found only 17 empirical studies on community colleges and service-learning activities, and few studies have been published since. The focus of many higher education service-learning studies has been individual course or program evaluations on 4-year college campuses, and I am interested in an overall perspective on the community college campus. I want to know how the environment, systems, and culture of a community college campus promote service learning campuswide.

Institutionalization on College Campuses

As campus administrators seek ways to retain students, they may want to learn about campuswide approaches to incorporating service learning because service learning engages students, and engaged students are more likely to persist through to graduation. Gray's (2000) analysis of a national study of expanding community service on dozens of college campuses identified the need for a campuswide infrastructure to support service learning. In order to develop a campuswide infrastructure, an innovation must be

institutionalized (Bringle & Hatcher, 2000; Furco, 2002; Jeandron & Robinson, 2010).

When an innovation becomes institutionalized, it becomes a part of the college's "academic fabric," or a central component of the college (Furco, 2002, p. 40). Furco found that faculty involvement was a critical factor in institutionalization. Campuswide collaboration is not easy, and Kezar's (2005) case study of higher education collaboration found that relationships were important throughout a three-step process of building commitment, collaborating, and sustaining the innovation over time.

Institutionalized innovations receive support and funding from the college; that support adds value in the eyes of students, campus members, and the community, and that perceived value increases buy-in and participation (Bringle & Hatcher, 2000; Furco, 2002). While researchers have assessed levels of institutionalization on college and university campuses, there are few descriptive studies about institutionalized service learning, especially on community college campuses.

Problem Statement

As community colleges are challenged to be more accountable for students completing degrees, they are also struggling to find funding sources. Research with 2-year college students has shown that students who are engaged with their learning in the first year of college remain in college through graduation; retaining more students can increase available revenue (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pace, 1982; Pascarella & Terenzini, 2005; Smith, Liguori, O'Connor, & Postle, 2009; Tinto, 1997). Service learning is a high-impact practice that engages 4-year college and university students as discovered in analysis of

the National Survey of Student Engagement data (Kuh, 2008). Studies have indicated that developing a campuswide support system brings value to service learning for students, campus personnel, and the community (Bringle & Hatcher, 2000; Furco, 2002; Jeandron & Robinson, 2010). A campuswide approach to service learning may help colleges retain students through graduation.

This study describes community college service learning on one campus. From this research, community college leaders may begin to understand the opportunities and challenges for students and faculty members to become involved in institutionalized service-learning opportunities.

Purpose of the Study

The purpose of this qualitative case study was to describe institutionalized community college service learning. To accomplish that purpose, this study includes a description of how service learning was structured within the college system; how it was staffed and supported; the types of service-learning communication used to inform people on campus and in the community; and how students were informed about service learning, became involved with it, and worked through their service-learning experiences. This research contributed to existing service-learning research because it included a rich description of how service learning was structured, supported, and operated on a single community college campus.

Research Questions

Central Research Question

- How is institutionalized service learning structured, supported, and operated on a community college campus?

Related Research Question

- Who is involved in service-learning experiences, and what are their roles and responsibilities?
- How are service-learning opportunities communicated to students on campus?
- What processes must students go through to begin and complete service learning?

Conceptual Framework

The conceptual framework for this study of the institutionalization of service learning throughout one community college campus builds on the concepts of student success, service learning, and institutionalization.

Student Success

As community colleges have been challenged to retain students through graduation, the phrase *student success* has been used to help define institutional efforts to retain students through degree completion (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). Decades ago, Tinto (1975) developed a theoretical model about college dropouts and their levels of social integration. Tinto identified that students with low levels of social integration were more inclined to drop out of college than those students with higher social integration levels. A second part of Tinto's model included students'

backgrounds, expectations, and motivations to remain in college. Tinto's model demonstrated that it was "the individual's integration into the academic and social systems of the college that most directly relates to his continuance in that college" (Tinto, 1975, p. 96). This *persistence* model became the basis for future research on student attrition and retention.

Karp, Hughes, and O'Gara (2008) built upon Tinto's persistence model, and their exploratory study of student persistence on two community college campuses indicated that students developed supportive information networks from their classes that allowed for simultaneous academic and social integration; that integration also led to continued persistence. Karp et al. found that 70% of the participants felt a part of the community college campus due to the integration within the systems.

In a related report on student success, Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) defined student success as including academic achievement, student engagement, student satisfaction, the development of knowledge and skills, student persistence, degree completion, and a successful career after graduation. Kuh et al. expanded Tinto's (1975, 1997) models of student persistence, and in the new model, Kuh et al. found that student behaviors and institutional environments were the critical components required for student engagement that would lead to retention through graduation. The two components of student behaviors and institutional environments that were identified by Kuh et al. are reflected in the National Survey of Student Engagement's (2012) definition of student success: time and effort (student behaviors) and college environment (institutional conditions).

Service Learning

Dewey (1933, 1938) defined learning as those educational activities that dealt with problems that students could understand, were considered worthwhile and interesting, and required a length of time. Kolb (1984) expanded Dewey's definition to include relearning and an emphasis on the student, the learning, and the environment. Service learning is a type of experiential learning because it engages students in their learning while at the same time building connections with the environment they are learning in, particularly with others on campus and in the community. In their review of the service-learning literature largely related to 4-year colleges and universities, Eylar, Giles, Stenson, and Gray (2001) found positive outcomes such as personal and interpersonal development, improved learning, cognitive development, improved retention, and increased graduation rates.

In their 2-year quantitative study of 22 courses on 11 Indiana college campuses, Bringle, Hatcher, and Muthiah (2010) determined that there was a connection between students' persistence and their intentions to enroll for the next academic year. Tinto's (1975, 1997) persistence models were used as the basis for their results, which included the integration between the academic and social systems. Bringle et al. expanded Tinto's model to include informal and formal processes of the academic and social systems. The informal academic processes were interactions with college personnel, and the formal academic processes were college classes. Their model divided the social system into formal and informal interactions; the formal social system of participation included

extracurricular activities, and the informal social system included interactions with other students.

An important part of engaging students with service-learning experiences is including guided reflection activities. Reflection helps students process new experiences and build connections. Ongoing reflection with students and community partners, according to Eyler (2002), develops the deepest relationships and creates the strongest meanings; however, reflection activities take planning and time. Students often keep journals about their experiences and interact within group discussions. Reflection activities help students build connections between what they are learning and the service provided, and these reflection activities may come before, after, or during the service events.

Institutionalization

For an innovation to become a part of a college's infrastructure, the innovation must become institutionalized (Bringle & Hatcher, 2000; Furco, 2002; Jeandron & Robinson, 2010; Prentice, 2002). Institutionalizing service learning may be the most efficient way to integrate service learning throughout a college campus. However, one problem with institutionalizing service learning, as identified by Furco (2002), is that there are too many definitions. In a review of institutionalized service learning, Furco found over 200 definitions of service learning on 43 postsecondary colleges including community colleges, 4-year public colleges, and 4-year private colleges. In addition, collaboration for service learning on community college campuses requires building networks both internally and externally. In their studies of collaborative higher

educational institutions, Kezar (2005, 2006) and Kezar and Lester (2009) found that networks were necessary through the entire process, particularly before collaborative efforts, during collaborations, and while sustaining innovations.

Collaborative efforts among campus personnel allow for integration within courses and programs, and both Furco (2002) and Prentice (2002) found that faculty support was crucial for institutionalization. Furco found similarities in how the 2- and 4-year colleges approached institutionalizing service learning, with the most important element being campus support for faculty members. Furco's study covered a 3-year period, and based on the results he concluded that higher education institutionalization for service learning took longer than 3 years. In a quantitative study of 20 Horizons Colleges programs and 70 non-Horizons Colleges programs, Prentice (2002) also found that faculty member support was important for institutionalization, particularly administrative support.

In their study of effective educational practices at 20 colleges and universities, Kuh, Kinzie, Schuh, Whitt, and Associates (2010) did not specifically state that institutionalization of those practices was necessary for effectiveness; however, the six practices they identified relate to the campus environment and infrastructure. This descriptive case study used those six practices to guide and frame the research questions, determine the documents that were reviewed, established the areas and foci for observations, guide the development of interview and focus group questions, and frame the data analysis. This framework allows community college personnel and future

researchers to understand one community college campus' institutionalized service learning.

Nature of the Study

This qualitative study describes institutionalized community college service learning at a community college in the Pacific Northwest that was identified by experts having a history of involvement with service learning. Several other community colleges were identified, but geographical convenience narrowed the selection to one campus in the Pacific Northwest. The research design was a single case study, and the unit of analysis or the case was the community college. Data were collected from face-to-face interviews with campus service-learning coordinators, online discussion groups for students, campus and Internet observations of the discussion group and social networking sites, and documents including course catalogs, brochures, syllabi, journal and newspaper articles, course materials, contracts, and training materials. Data analysis was conducted at two levels. I used a content analysis for the document review. At the first level, I coded and categorized the interview transcriptions, observation notes, and online discussion group communications; at the second level, I examined data across all sources and categorized them for themes, patterns, and relationships in order to determine key findings and discrepant data that formed the results of this study.

The descriptive case study design was appropriate because there were limited studies about community college service learning, and this study provides rich, thick description text that may help educational practitioners and researchers understand institutionalized service learning (Merriam, 2009). Another reason why case study

design was appropriate for this study was that the boundaries between the phenomenon of community college service learning and student engagement were not clear (Yin, 2009).

Definitions

The following terms were used throughout this study:

Campus Compact: A coalition of over 1,100 college and university presidents; originally created in 1985 to help colleges and universities develop structures to support campus-based civic engagement (Campus Compact, 2013).

Community college: Institutions that are accredited by a regional accreditation board and offer associate degrees. Some community colleges may offer baccalaureate degrees as well (Cohen & Brawer, 2008).

Engagement: Student engagement is the center of student success, as defined by Kuh, Kinzie, Buckley, Bridges, and Hayek (2006). Student engagement includes the time and effort of students and the way in which the colleges use their resources to support student learning.

High-impact practices: Practices that require students' time and effort, provide educational opportunities outside the classroom, allow for meaningful interactions with diverse groups of people, and contain frequent, meaningful feedback (Kuh, 2008).

Horizons colleges: Community colleges that were funded through Learn and Serve America grants administered by the American Association for Community Colleges to develop and sustain service-learning opportunities on their campuses (American Association of Community Colleges, 2013b).

Institutionalization: An institutionalized innovation becomes a “part of an institution’s academic fabric,” is supported by the college’s administration, and is a legitimate activity for campus members to endorse (Furco, 2002, p. 40).

Nontraditional college student: Students who do not attend college directly out of high school and are older than 24 (Mullin, 2012, p. 8). Nontraditional students may attend college either full or part time.

Service learning: The National Service-Learning Clearinghouse (2012) defined a *service-learning activity* as “a teaching and learning strategy that integrates meaningful service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Service-learning activities may be included within a class or related to activities within student clubs and organizations.

Student success: While there is no “blueprint for student success,” in their study of 20 colleges documenting effective educational practices, Kuh, Kinzie, Schuh, Whitt, and Associates (2010) found that each college in their study had “a unique combination of external and internal factors worked together to crystallize and support an institution-wide focus on student success” (Kuh, Kinzie, Schuh, Whitt, & Associates, 2010, p. 21).

Traditional college student: Traditional college students are those who go directly to college after graduating from high school and are between the ages of 18 and 24 (Mullin, 2012, p. 7). Traditional college students typically attend full time.

Assumptions, Scope, Delimitations, and Limitations

Based on my review of the literature and my experience with service-learning activities, my assumptions about the students, college staff, and faculty members who

have been involved with a service-learning activity were that they would respond to my questions honestly and share their experiences from their individual perspectives. My experience working on a community college campus helped me realize that there were many different expectations and realities, and I assumed that I would find the same in this study. Overall, my assumptions about institutionalized service-learning activities were that there were natural ebbs and flows with communication and college support, and the information that I collected describes the program as it has evolved.

The scope of this study is one community college campus and the service-learning activities on that campus. The data came from people, documents, and campus and Internet observations directly related to the service-learning experiences. This study was delimited by the parameters that have been established as to one campus in the Pacific Northwest, the people who are interviewed, materials reviewed, and the sites observed. In this case study, I was the sole person responsible for data collection and analysis; therefore, possible limitations to the study included my ability to be thorough in my collection of the data. Because I was a single researcher, I was not able to conduct interviews with everyone on campus. I have integrated service learning into some of my courses, and there was a possibility of researcher bias; however, the study was designed with an unfamiliar college campus, which helped improve the trustworthiness of the study.

Significance of the Study

This study is significant because it contributes to advanced knowledge about service learning. There are few studies about how community colleges adopt innovations

throughout their campuses and the processes involved in institutionalizing an innovative concept. This study addresses how service-learning opportunities are conducted, organized, and communicated to students on one community college campus. This study is relevant to other community college personnel as they seek to institutionalize innovations on their campuses. The study includes different perspectives from students in order to describe the processes, structures, procedures, and communications necessary for a campuswide approach to service learning. This study is also significant because it may affect future practice in the field of service learning. This study describes how the service-learning activities were included within the community college environment, within its programs, and within its student activities; the study describes how the activities are supported on the campus. The study may help administrative personnel, faculty members, students, and members of community organizations understand one campus's institutionalized service learning and the challenges that the program may have had because of campuswide implementation.

In terms of future research, this study contributes to the scholarly service-learning research conducted at universities and colleges by providing information specifically about a community college setting. The conceptual framework of student success, service learning, and institutionalization structured the description of institutionalized community college service learning on the community college's campus. Data came from multiple sources, and I triangulated the data in order to find similarities.

This study is also significant because it contributes to positive social change in education. The case was the community college campus. The study was limited to one

college campus and included review of documents, campus and online observations, interviews with college service-learning coordinators, and online group discussions with students who had been involved with service learning. The units of analysis, as suggested by Yin (2009), were individual interviews, documents, campus and Internet observations, and discussion groups.

Summary

This dissertation is organized in five chapters. The first chapter contains background information related to the study, the problem statement, the research questions, the conceptual framework, and the study's assumptions, limitations, and significance. The background of the study included a brief history of community colleges and engagement, service-learning activities, and campuswide institutionalization. The problem statement outlined the need for community colleges to improve student retention and graduation rates, how engaged students remain in college, and how service learning engages students in their learning. Through the main research question, I sought to understand and describe an institutionalized community college service-learning program.

Chapter 2 includes a literature review emphasizing the need for this study. All literature was peer-reviewed and provided a foundation for this study within the conceptual framework. Topics covered included the retention challenges for community colleges, student engagement, service learning within higher education, institutionalization of service learning, and rationale for the research method.

Chapter 3 details the research design and rationale for the descriptive case study method. The selection of each of the data components is explained, along with the data collection instruments and procedures. The proposed data analysis plan is aligned with the conceptual framework. Finally, trustworthiness and ethical procedures are reviewed.

Chapter 4 begins with an explanation of the study and data collection procedures. The majority of the chapter describes the research findings as they relate to the structure, support, and operation of service learning on the community college campus. The chapter ends with information about discrepant data and evidence to support the quality of the research.

Chapter 5 includes my interpretation of the findings and implications of those findings as they relate to social change. Also included are recommendations for action at the community college level regarding engaging students with service-learning experiences. This chapter includes recommendations for further study of service learning on community college campuses. Finally, I have included my reflections about this research study.

Chapter 2: Literature Review

Community colleges are challenged to increase graduation rates, which requires identifying strategies to retain students. Students who are engaged with their learning remain enrolled in college (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pace, 1982; Pascarella & Terenzini, 2005; Smith, Liguori, O'Connor, & Postle, 2009; Tinto, 1997). Research has shown that service learning engages students (Astin, 1993; Braxton, Jones, Hirschy, & Hartley, 2008; Finley, 2011; Kuh, 2008; Tinto, 1997). The purpose of this study was to describe institutionalized service learning on one community college campus.

This literature review includes recent scholarly articles about the current retention challenges faced by community colleges because of their open door policies, how student engagement contributes to persistence and retention, service learning in higher education and research in the 4-year university and community college environments, institutionalization of innovations in higher education, and the rationale for the research method of this study. This chapter is organized by the major topics of community college challenges, student engagement, service learning, institutionalization, and research rationale.

Literature Search Strategy

In this literature review, I synthesized recent studies related to retention, student engagement, service learning, and institutionalization. I used multiple sources that included peer-reviewed journals, books, conference presentations, Internet sites, and professional magazines and newsletters. My online research used library search engines

at Walden University, University of Oregon, Lane Community College, and Google Scholar. The online research databases I used included Academic Search Premier, EBSCO Host, Education Research Complete, Educational Resource Information Center (ERIC), ProQuest Central, SAGE, Summit, Taylor Francis Online, Thoreau, and WorldCat. Keywords used in my search included *campus*, *campus administration*, *case study*, *change*, *civic engagement*, *cocurricular*, *college president*, *college student*, *community college*, *community service*, *discussion groups*, *engagement*, *experiential learning*, *focus groups*, *higher education*, *institutionalization*, *leadership*, *non-traditional student*, *online research*, *persistence*, *retention*, *service learning*, *student engagement*, *student success*, *two-year college*, *university*, and *volunteering*.

The questions that guided my literature review helped clarify and support the research problem, the research questions, and the research design. Those questions were as follows: (a) Why are community colleges being challenged to retain students; (b) What is the connection between student engagement, retention, and student success; (c) How does service learning relate to student engagement and student success; (d) How can innovative practices be adopted campuswide (i.e., institutionalized); and (e) What is the most appropriate research method to use for my research study?

Conceptual Framework

The conceptual framework for this study builds on the concepts of student success, service learning, and institutionalization. Research has shown that when colleges develop supportive learning environments, students remain in college through graduation (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). Tinto's (1975) and Karp,

Hughes, and O’Gara’s (2008) research showed that students who were integrated within college academic and social structures persisted in college through graduation. Service learning, as an experiential form of learning, allows students to develop connections with students, faculty members, and their learning (Dewey, 1933, 1938; Kolb, 1984).

Several studies have shown that the most efficient and effective method for integrating service learning throughout a college campus is by institutionalization (Bringle & Hatcher, 2000; Furco, 2002; Jeandron & Robinson, 2010; Prentice, 2002). Institutionalization requires collaborative efforts between academic and student affairs personnel and faculty members in order to integrate new concepts into curricular and cocurricular offerings (Furco, 2002; Prentice, 2002; Sponsler & Hartley, 2013). As a high-impact practice, service learning is one strategy for retaining students (Kuh, 2008; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010).

Community College Retention Challenge

Recently, community colleges have been seeing a decrease in state and local funding levels while also being required to improve retention and increase graduation rates (The White House, 2009, 2013). Nationwide, community colleges have a much lower graduation rate than 4-year universities: 22% compared to 57% (National Center for Education Statistics, 2010). Because of their open-door policies, community colleges accept students regardless of their academic backgrounds (Cohen & Brawer, 2008; Vaughan, 2006). While academically prepared students often succeed in college, many community college students are not prepared for academic study and come from homes where neither parent attended college (Ayers, 2010; Gibson & Slate, 2010; Kuh, Kinzie,

Buckley, Bridges, & Hayek, 2006). Therefore, many community college students begin their studies without the skills necessary for college-level work (Bettinger & Long, 2009; Daiek, Dixon, & Talbert, 2012; Zeidenberg, Jenkins, & Calcagno, 2007). Community college students often require remediation or skill development before they begin the coursework for their programs, and these developmental courses add to the length of their studies. McCabe's (2000) nationwide study of higher education research found that 41% of community college students entered without basic math, reading, or writing skills (p. 4). The Survey of Entering Student Engagement data showed that 67% of beginning community college students required remediation based on their placement test scores (Center for Community College Student Engagement [CCCSE], 2013, p. 7). Through analysis of nationally reported data, Complete College America (2011d) identified two major barriers to degree completion: students taking too long to complete their degrees and taking too many classes.

Many of today's community college students have been classified as first generation, which means that neither of their parents attended college (Ayers, 2010; Gibson & Slate, 2010). In addition, most community college students are considered *nontraditional*, which means they do not fit the traditional university student profile. Nontraditional students have been identified as those people over 25 who attend postsecondary institutions. In their 2008 statistical analysis report using National Center for Education Statistics data, Provasnik and Planty (2008) extended the age-based definition of nontraditional students to include those students who have at least one of these six characteristics: not entering college directly after completing high school,

attending college part time, working full time, being financially independent from parents, having dependents, or being a single caregiver. Provasnik and Planty also stated that community colleges have a much higher percentage of nontraditional students than 4-year colleges and universities. Under this expanded definition, the nontraditional student population has been increasing (Kim, Sax, Lee, & Hagedorn, 2010; Levin, Cox, Cerven, & Haberler, 2010; Ross-Gordon, 2011).

With such a diverse student population, community colleges cannot adopt a one-size-fits-all approach to education and retention. Their challenge becomes identifying approaches that allow students to be successful. Student success, as defined by Kuh, Kinzie, Schuh, Whitt, and Associates (2010), requires an institution-wide effort. Because students often take courses in different departments and interact with student services, business offices, and other nonacademic departments, a campuswide approach to improve retention is needed (Giltner, 2012; Nix & Michalak, 2012; Plageman, 2011; Sponsler & Hartley, 2013; Talbert, 2012). Student success requires a big-picture view with faculty members, staff members, and campus administrators from multiple departments working in collaborative efforts to improve how the college functions and supports students' learning. Collaboration requires building relationships and internal and external networks (Kezar, 2005, 2006; Kezar & Lester, 2009). In research on student success at 20 four-year colleges and universities, Kuh, Kinzie, Schuh, Whitt, and Associates (2010) sought to identify college practices and policies that contributed to student success, and they found that student engagement was a key factor.

Student Engagement

Studies have indicated that when students become actively engaged with their learning, they were more likely to remain in college to complete their degrees (Astin, 1993; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pace, 1982; Pascarella & Terenzini, 2005; Tinto, 1997). In a 2010 summary of their three surveys on engagement, the Center for Community College Student Engagement (CCCSE) defined student engagement as “how engaged students are with college faculty and staff, with other students, and with their studies” (Center for Community College Student Engagement, 2010, p. 7). CCCSE works collaboratively with the National Survey of Student Engagement (NSSE); and they administer surveys and collect data about students’ levels of participation, learning, and personal development from over 800 community and technical colleges. The NSSE includes data from nearly 600 4-year colleges and universities.

In its 2010 executive summary, CCCSE reported collaborative efforts with other national organizations to support community colleges in producing more graduates. In this report, CCCSE emphasized *engaged learning* over the traditional, passive model. Engaged learning was defined as “small group work and student-led activities” (CCCSE, 2010, p. 3). CCCSE encouraged community college instructors to shift from an emphasis on teach to an emphasis on learning. From student focus groups, CCCSE found that “active instructional approaches that encourage engaged learning, such as small-group work and student-led activities, make them [community college students] more

enthusiastic about their classes and more likely to attend and participate” (p. 3). Service learning is one such activity.

In a 2012 NSSE survey, seniors reported that participation in service learning had helped them gain work-related knowledge or skills (NSSE, 2012b, p. 22). Because of this perceived gain in knowledge and skills, NSSE defined service learning as a *high impact practice*. High impact practices (a) require considerable time and effort, (b) provide learning outside the traditional classroom, (c) include meaningful interactions, (d) allow for interactions with diverse populations, and (e) include frequent, meaningful feedback (Kuh, 2008). NSSE data shows that participation in service-learning activities has an impact on students. However, a 2012 CCCSE survey found that 77% of the survey participants never participated in a community-based project (CCCSE, 2012). The majority of first-year community college students are not exposed to service-learning opportunities that would engage them with their studies.

Service Learning in Higher Education

Service-learning activities are not new, and Dewey (1933, 1938) proposed that education comes from many types of activities and could be more than coursework. Dewey presented criteria that determined what types of activities could be educational. According to Dewey, educational activities should be interesting, worthwhile, deal with problems that resonate within participants, and span a period of time. Kolb (1984) expanded on Dewey’s experiential learning theory concept with an emphasis on the process of learning and relearning, and Kolb emphasized the connection between the learner and the environment. Service-learning activities are a type of experiential

learning, and service-learning activities have been incorporated into many post-secondary courses and programs (Giles & Eyler, 1994). In their review of service-learning research, Eyler, Giles, Stenson, and Gray (2001) cited positive outcomes of service-learning activities for students' personal, interpersonal, and social development; students' academic learning and cognitive development; and students increased completion of degrees.

Four-Year College and University Service-Learning Research

Many research studies have been conducted on service-learning activities on 4-year college and university campuses investigating the effects of the experiences on students, faculty members, campuses, and community partners. In a meta-analysis of service-learning outcomes of 4-year college students, Conway, Amel, and Gerwien (2009) found positive outcomes for academic learning, personal and social skills development, and citizenship. In their analysis, Conway, Amel, and Gerwien (2009) found the greatest positive change for students was in their academic learning (p. 238).

Bringle, Hatcher, and Muthiah (2010) researched 805 university students from 22 courses on 11 college campuses and the connection between persistence and students' intentions to enroll the following year, comparing students in service-learning courses with those who were not in service-learning courses. Their results showed a positive correlation for service-learning students' intentions to re-enroll at the university at both the precourse, $r(683) = .12, p < .01$, and postcourse, $r(683) = .32, p < .01$, levels (Bringle, Hatcher, Muthiah, 2010, p. 42). Their results also indicated that the students in the

service-learning courses were more likely to remain in college the second year and through to graduation.

In Bringle, Hatcher, and Muthiah's (2012) study, they developed a model of their results using Tinto's (1975, 1997) theoretical model of persistence as the foundation. Tinto's (1975) *persistence* model showed that it was "the individual's integration into the academic and social systems of the college that most directly relates to his continuance in that college" (Tinto, 1975, p. 96). Bringle, Hatcher, and Muthiah divided Tinto's academic and social systems into formal and informal processes. The formal academic system was the classroom, and the informal academic system included students' interactions with college personnel; the formal social system included interaction within extracurricular activities, and the informal social system included interactions with other students. These interactions in the social and academic systems engaged students and built connections, both of which improved retention (Pascarella & Terenzini, 2005; Tinto & Love, 1995; Zhao & Kuh, 2004).

Community College Service-Learning Research

Unfortunately, there are fewer research studies about service-learning activities on community college campuses. In their review of empirical research on service-learning activities on community college campuses, Taggart and Crisp (2011) found only 17 studies; four of these studies included positive outcomes related to persistence, course completion, or grades. Two studies cited by Taggart and Crisp (2011) found that students in courses with service-learning experiences received higher grades than those in courses without service-learning activities (Berson & Younkin, 1998; Hollis, 2002). Berson and

Younkin's (1998) quasi-experimental study of 286 students found that service-learning students had higher grades and greater satisfaction than students in paired non-service-learning courses with a significant difference in final grades for the service-learning students ($M = 2.44$, $SD = 1.08$) compared to the non-service-learning students ($M = 2.70$, $SD = 1.09$); $p = .025$ (Berson & Younkin, 1998). Hollis' (2002) quasi-experimental study of 98 students in paired courses also found significant differences in the final exam scores; using a one-way analysis of variance between the average mean scores for service-learning students ($M = 82.5$) and non-service-learning students ($M = 74.8$), $F = 7.85$; $p < .001$ (Hollis, 2002, p. 210). Another study found a positive connection between service-learning activities and retention, but other factors, such as retention data for learning communities and faculty focus groups, were included in the research design, and those factors could have had an impact on the outcomes (Hodge, Lewis, & Hughes, 2001).

With somewhat different results, a study of 199 students by Prentice (2009) found students in service-learning courses received lower grades than students in courses without service-learning activities. Prentice's (2009) study involved two groups of students: those in a student life skills class and those in a college prep course. Of the 99 students in the life skills course, Prentice analyzed the final grades and found that non-service-learners (69%) were more likely to pass the course than service-learners (60%); similarly, of the 100 students in the college prep course, Prentice found that non-service-learners (85%) were more likely to pass than service-learners (61%) (pp. 276-278).

However, Prentice also found that the students in the service-learning courses had lower course withdrawal rates and higher retention rates for the following two semesters.

Leimer, Yue, and Rogulkin's (2009) 5-year study of freshman at a large university campus found that there was a higher one-year persistence rate for those who took a service-learning course (81.5%) than those who did not take a service-learning course (74.5%). However, in this study, researchers did not find a difference between the overall grades in each group, nor did they find any difference between the two groups in the length of time it took for them to complete their degrees.

Cocurricular Service-Learning Research

While service-learning activities are often associated with coursework; i.e., service learning integrated into a credit course that requires some form of community service, many colleges also have cocurricular service-learning opportunities such as activities sponsored by student government or student organizations. In their 2012 report of the 104 community colleges in the Horizons through Service-Learning program, Prentice, Robinson, and Patton (2012) identified that 6% of the students who reported service-learning experiences were involved in cocurricular activities (p. 20). Many cocurricular service-learning experiences would fit within the formal social system (extracurricular activities) identified in Bringle, Hatcher, and Muthiah's (2010) study, and their research found that formal social systems built connections and improved retention.

In a longitudinal study of students in the Bonner Scholars Program on 23 campuses who had extensive cocurricular service-learning experiences, Keen and Hall

(2009) found that students participating in service learning reported being able to understand and dialogue with people from different backgrounds. Keen and Hall also found that the understanding of diversity was not correlated with taking curricular service-learning courses, but rather, the skills came from sustained cocurricular service-learning opportunities.

Gutierrez, Reeves-Gutierrez, and Helms (2012) studied cocurricular service learning on a large metropolitan university and found a positive relationship between participation in cocurricular service learning and degree completion. The cocurricular criminal justice mentoring program spanned 13 years and provided data on 988 criminal justice students who were compared with 988 random students who had not taken the elective cocurricular service-learning course (p. 364). The results of the study showed that participation in service learning was a significant indicator of degree completion at the .07 level (p. 368).

Guided Reflection

Dewey (1933, 1938) believed that experiential learning should include guided reflection as a way for students to connect academic knowledge with real world experiences. Reflection allows students to make sense of their service-learning experiences, build connections with other students and members of the community, and develop values and attitudes (Bringle & Hatcher, 1999; Rodgers, 2002). Keeping weekly journals allows students to keep track of their thoughts and attitudes over time. In Largent's (2013) study to understand the impact of service-learning experiences on nontraditional students, results showed that the reflection activities helped students

connect course material to the service performed. Students in Largent's (2013) study believed that both prereflection and postreflection activities contributed to their understanding of their service-learning experiences.

Similarly, in a quantitative study of 19 students in a university class service-learning trip to Russia, Baron and Schultz-Jones (2013) found reflection to be the most helpful for the students. Statistical analysis using a paired sample t-test found statistical significance of the reflection activities between the preferred use of reflection ($M = 4.12$, $SD = .23$) and the actual use of reflection ($M = 4.49$, $SD = .25$), $p = .05$ (p. 96).

Reflection activities allowed students to make sense of new experiences that, otherwise, could have caused confusion, discord, or doubt (Bringle & Hatcher, 1999). Baron and Schultz-Jones found that the reflection activities for students in a foreign country exceeded students' expectations (p. 96).

The collaboration between the university and the community partner in Ostrander and Chapin-Hogue's (2011) study failed, but the final reflection activities allowed the instructor to understand the mistakes that were made in order to improve processes for the future. The service-learning activities in Ostrander and Chapin-Hogue's study included weekly verbal reflection activities, but no written activities were assigned until the end of the project. Eyler (2002) noted that ongoing reflection allowed students to set goals and state expectations at the onset, review their expectations throughout the project, and assess everything upon completion. Quality reflection requires planning and continuous monitoring. Eyler suggested that community partners also participate in continuous reflection activities.

Implications for Community College Personnel

One of the biggest strengths and yet the biggest challenges with service-learning activities is developing strong relationships between the campus and community organization partners (Clayton, Bringle, Senor, Huq, & Morrison, 2010; Fitzgerald, 2009; Heiselt & Woverton, 2009; Maran, Soro, Biancetti, & Zanotta, 2009; Mensel, 2010; Reynolds & Ahern-Dodson, 2010; Shrader, Saunders, Marullo, Benatti, & Weigert, 2008). Maintaining and supporting the connections with the local organizations is time-consuming and takes effort. Without proper planning, service-learning experiences may not turn out as expected; for example, Walsh (2010) learned that the community organization partners did not participate with the technical writing project as much as had been expected because the clients had not been given adequate support, training, and guidance throughout the project. In Walsh's example, neither the students nor the community partners had the best service-learning experiences possible.

Walsh's (2010) service-learning experience contains one of the mistakes identified in Ostrander and Chapin-Hogue's (2011) case study of a failed service-learning collaboration between a university and community partners. In Ostrander and Chapin-Hogue's study, students believed there was a disconnection between what they thought they were to do and what they did and a lack of understanding and communication with the community partners (p. 459). The community partners cited poor communication, lack of interest, and disconnection between students' skills and agency needs (p. 460). As found in Kezar's (2005, 2006) studies about collaboration in higher education,

building relationships and maintaining networks play crucial roles in developing and sustaining joint efforts.

External communications. The connection between the college and the community partner helps establish the learning environment for the students, and the better the community partner understands the learning outcomes, the more meaningful the experiences for the students. Quality relationships between college personnel and community partners allow community organizations to help students understand the benefits provided by the organizations to their communities (Brower & Berry, 2006). Fitzgerald (2009) mentioned the significant amount of planning involved in developing a community-based ESL program from both sides of the campus-community partnership. Stavrianopoulos (2008) also emphasized the importance of maintaining the connections between the campus and community because without campus involvement, the students would not have been as engaged; students in the study reported gaining a “sense of connectedness” between academic learning, their own lives, and the lives of other people in their community (p. 708).

Likewise, in a study on the university-community connection, Shrader, Saunders, Marullo, Benatti, and Weigert (2008) found that on-going training and communication were challenges in building and maintaining the campus-community partner network. In a study of 25 students enrolled in a freshman learning experience course, Stavrianopoulos (2008) found that coordinating the service-learning activities with community partners took too much of the faculty members’ time.

Internal communications. For service-learning activities, campus leaders may want to evaluate how their campuses can most efficiently coordinate community-based activities, including cocurricular service-learning activities, across their campuses. After visiting over 3 dozen campuses for a national RAND evaluation study and analyzing the data, Gray (2000) identified lessons learned including a lack of institutional resources and support as a barrier to quality service-learning activities because “the fractionation of service activities on most campuses dilutes their impact” (Gray, 2000, p. 23). Fitzgerald’s (2009) development of a community service learning, English as a Second Language tutoring program and Reynolds and Ahern-Dodson’s (2010) development of an introductory, service-learning science course for nonmajors both required planning and coordinating with community organizations and campus personnel, and those efforts took time, personal effort, and a commitment of resources.

Institutionalization of Service Learning

Service learning is available on many community college campuses, but Gray (2000) argued that low rates of participation can often be explained by the following: (a) students are unaware of these activities, (b) students and faculty members do not understand how service-learning activities engage students with their learning, or (c) the activities are unavailable to the students because the activities are within specific courses or programs. Furco (2002) believed *institutionalization* was the best way to integrate service learning campuswide. Furco stated that institutionalized concepts would be considered “academic fabric” because they had become woven within the college systems (p. 40).

Kramer (2000) defined service learning as institutionalized when it was “routine, widespread, legitimate, expected, supported, permanent, and resilient,” whereas a marginalized practice was “occasional, isolated, unaccepted, uncertain, weak, temporary, and at-risk” (p. 17). According to Kramer’s definition, institutionalization included specific behaviors and systems that built capacity, spread usage, and were integrated throughout the campus (p. 16). After visiting dozens of campuses, the main suggestion provided by Gray (2000) for campus leaders was to develop a solid foundation by providing funding, staffing, and adequate space for service learning. Providing this type of foundation for service-learning activities could indicate to students and community partners that the college valued the service and gave it permanence in the college structure (Furco, 2002; Swords & Kiely, 2010).

Financial Support

Gray (2000) mentioned a financially supportive infrastructure in the analysis of the national review of community service in higher education; however, during a time of decreasing revenues, community colleges may have difficulty identifying funding for new departments and staff. Several national funding models may help community colleges increase retention and graduation levels while implementing service-learning practices campuswide. Andres, Lang, and Lovejoy (2004) cited national health organizations that may collaborate and provide funding for service-learning opportunities related to health, and Burdman (2009) emphasized seeking national foundations with an interest in student success. In their study of 12 service-learning centers at 4-year colleges and universities, Young, Shinnar, Ackerman, Carruthers, and Young (2007) found that all

of the colleges had mixed funding strategies, and they cautioned that dependence on grants would not be sufficient to maintain an institutionalized service-learning program. Young et al. (2007) also found that having a centralized, dedicated service-learning office was important because it supported faculty members and students while providing consistent communication both on and off campus.

Assessment Matrices

Many different levels of commitment to institutionalization of service learning were found in several studies (Bringle & Hatcher, 2000; Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001; Holland, 1997). Different matrices were developed in all three of these studies that included variables related to stakeholders and the levels of activity. These matrices were designed for college personnel to assess their levels of institutionalization related to inclusion within the college's mission statement, faculty and student involvement, community involvement, methods of communication, campus support systems, and reward systems. Similar variables were found in Kuh, Kinzie, Schuh, Whitt, and Associates' (2010) study to define effective practices for student success, and those practices created the learning opportunities and campus environments necessary to engage students.

Rationale for Descriptive Qualitative Research Method

According to Merriam (2009), qualitative research allows the researcher to focus on meaning and "understanding of how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning-making, and describe how people interpret what they experience" (p. 14). Qualitative research does not begin with

theory, but rather, concepts emerge from an inductive process resulting in rich description that creates an image of the situation. With qualitative research, the researcher is the “primary instrument for data collection and analysis” (Merriam, 2009, p. 15). The data collection process and analysis used an inductive process, as explained by Merriam, and individual data pieces were combined to identify larger themes, and the research results include thick, rich, descriptions (pp. 15-17).

The intent of this study was to describe institutionalized service-learning activities on one community college campus. For this study, a qualitative design was appropriate, according to Creswell (2009), because the study involved people and their roles within the college structure in a contemporary environment. Thus, a qualitative research approach was an appropriate choice for this study because the purpose of this study was to develop a deeper understanding of institutionalized service learning on a community college campus (Creswell, 2009, p. 4).

Most qualitative service-learning studies cited within this literature review examined specific course or program service-learning activities. Each of these studies helped build understanding about service-learning experiences by using rich, thick descriptions. Patton (2002) stated that qualitative researchers might use different combinations of case study or storytelling approaches to interpret data; however, Patton also noted that researchers should analyze individual cases before attempting cross-case analysis (p. 438). Creswell (2009) stated that thick narrative descriptions invoke emotions and feelings, and direct quotations should be used, as necessary, to provide those meanings (p. 194).

Qualitative researchers have presented the results of their service-learning studies in relation to research questions, emergent themes, individual cases, data collection sources, overall summaries, or some combination. In their study of the AmeriCorps program in Florida, Brower and Berry (2006) organized their results in relation to the research questions and then summarized the results. Several studies synthesized cases followed by general results citing specific examples (Chesler, Galura, Ford, & Charbeneau, 2006; Eyler & Giles, 1999; Kezar & Lester, 2009; Ostrander & Chapin-Hogue, 2011). In a reverse approach, Kezar (2006) summarized the study results of the four college campuses and their collaboration efforts before presenting the results in relation to the research question. Other studies presented results by emergent themes (Kain & Wardle, 2005; Largent, 2013; Leach, 2009; Vogel, Seifer, & Gelmon, 2010; Yeh, 2010). Miles (2010) presented the results of interviews with five student leaders by both cases and themes. In the results of their study of 225 first-year university students' experiences with service learning at a local library, Heiselt and Wolverton (2009) provided rich descriptive text about the college program, library, and students' experiences with quotes from the students that contributed to their research findings. Similarly, my research provides a richly detailed description of institutionalized service-learning opportunities on a single community college campus and contributes to service-learning research.

Chapter 3: Research Method

The purpose of this descriptive qualitative case study was to describe how service learning was structured, supported, and operated on one community college campus. This chapter presents the research method and includes a description of the research design, research rationale, and the role of the researcher. In relation to the specific methodology of case study design, this chapter includes data collection methods, tools, and procedures; the data analysis plan; and issues of trustworthiness.

Research Design and Rationale

The research questions form the basis for collecting data (Creswell, 2009). Based on the conceptual framework of student success, service learning, and institutionalization, the central question concerned the structure, college support, and operation of service learning on the community college campus. The related questions provided more focused details on roles and responsibilities, communication, and processes for service-learning opportunities.

Primary Research Question

- How is institutionalized service learning structured, supported, and operated on a community college campus?

Related Research Questions

- Who is involved in service-learning experiences, and what are their roles and responsibilities?
- How are service-learning opportunities communicated on campus?

- What processes must students go through to begin and complete service learning?

The research design was a single case study. Yin (2009) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). This study investigated institutionalized service learning on one community college campus to explain how service learning was structured, supported, and operated. Yin further stated,

case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (p. 18)

This study used document review, interviews, campus and online observations, online discussion groups, and member checking to triangulate the data.

The rationale for choosing this research design was to use different data sources to explore and describe the phenomenon of service learning on a community college campus. Data from the multiple sources, documents, student discussion groups, observations, and college personnel interviews were triangulated throughout data collection and analysis, and that analysis provided thick, rich descriptions of service learning on that college’s campus.

Role of the Researcher

My role as researcher was that of sole researcher. In that role, I was an observer, and I was not a participant in the study. I was also the sole person responsible for data collection and analysis. I selected this site because I did not have any personal relationships with any employees or students on the campus. In my professional work, I was familiar with one person who worked on the campus, but that person was not involved in service learning based on what I knew.

My experience includes decades of service learning work as a student, community organizer, and instructor; however, I attempted to remain neutral in my interviews and observations. My intent was to be professional while speaking to colleagues and students at the college who might or might not share my opinions and values; conducting myself in a professional manner also decreased the temptation of study participants to tell me what I wanted to hear rather than their own thoughts, feelings, and ideas.

Data Sources

I collected data from multiple sources, including documents, observations, and interviews with campus service-learning coordinators and students. Data sources were triangulated in order to provide a broad perspective on institutionalized service learning. I began data collection with online documents, and I continued to collect and analyze documents throughout the research process. After conducting interviews with the campus service-learning coordinators and after conducting campus observations of hallways, office spaces, and bulletin boards, I led and participated in online student group discussions. Several times during the study, I observed NWCC's online social media. At

the end of the data collection and analysis process, I met with interested student participants and the campus coordinators to review the tentative findings for their plausibility.

Before the study began, I asked the college's institutional review board coordinator to sign a letter of cooperation to indicate a willingness to serve as my research partner. In this request, I included information about the purpose of my study, expectations, and an anticipated timeline. After approval to conduct my study was granted by Walden University's internal review board (approval number 06-05-13-0224257), I began my data collection with online documents. After I developed an understanding about the campus organization, staffing, and the college's service-learning process, I interviewed the campus service-learning coordinators. During my visit to the campus for these interviews, I conducted my first observation. The coordinators provided tracking information about their curricular service-learning activities, and I reviewed and analyzed that information and the interview data before beginning the online discussions with the students. After the online discussions, I wrote a summary of the research results and invited the students to a face-to-face discussion to verify my findings and gather feedback. I also invited the campus coordinators to meet individually for member checking. Mary, a pseudonym for one of the service-learning coordinators, provided me feedback by email. Amy, a pseudonym for the other service-learning coordinator, and two students approved my summary. All participants denied my offers to meet. Several times during the study, I reviewed NWCC's and SLP's Facebook and

Twitter accounts. As additional documents and observation and interview opportunities become available, I reviewed and analyzed data.

Selection of the Research Site

I selected a Pacific Northwest community college campus from two campuses that were geographically convenient for me to visit. At a conference, I asked honor society advisors about service learning on their campuses, and an advisor from a neighboring state told me about a community college with an institutionalized service-learning program where service learning was included in the college's mission statement and a service-learning department had been established; this college fit my profile for a community college to study. The only other geographically convenient college had a large institutionalized service-learning program within a multicampus district; however, I often work with students, faculty members, and administrators on those campuses, and I believed that I might bring a strong bias into my study. I did not personally know anyone who worked at or studied on the campus that I selected, which reduced researcher bias. Before beginning my research, I only knew that the community college existed; to protect the confidentiality of the study's participants, the college is referred to as *Northwest Community College (NWCC)* throughout this study.

Selection of Documents

NWCC has a website, and many documents were available online, such as the course catalog, brochures, and forms. I began the data collection process by collecting and analyzing the online documents. I searched for archived documents in order to provide a historical perspective for the institutionalization of service-learning programs

and opportunities on NWCC's campus. I searched for and analyzed other online documents such as community newspapers, press releases, and photographs. Based on my knowledge of community college communication, documents that I wanted to review included agreements or contracts, blogs, brochures, campus recognition systems, college catalogs, course syllabi, event calendars, feedback resources, job announcements, job descriptions, journal articles, lists of community partners, lists of previous activities, meeting minutes, newspaper articles, press releases, social networking sites, and training materials. In addition, I asked the campus service-learning coordinators about obtaining access to annual service-learning tracking information that was not available on the Internet.

Selection of Research Participants

To select the research participants, I used a mixed purposeful sampling strategy. Purposeful sampling was appropriate for this study, according to Patton (2002) and Merriam (2009), because the purpose of this case study was to describe how institutionalized service learning was structured, supported, and operated on a community college campus. This sampling strategy allowed me to find students who had the expertise and experience from which I was able to learn the most about service-learning opportunities and experiences on their campus. Chain sampling, according to Patton (2002) allowed me to be able to identify good participants who provided rich details. Criteria sampling allowed me to have quality discussions with those students who had experience on the campus and in the community with service learning.

Service-learning coordinators. The service-learning coordinators were my main contacts at NWCC, and I interviewed both of the coordinators before working with students in discussion groups. I selected the coordinators to be interviewed first because my preliminary online research showed that one coordinator had been employed in the department for several years and had knowledge and experience with the processes and people involved with service learning at NWCC; the other coordinator had been hired in the last year. I also asked the coordinators to identify students who had the characteristics of my desired sample, and who met the specific criteria for my study. I asked the coordinator to assist me in sending the initial emails inviting students to participate in the study because I want participants to take the invitation seriously and not view it as spam or junk mail. In Stewart and William's (2005) study of online research, online participants were often concerned about email privacy violations and receiving what they believed to be junk mail from the researcher. The coordinators made the initial invitation, but because they had very little time, the coordinators asked me to send follow-up emails encouraging students to complete the online consent forms.

Student participants. The inclusion criteria for student participation in my study were: (a) involvement with service learning for at least one term, (b) enrollment in the college within the last year, and (c) over 18 years of age. My intent was to select students randomly for a pool of potential participants so that I had students who had participated in curricular and cocurricular service-learning opportunities. Because the discussions were online, I felt more students from NWCC would be willing to participate. My intent was to have at least 24 students in the online discussion group, but unfortunately, the

coordinators could not find that many students who were willing to participate in this study. A minimum of 24 students would have been equivalent to three traditional face-to-face focus groups, which would provide multiple perspectives and rich, detailed information. In their review of early online studies, Stewart and Williams (2005) found that larger online discussion groups allowed for better *threading* of conversations, i.e., larger groups allowed topics to overlap, or thread, in multiple conversations. For example, in the studies cited, a group of 6-8 showed fewer postings per person compared to a larger group of 57, and there was less threading of the topics in the smaller group (Stewart & Williams, 2005). The larger group in Stewart and Williams' study had longer and more detailed discussions than the smaller group, and I had hoped that a large group would enhance my study.

I emailed the potential participants a welcome message and links to a website containing (a) information about the study, (b) details about expectations for participation, and (c) an online informed consent form. Students submitted their consent to me electronically, as suggested by Buchanan and Zimmer (2012). The electronic consent included a radio button that the student clicked, and there was a line stating that by clicking the submit link, the student had read, understood, and agreed to the informed consent. Getting the students to participate became problematic. Even though 12 students told the coordinators they were willing to participate, it took over a month for students to complete the online consent form. After 2 months, only seven students completed the online consent form.

After I received confirmation that participants had submitted the online consent form, I emailed students a secure link for the online discussion forum. In that invitation, I asked them to use an anonymous name throughout the study; however, most of the students chose to use their own names. Seven students were invited to the discussion, one student withdrew from the study, and one student never accepted the invitation. The steps I used for selecting and working with study participants is outlined in Table 2. I led the online group discussions and posted a new question every 3 to 4 days. I believed the frequency would lessen the likelihood of participants losing interest and withdrawing from the study. Eun-Ok and Wonshik (2008) found that more attrition in online group discussions if participants were not connecting to the site regularly. There was only one student who had technical problems in the first week, and that delayed the discussion somewhat. Students also needed prompting to return to answer the prompts, and the online discussions took 4 weeks.

Table 2

Steps for Participant Recruitment and Data Collection

Steps	Duration	Exact location	Communication format
Contacted campus service-learning coordinators	1 week	On campus	Email or phone
Interviewed coordinators	1 day	On campus	In person
Invited students to participate (with campus coordinators)	3 weeks	Online	Email
Emailed participants with welcome and link to online information	3 weeks	Online	Email
Requested signed online informed consent forms and discussion group registration	3 weeks	Online	Email
Provided access to and participated in online asynchronous discussion group	4 weeks	Online	Private online group
Invited participants to face-to-face discussion	1 week	Online	Email

Following the online discussions, I invited student participants to attend a small, face-to-face discussion. This discussion was a form of member checking as suggested by Miles and Huberman (1994) and Merriam (2009). I emailed participants a summary of my research findings and asked for clarification or questions. Mary responded by email, and I incorporated her feedback into my research data. Amy approved my summary with Mary's changes. Two of the student participants replied and stated the summary was

accurate. No one accepted my offer to meet in person. I left small gift cards as small thank you presents for each participant with the campus coordinators.

Selection of Observation Sites

Site observations in this study included the physical hallways, departments, and bulletin board on campus. Merriam (2009) stated that a systematic observation method that addresses the research question produces quality results. Merriam suggested that specific criteria could be used to conduct observations for any qualitative research. These six criteria included the physical setting and environment, participants, activities and interactions, conversation, subtle factors, and researcher behavior (pp. 120-121). For each of these six criteria, I recorded field notes and wrote reflections in my research journal. Those six criteria provided the categories for my analyzing the data, and I used them to align my findings with the conceptual framework.

I approached the campus as an observer of the emphasis that was placed on service-learning opportunities throughout the campus. That included looking at signage, bulletin boards, flyers, posters, and brochures in various areas of the college. I also observed the college's website and social networking pages.

Because the setting was a public institution, I took photographs of bulletin boards and signage to include in my field notes and journal reflections. Those photographs allowed me to remember exact placement and wording without having to write everything down.

Data Collection Instruments and Procedures

Data for this study came from documents, interviews, observations, and online discussions. I used a file coding system, as shown in Appendix A, to help me store and retrieve the electronic, print, and online resources in an organized fashion. The file coding system was organized by the date, type of data, and location where stored. After I reviewed and analyzed each item, I completed a summary form, as shown in Appendix B, to identify quickly important concepts and items requiring follow-up. This summary form was generic, and I used the same form for documents, interviews, observations, and group discussions. On the summary forms, I recorded my reflections, and these forms were all word-processed. All summary forms are stored and maintained electronically on a password-protected computer. I used the summary forms, research journal entries, and field notes in my data analysis.

All data collection procedures are outlined in Table 3 beginning with the online document review. Each type of data was collected and analyzed before the next type of data was collected, and that helped eliminate data overload. The campus coordinators' interviews and the first campus observations come before the online student discussion group. I also reviewed the online social media sites. The final steps in data collection were email correspondence as a form of member checking.

Table 3

Data Collection Procedures

Steps	Duration	Location	Communication
Reviewed online documents	2 weeks	Online	None
Interviewed campus coordinators	1 day	On campus	Invite via email; interview in person
Reviewed documents provided by coordinators	1 day	Online	Email
Observed CC campus environment	2 days	On campus	Face-to-face
Created and moderated Internet discussion group	5 weeks	Online	Internet
Reviewed additional documents	Ongoing	Online	None
Conducted member checking with small group	1 week	On campus	Via email
Conduct member check with campus coordinator	3 days	On campus	Via email

Document Review

I reviewed online documents first because NWCC is a public institution, and many documents were available online. To identify appropriate items, I searched the college's website for "service learning." I also searched the Internet for the college's name and "service learning" as well as searching within the city and state. I reviewed online documents such as photographs, newsletters, newspaper articles, and other websites. These documents, as suggested by Merriam (2009), helped me develop a historical perspective about the institutionalization of service learning at NWCC. I

summarized each document that contained relevant information on a summary form, and I included information about the origin of the document, the content, and relevant information about service learning at NWCC. I recorded the uniform resource locator for each online document's location.

Initial Interview With Campus Coordinators

In conducting these interviews, I used a semi-structured approach. As suggested by Merriam (2009), I developed an interview guide that included the structured and open-ended questions that I used to guide my questioning, and that allowed the conversation to flow smoothly. The interview guide, including questions, is included in Appendix C. The semi-structured format allowed the coordinators to respond freely. The interviews began with information about the study and the definition I used for service learning, and I followed with questions directly associated with the research questions. I audio recorded and personally transcribed the interviews. Merriam correctly suggested that the conversational tone of a semi-structured interview allowed for collecting rich, thick text. Following the interviews, I completed summary forms to capture quickly my thoughts and feelings about each interview.

Campus Observations

As suggested by Merriam (2009), I developed a systematic method of observations that related to the research questions. My observations focused on the six criteria defined by Merriam in the relation to the campus environment for service learning. When I arrived on campus, I donned the role of a new visitor and observed the signage, items on counters and bulletin boards, and the physical layout. My intention

was to see how service-learning opportunities were communicated to students on campus. Areas observed included the student services areas, cafeteria, student clubs and organizations areas, the courtyard, and the parking lot. In my observations, I attempted to explore as many public areas of campus as possible. I took photographs to help me remember the items that were posted on the bulletin boards.

Online Discussion Group

Asking students to participate in an online discussion group was appropriate for a qualitative study because online discussions have demonstrated high levels of retention and high response rates (Eun-Ok & Wonshik, 2008). As the researcher, I built a level of trust between the students and me in the online environment. According to Busher and James (2012), online participants must understand the technology and the process and not be marginalized (p. 225). I did not expect that students would be familiar with the technology, and I was sensitive to the student who needed my assistance. I provided the student a systematic process to access the online forum discussion. In order to allow students to understand my expectations, I emailed each participant an outline of the timeline and expectations, as shown in Appendix D. Before delving into the discussion topics related to my study, I provided an introductory discussion that allowed the students to get to know about each other's service-learning experiences, and that helped build an online community. I revealed the discussion questions on a staggered schedule as identified in Appendix D. It was my hope that students would return frequently to the site to contribute to other students' discussions; however, I found that students needed email reminders to return to the site.

The discussion questions provided an open-ended prompt for participants to provide examples to support their responses. The discussion questions are included in Appendix E, and they were designed to build a discussion among the group members. Busher and James (2012) emphasized the importance of participants understanding that their responses are confidential within the group context; none of the student participants expressed concerns about confidentiality. Kidd (2011) found that the anonymity from being online allowed for both spontaneous, “off the cuff” replies to prompts as well as reflective, “considered” responses (p. 3). Other advantages for online discussions, according to Kidd, are anytime, anywhere access to the discussion, automatic backups, and the elimination of transcribing audio. Another benefit was that participants were able to read all interactions, which helped with member checking of the information provided.

Member Checking

I emailed a summary of my research to the participants and offered to meet with the campus service-learning coordinators and students to discuss my findings. No one was interested in meeting. However, the campus coordinators provided me with some feedback regarding which service-learning activities were within which program. According to Miles and Huberman (1994), preparing for this type of member feedback is difficult and requires understanding the campus environment, and I did my best to be sensitive to the participants.

Data Collection Strategy

I used the research questions to guide my collection of data, and my data collection strategy is shown in Appendix F. I conducted data analysis manually and

continued throughout data collection. All data, whether summary sheets, audio transcripts, field notes, photographs, web pages, or text, were coded using the a priori codes, as shown in Appendix G; the a priori codes were based on the research questions. As new codes emerged during the data analysis, I incorporated those codes within the overall concepts of institutionalization, operation, structure, and support. The only new code that emerged was Future within three main categories. I used Creswell's (2009) data spiraling technique, and after I analyzed each piece of data, I compared the data with previous elements. During this process, I also used Bazeley's (2009) describing, comparing, and relating approach. By using Creswell's and Bazeley's data analysis strategies, I built upon my previous understanding without becoming overwhelmed with the tremendous amount of data.

Data Analysis Plan

Data collection came from document reviews, interviews, group discussions, and observations. The first data collected was online documents. As additional documents became available, I continued to analyze them throughout data collection. I completed summary sheets for each data source, and I coded the summary sheets using my a priori coding, as shown in Appendix G. The conceptual framework and the research questions guided the data analysis, and I identified common themes. Throughout the study, I wrote in my research journal and maintained field notes, as suggested by Merriam (2009), documenting my thoughts, insights, and questions throughout the process.

I personally transcribed the interviews as quickly afterwards as feasible. I chose to transcribe them myself so that I could add to my field notes as I went through the

transcription process. This helped me build connections and synthesize the data while I worked with it. A few times, I was confused by the information, and I asked for *respondent validation* from the participants, as previously agreed upon, for clarification (Merriam, 2009, p. 217).

Merriam (2009) stated that the data categories should be a) *responsive* to the research questions so they answer the questions, b) *exhaustive* so that there is a place for all the data, c) *mutually exclusive* so there is no overlap, d) *sensitizing* so the words used properly describe the category, and e) *conceptually congruent* so that they make sense as a whole (pp. 185-186). While working through the tentative categories, I used the constant comparative method, as suggested by Creswell (2009), Merriam (2009), and Patton (2002) to hone and refine the data categories.

Similarly, I reviewed my field notes, research journal, summary forms, and observational data as I worked through the coding process connecting my observations with the earlier categories. A few times, I emailed participants to ask for clarification. I reviewed all data continuously using the constant comparative method to determine the relationships and connections that emerged. I analyzed each type of data to determine how it supported or was in conflict with previous findings.

Conceptual Framework

The conceptual framework guided my data analysis because it also guided the development of the interview questions. The conceptual framework in this study came from the six research-based conditions that Kuh, Kinzie, Schuh, Whitt, and Associates

(2010) found in their Documenting Effective Educational Practice (DEEP) study of 20 college and university campuses:

- living mission and lived educational philosophy
- unshakable focus on student learning
- environments adapted for educational enrichment
- clear pathways to student success
- an improvement oriented ethos
- shared responsibility for educational quality and student success

The DEEP practices guided the data analysis and the final reporting of the study's results as I described institutionalized service learning on the NWCC campus.

Issues of Trustworthiness

Internal validation was necessary to ensure that the data was measured and reported honestly. Merriam (2009) stated that internal validity for qualitative case studies is the credibility of the researcher in conducting the study and evaluating the data (p. 213). Interpretation depends on the researcher eliminating bias and striving to allow the data to tell the story, and in this case, describe the institutionalized service learning for this community college campus. In this study, I used triangulation and member checking, as suggested by Merriam and Patton (2002).

As stated by Merriam (2009), qualitative case studies cannot be replicated because they involve specific events that are unlikely to appear identically elsewhere. I used rich, thick descriptions, and readers of the study may determine which results of this study are transferable to their own situations. In addition, to help with transferability,

participants included students who had been involved in curricular and cocurricular service-learning experiences.

The power of qualitative case studies comes from their ability to describe events and situations in a unique manner. Yin (2009) emphasized that reliability is not about “replicating” the results, but rather, it is about minimizing bias and errors during the study (p. 45). Dependability in this study came from triangulation of data sources and on-going data analysis to identify themes and similarities. The on-going analysis and journaling provided an audit trail that detailed how my results emerged from the data.

In order to remain objective throughout the study, I journaled. Journaling allowed me to keep track of my thoughts and ideas throughout the research process. Understanding my own thought process during data analysis also helped me remain objective and provided a method for me to reflect on my thoughts. This reflexivity helped me understand my biases and assumptions, and those are included in the research findings.

Ethical Procedures

This study used human subjects, and I completed NWCC’s and Walden’s internal review board (IRB) processes to ensure that participants were safe and informed of confidentiality and their rights to withdraw from the study at any time; one student withdrew from the study because of the time commitment. Once IRB approvals were granted, I worked with the service-learning coordinators to identify students who matched the sampling criteria, and then the coordinator and I emailed students to invite them to participate in the study. Throughout the study, participants’ names were kept

confidential, and all participants completed online informed consent forms. Students were asked to use pseudonyms during the online discussion forums so that their identities would be protected; however, most students used their own names.

As the sole researcher, I was the only one who had access to the data. Files were stored electronically on a password-protected computer. I personally transcribed the audio; the original audio files as well as the transcripts are stored electronically on the same computer. After 5 years, I will destroy the research data.

Summary

This chapter reviewed the research design, data collection plan, and data analysis plan. This study was a descriptive qualitative case study involving one community college campus in the Pacific Northwest. The study used triangulation of data from face-to-face interviews, site and online observations, online discussion groups, and document reviews. The following chapter reports the findings of the study.

Chapter 4: Results

The purpose of this study was to describe institutionalized service learning on a community college campus in the Pacific Northwest. My interest was in institutionalized service learning from the student's perspective. The study includes a description of how service learning is structured within that college's system, how service learning is staffed and supported, what communication strategies were used to inform students and the community about service-learning opportunities, and how students become involved with and complete service-learning requirements. The central research question was as follows: How is institutionalized service learning structured, supported, and operated on a community college campus? The related research questions were as follows:

- Who is involved in service-learning experiences, and what are their roles and responsibilities?
- How are service-learning opportunities communicated on campus?
- What processes must students go through to begin and complete service learning?

This chapter includes the purpose of this study, the data collection procedures, the research results, an analysis of discrepant data, and a review of the evidence of quality measures that I used during the research process. The results are divided into three time periods that I discovered during the data analysis: service learning at NWCC in the years before my study, service learning at NWCC today, and the participants' vision for service learning in the future. In the results section, I present subsections that are related to the research questions and institutionalization of service learning at NWCC. I derived the

results of this study from an analysis of interviews with campus coordinators, online discussions with students, document reviews, and campus and online observations.

Data Collection Procedures

I gathered data in five phases: (a) college document review, (b) campus and Internet observations, (c) interviews with college staff, (d) online student discussion groups, and (e) member checking. Throughout data collection, I maintained a journal where I documented my thoughts, expectations, and assumptions. I began with a review of online documents about service learning at the college to gather a historical perspective. From each document, I completed a summary form that required me to note relevant concepts, my thoughts, and items requiring follow-up; these summary forms became data that I later analyzed and coded. Data collection proceeded as summarized in Table 3, and after I built the historical perspective and understanding of the terminology used at NWCC, I conducted an online observation of NWCC's website and social networking sites. Next, I observed the campus environment to understand how college personnel communicated service-learning opportunities to students. During my observations on campus, I interviewed the two service-learning coordinators separately, and I personally transcribed and coded the interviews. I also completed summary forms for the observations and interviews.

The next phase of data collection involved organizing student participants in an online discussion forum. I researched easy-to-use, secure forums, and I tested several before finalizing my selection. I also researched form submission websites that would automatically send me email verifications when students submitted their forms, and I

tested those for reliability. To my surprise, many of the forums and form submission websites were outdated and had been abandoned or were too complex to navigate. I finally selected one forum site for the online discussions and an email notification program for the consent forms. Because I had thoroughly tested the online systems, I experienced no technical problems that could have interfered with data collection.

The service-learning coordinators identified students that met my inclusion criteria for participants: (a) participation in either curricular or cocurricular service learning at NWCC for one term during the last year and (b) age over 18 years. While I wanted at least 24 students to participate, the coordinators were only able to find 12 students willing to participate in the study. From that group, seven completed the online consent forms, and six registered in the online discussions. One of those six students withdrew from the study, and one of the remaining five did not contribute to the discussions. This resulted in four active student participants.

The final phase of data collection was member checking with the students and the coordinators, and I emailed a summary of my findings to all participants asking them for feedback. Mary, one of the service-learning coordinators, emailed me a few changes, which I incorporated into my research. Amy, the other coordinator, and two students emailed me to state that they approved of the summary. No one accepted my offer to meet in person for member checking.

All electronic data, including audio files, transcripts, documents, and summary forms, were stored on a password-protected computer, and I was the only one with access to the information. I will destroy these data after 5 years. In an effort to protect

confidentiality, the participants' names used within this study were changed. Any similarity of the names used in this report to actual participants' names is coincidental. The names of the departments, programs, and student clubs are also pseudonyms in order to maintain the anonymity of the college.

Descriptions of Participants and Other Staff

During the institutionalization of service learning, many NWCC employees were involved, and I did not interview all of those people for this study. Nevertheless, I mention two of their names in the findings because they were referenced by the staff members interviewed in this study. I interviewed two college employees and moderated an online discussion with four actively engaged students. I will provide a brief description of each person mentioned in this study in order to help the reader differentiate among them. To aid the reader, names of the college employees are one syllable in length, whereas the students' names are longer.

Gail (not interviewed). NWCC hired Gail as a full-time manager of the curricular service-learning program (SLP) and the cocurricular service-learning program (NWLP). When NWCC eliminated the full-time service-learning manager position, Gail moved to the international program and remained as the advisor of the NWLP program.

Tom (not interviewed). Tom was a full-time faculty member at NWCC, and he became the advisor for NWLP after Gail left; however, his only involvement was with the alternative spring break experience. Tom was not involved in day-to-day NWLP planning and activities.

Mary. NWCC hired Mary to work with Gail, and after Gail moved to the international program, Mary remained as a part-time employee managing SLP. When Mary accepted a full-time position in the career department, she became a coadvisor of the NWLP program. Mary also supervised Amy.

Amy. In 2012, Amy was hired to replace Mary as the part-time manager of SLP.

Angelica: A psychology student at NWCC, Angelica has completed one service-learning class and participated in many cocurricular service-learning activities with student clubs and through SLP and NWLP events.

Samantha: As a NWCC student, Samantha participated in Read Across America and read books to a kindergarten class. She was also involved in other service-learning activities through SLP.

Victoria: Her career goal is to be a nurse and work with Doctors without Borders. Victoria's service-learning experiences were related to science events, environmental activities, and medical organizations. Victoria was actively involved with student clubs, SLP, and NWLP.

Rosanna: At NWCC, Rosanna was involved with service learning at the local hospital, and her career aspirations were in the health care field. Rosanna had been involved with service learning in SLP, NWLP, and student clubs.

Data Analysis

For this descriptive case study of a single community college, I analyzed data at two levels, as Merriam (2009) recommended. For the first level, I categorized and coded each data element using a constant comparison method to avoid data overload. After

each data collection phase, I used Creswell's (2009) data spiraling technique and Bazeley's (2009) approach of describing, comparing, and relating to compare new data with previous information. This approach allowed me to build on my understanding, create connections, and identify new concepts by constructing categories.

As I completed each summary form, I added the codes from my *a priori* coding sheet, which is shown in Appendix G. After my review of each type of data was complete, I reviewed all of the summary forms and wrote brief notes that included the categories on colorful Post-it® notes. I used a different color of note for each type of data. I then arranged the Post-its on large pieces of foam board to help me visually see the categories that I constructed. It was from this analysis process that I discovered three separate time periods, which I used to present the research findings. I added a subcategory for *future* within the main categories of *structure*, *support*, and *operation*.

At the second level of data analysis, I examined the all the data to determine relevant themes and discrepant data, which formed the basis of the findings of the study. I then aligned the Post-its with the central and related research questions. As I rearranged the notes, I was able to answer the research questions, and the results are presented in the following section based on those questions.

Results

The results section is organized with a historical perspective of NWCC and how service learning became institutionalized on the campus followed by evidence related to the central and related research questions. The historical perspective was derived from the document analysis and interviews with the campus coordinators, and that perspective

provides for better understanding of institutionalized service learning on NWCC's campus during the study. Following my synthesis of the results, I provide the future vision for NWCC's service-learning programs as found during the study.

Document Analysis

The documents that I reviewed and analyzed that provided the historical background included newsletters, publications, reports, press releases, college catalogs, previous web pages, images, and newspaper articles. These documents were triangulated with other documents and the service-learning coordinators' interviews to develop a timeline of events.

Historical Perspective on Service Learning at NWCC

According to the college's website, Northwest Community College (NWCC) is described as an institution of higher education that provides instruction for students who are interested in 2-year transfer degrees, professional and technical training, and basic skills instruction; the college is accredited by the Northwest Commission on Colleges and Universities. The college is on the quarter system and enrolls under 20,000 students each term. The main campus is located in a park-like setting in a metropolitan area; courses are also offered at two other locations within the county. The college's vision includes engaged learners and student success, and within their objectives is a focus on becoming a learning college. The reform to learning colleges was a movement to increase student retention and success (O'Banion, 1997). NWCC is comprised of primarily part-time faculty with nearly 500 adjunct faculty members and about 200 contracted faculty members.

Within NWCC, there are three main organizational divisions: student affairs, instruction, and administrative services. The names of the divisions and the programs at NWCC have been changed to maintain confidentiality of the college. The college has two service-learning related programs: the Service-learning Program (SLP) for curricular service-learning experiences and the Northwest Leaders Program (NWLP) for student leadership development and cocurricular service-learning experiences. Both programs are found within the college's career department in the student affairs division. According to their website, the goals of the career department are to provide resources to support student achievement and build career and life skills. The career department works with students, alumni, employers, and community members.

In this study, I used NWCC's website and interviews to research two officially sanctioned service-learning programs at NWCC: SLP for one-time curricular service-learning experiences and NWLP for cocurricular service-learning leadership development. These programs were originally under the same full-time manager, but in the last few years, the programs have become separated. Service-learning activities at NWCC may also be a part of student clubs' activities or a component of other programs. NWCC presents a clear distinction between clubs and programs because clubs are led by students with a faculty advisor who may be either a full- or a part-time college employee, whereas programs are officially recognized as a part of the college and are led by full-time NWCC employees. SLP is coordinated and funded within the career department, and NWLP is funded through the associated student government. Faculty members may require curricular service-learning experiences without going through the SLP. I did not

research individual clubs; however, student participants mentioned their service-learning experiences within several clubs. I also did not research faculty involvement with service learning or specific courses or programs that require service-learning activities.

Development of Service Learning at NWCC

Online newsletters, press releases, and publications indicated that service learning has been a formal program at NWCC since 2003. In 2005, leaders at NWCC hired a manager to coordinate service learning and internships. During that academic year, NWCC also joined the state's Campus Compact organization. According to historical documents, the association with Campus Compact allowed NWCC's service-learning leaders to plan strategically, develop an advisory board, and formalize relationships with local community partners.

In a newsletter from the spring of 2007, NWCC's service-learning manager outlined the program's short-term goals of recognizing student leaders within the next year and developing incentives for faculty to use service learning in their courses. The service-learning manager stressed that the connection with their state Campus Compact and developing an advisory board had been key components in developing the program and setting direction. The manager attended Campus Compact meetings and workshops and believed it was important for the advisory board to provide a solid foundation for the future of service learning at NWCC.

Later that year, NWCC received a grant from Learn and Service America Higher Education, and that grant established several K-12 partnerships that still exist: the Lunch Buddy program, Boys and Girls Club, and a community garden at an elementary school.

NWCC hired a new, full-time manager, Gail, for the newly named Service-Learning Program (SLP). NWCC's strategic plan for 2007-2009 included service learning as one of its strategic priorities with the goal to expand service learning beyond curricular activities to include cocurricular opportunities that would benefit the community and help students develop a sense of civic engagement. Including service learning in the strategic plan continued to develop its institutionalization.

In the 2007-2008 NWCC course catalog, SLP was listed as a program in which the service-learning manager worked with both faculty and students to provide curricular and cocurricular service-learning opportunities. SLP's goals were to (a) assist faculty with course development, (b) develop community partnerships, (c) support students with service-learning projects on campus and in the community, and (d) organize campuswide service projects. Each of these goals, as described in the course catalog, is explained below.

Assisting faculty with course development. In the 2007 fall term, NWCC's first faculty training was held to help faculty members learn how to implement service learning in their classes; this training continued and was customarily a part of NWCC's fall in-service activities. In the 2008 academic year, a yearlong service-learning faculty cohort program was created to support faculty in adding service learning into their curricula. These cohort faculty members were allocated time and resources to learn about service-learning theory, pedagogy, and assessment. This cohort program provided financial support, professional development, and an opportunity for participants to present at the spring state Campus Compact conference. The faculty members who

participated in the program received plaques at the spring service-learning recognition ceremony, and they then shared their experiences during the fall in-service trainings by hosting panel discussions.

Developing community partnerships. In NWCC's accreditation self-study report at the beginning of the service-learning program, it was noted that the college had developed numerous partnerships with community organizations. In an annual presentation in 2008, the college president stated that 75 new partnerships had been created the previous year. Data provided by the SLP coordinator for that term listed curricular service-learning activities with 86 community partners, which supports the college president's claim that connections with community partners had increased.

Supporting students with projects. NWCC staff members encouraged students to become involved with the AmeriCorps Students in Service program that provided educational scholarships of \$1,175, \$1,468, or \$2,775 for students contributing 300, 450, or 900 hours of service (Students in Service, 2012). NWCC also demonstrated a high level of participation in the President's Volunteer Service Award program (PVSA), and those students who reported their hours to the PVSA program received certificates for their service. In a published address in 2008, the college president predicted that in the next 2 years, NWCC students would provide many more hours of community service and receive thousands of dollars in scholarships.

Organizing campuswide projects. The accreditation self-study report listed two campus service-learning events that were available to the public: February's Black History Month and April's Earth Day activities. The health department also hosted an

annual public health outreach day, and each spring NWCC hosted a clothing fair event, which provided free interview outfits to community college students. Of these events, the public health outreach day remains a part of the health program, and the career clothing fair event remains within the SLP. The Black History Month evolved into a MLK Day event that SLP coordinates with NWCC's diversity department. Earth Day activities are now coordinated through an environmentally-based student club.

Changes to Service Learning at NWCC

According to online student government budgets since 2010, decreased funding for both the SLP and NWLP programs began with the 2010-2011 academic year. Budget cuts across campus combined several positions in the student affairs division into one. This change affected the career department because the full-time service-learning manager position was reduced to half time, and Gail moved into a newly redesigned full-time position in NWCC's international program, which was also within the student services division. The SLP program continued in the career department with a part-time manager, Mary, who had been Gail's assistant, and two work-study students.

Mary stated that Gail remained the coordinator of the cocurricular NWLP program because Gail feared that NWLP would be lost in the departmental reorganization. In another published address in 2011, the college president again stressed that the college believed in service learning and the difference it made in the local community; however, according to online budget documents, the program has continued to suffer budget cuts every year since then. The only mention of service learning in the published college president's annual addresses since 2010 has been in the event

announcements asking attendees to bring food items for the annual service-learning food drive. The annual food drive is not sponsored by either SLP or NWLP in the career department; the annual food drive is part of a student leadership program within the admissions department.

Results Related to the Central Research Question

The central research question sought to determine how institutionalized service learning was structured, supported, and operated on a single community college campus. College departments, operations, and services change, and service learning at NWCC has evolved throughout the years. The evidence that answers this central research question represents service learning at the time of this study, building on the events of the past.

The results related to the central research question are organized by the main categories of structure, support, and operation of service learning. Because there are differences between curricular and cocurricular service learning, those differences are mentioned when relevant.

Structure of service learning. SLP and NWLP are both official NWCC programs within the career department of the student services division; however, service-learning activities may be arranged by faculty members, other programs, or student clubs without coordinating with either SLP or NWLP. The most recent annual calendar of SLP and NWLP service-learning activities is shown on Table 4.

Table 4

Most Recent NWCC Annual Service-Learning Opportunities

Event	Term held	Program	Service location	Year
-------	-----------	---------	------------------	------

		coordination		began
Service days (now generally three days in a row)	Summer break Winter break Spring break	SLP	At community partner sites	2011
Weekend service events (one weekend per term)	Fall, Winter, and Spring	NWLP	At community partner sites	2012
Faculty training	Fall	SLP	NWCC	2007
Community partner fair	Fall	SLP	NWCC	2011
Martin Luther King Day event	Winter	SLP and NWCC diversity department	NWCC	2004
Martin Luther King service day	Winter	SLP	Community partner sites	2009
Read Across America	Winter	SLP and NWCC bookstore	Local elementary schools	2008
Alternative spring break	Spring break	NWLP	Community partner site	2007
Clothing fair	Spring	SLP	NWCC	2004
Recognition luncheon	Spring	SLP	NWCC	2008

Each academic year since 2007 has begun with an in-service training for faculty members to learn about incorporating service-learning activities into their courses. Fall term also includes a community partner fair, which allows students and faculty members to learn more about the needs of the local community organizations. The academic year has ended for the last 6 years with a recognition event in the spring.

Service-learning opportunities organized through the SLP are considered one-time events that students may participate in as their schedules allow. One student, Rosanna, enjoyed the variety of the different offerings:

I thought it was a great idea, to just have a few options so students could easily pick which one if any they were available for.—The appeal of the email for winter break days of service included what I think I have already mentioned, that it was the choice of only three events, they were on specific days at specific times, and they occurred during break so there was no obligation to schoolwork.

Another student, Samantha, expressed similar sentiment: “Members [of a student club] participate in one way or another; also the activities are held in different places.”

Victoria found even the short service projects to be rewarding:

In just those few hours that you are spending, whether it be reading a book to a child, helping a school host a community helping event, or weeding for your college, those few hours in the end make a huge difference.

The students were less aware of the college’s structure and the two official service-learning programs than I expected. When I asked about their service-learning experiences, the students combined curricular (through the SLP), cocurricular (through

the NWLP), and student club activities as though there were no differences among these activities. Rosanna commented on her participation with a student club that included her instructors as advisors rather than as instructors working with students during a curricular service-learning activity: “They [the two faculty members] are involved in STEM activities, and the major volunteering opportunities had to do with the kids.” Victoria also worked closely with her instructors during two science-related service-learning events. Both of the service-learning experiences that Rosanna and Victoria referenced were with student clubs, and those activities were not tracked through SLP.

Communication of service-learning opportunities. SLP staff makes an effort to communicate all local service-learning opportunities through campus and online networks. On NWCC’s campus, SLP used email, bulletin boards, flyers, PowerPoint slides, and word of mouth. Online they communicated through Facebook, Twitter, Flickr, YouTube, and NWCC’s website. The SLP staff maintained a list of approximately 70 current NWCC students who received frequent emails about service-learning opportunities; that was less than 1% of the student body. Mary, the NWLP coordinator, found that many “students have a general apathy towards checking their email and becoming involved. They complain that they get too many emails, but when you ask a student how many emails they get per day; it’s like fewer than five.” Most of the students in the online discussion, on the other hand, found the emails to be very helpful in identifying service-learning opportunities. One student, Angelica, stated that NWCC “sent out an email asking people to participate in Read Across America; that was my first service-learning experience” at the college. In the forum discussions, Angelica

mentioned six different service-learning projects that she had participated in during her time at NWCC.

SLP staff members prepared a newsletter that they post online, and then they emailed links to faculty members, who were encouraged to forward the newsletter to their students. None of the students mentioned hearing about service-learning opportunities from SLP's newsletter. The current newsletter was available on the college's web page along with newsletters from the previous year.

NWCC staff members developed a student newspaper that often publicized and reported on service-learning activities. The college's marketing department published press releases of the SLP-sponsored service events, and those events are often covered by the local newspapers and announced to members of the community. For example, articles about Martin Luther King Day activities, requests for purchases of books for Read Across America, and donations for the clothing fair were published by the local media well in advance of each event. The local news agencies also reported on the outcomes and successes of these events. None of the students mentioned reading about opportunities from these local news sources.

The SLP staff maintained two bulletin boards in one of the main hallways of the student services building. NWCC policy required that only approved flyers could be posted around campus, and both of the bulletin boards were clean and professional. One bulletin board was behind glass and contained general information about SLP and service-learning opportunities. The second, much larger bulletin board was open and contained numerous announcements about local service opportunities, and many of those

were tear-off flyers. Based on my observations of the bulletin boards, students took the contact information with them, and Amy, the SLP coordinator, agreed, “We actually get a lot of traffic on our bulletin boards outside that we post opportunities on.” The bulletin boards worked well for students searching for service-learning opportunities because, as Mary stated, “they can take the volunteer opportunities and use it for a service-learning component in their class.” On my visits to the campus, I noticed that the flyers and opportunities changed often on the bulletin board. However, only one of the students in the discussion group mentioned learning about service-learning opportunities from the bulletin boards.

Service-learning opportunities were visible around campus. Amy commented that the student center on campus has “two big screens in our student center. You send in a PowerPoint and they put it up on the screens until... your event happens. So, it could be for a really long time, if you needed it to be.” There were also smaller display screens around campus where the information could be similarly displayed as a single PowerPoint slide. All of SLP’s volunteer opportunities were posted on the SLP website where there was an electronic form for signing up for the events. These signups were helpful in planning because some activities had limits for the numbers of volunteers, and several service days required additional locations to accommodate the numbers of students who wanted to participate. Mary stated that two of the three service events during the last winter break added community sites because so many students wanted to participate.

Students mentioned that the bulletin boards, campus flyers, and TV screens were helpful in learning about service opportunities. Victoria stated:

In all of the high trafficked areas like the bookstore, commons of all the buildings, library and even the main pathways there are signs telling you of the opportunities. If not in poster form, on volunteer billboards, then they appear on the large screen “announcement” TVs. Putting the information out there and trying to get people engaged in their community is truly the pinnacle of the service-learning structure.

Victoria added, “Someone had to design that ad to make it look engaging enough so that someone would want to participate.” Many departments, programs, and clubs also used bulletin boards and TV postings. Designing marketing materials that would catch someone’s attention was important. Victoria found one flyer to be particularly interesting:

I learned about this event walking past the college bookstore. There was a flyer denoting a [service-learning] event was happening in a few weeks. I saw Ranger Rick on the cover and recalled the days of my youth spent wandering urban parks trying to find elusive wildlife because of that mangy raccoon ranger.

The online social networks were maintained by both the SLP and NWLP coordinators and work-study students. Service-learning opportunities had been posted on the SLP Facebook page since 2009, and Amy reported that, “most of our posts get about 200 views, which is pretty excellent.” Mary agreed:

Many times the Facebook information that we put onto our Facebook is then reposted by NWCC, so even if students are not a fan or they do not “like” the service-learning page, they might still hear about it through the NWCC page, which has a much broader range.

My observations of the SLP Facebook page showed that there was little discussion of the information posted by the SLP staff members; the SLP staff members maintained the page as one-way communication. The SLP Facebook page also did not have a section where students and community members could be invited to upcoming events.

During my observations, I found other social networking sites with information about service learning at NWCC, but SPL staff were not actively engaged with those sites. Amy was less aware of the Twitter account and activity there, but she noted that “it seems we have a lot of people following us... I’ve noticed from reading the followers’ profiles that it’s not a lot of local people. We actually have people from all over the place.” From my observations, I found that SPL created a Twitter account in 2011, but their Twitter activity was less frequent than on their Facebook page; their tweets were reposted by NWCC, which had a larger following. The other online communication sites, Flickr and YouTube, were available through the college’s accounts; neither SLP nor NWLP had accounts with those services, but some photos and videos about service-learning activities had been posted by NWCC for the public. None of the students mentioned any of the online social media sites.

The career department also had a new online job database that employers used to post job positions and volunteer opportunities. Mary believed that there would be

potential for the program to be a great resource for students, but at this time, it is primarily used by employers and community partners. She added, “We have about, maybe 3-5 employers every single day who register, and about 5-7 jobs posted every single day... Each of the jobs are only clicked on, on average about 15 times—usually multiple times by the same person.” None of the students mentioned this database.

While NWCC has many venues to communicate local service-learning opportunities, they did not include the service-learning requirements in most of the descriptions about courses that require service learning. If students are interested in finding out about courses that have service-learning components, they must ask other students or faculty members. Amy was not sure if NWCC staff members listed courses with service learning; however, Mary stated, “I believe they were at one point... It is definitely a goal to have it be put back on. Students tend to just know which classes have a service-learning component.”

I could not find curricular service learning mentioned in the current or previous course catalog descriptions, except for the two courses mentioned by the coordinators. Neither of the bulletin boards displayed information about courses, and there was nothing on the SLP website about specific courses. Often, it is only upon enrolling in a course that a student learns there is a service-learning requirement. For example, Angelica, a psychology major, had been involved in many cocurricular service-learning activities, but when asked about the availability of curricular service learning, she stated, “I did not know that up to today.” The students were less aware of the differences between curricular and cocurricular service learning than the coordinators.

Curricular service learning. Curricular service learning occurs within a course when students participate in either individual or group service-learning activities. Within those courses, faculty members monitor any learning outcomes and service-learning requirements, such as reflections. Amy, the SLP coordinator, stated that faculty members who include service-learning activities are usually very passionate about service learning. Amy noted, “If the faculty are going as far as having a service-learning component, it was their choice, and they are making sure the students are following through with it.” Amy followed up with community partners. Students could reflect on their experiences through journals, presentations, or portfolios. Amy reported that students “sometimes do culminating projects, which kind of go with the presentation piece. Sometimes the culminating project is the service opportunity. For that class that ran the blood drive, that blood drive was the culmination of all their work.”

Before community organizations become official service-learning partners with NWCC, SLP staff members required an online application process that provides enough information for SLP to connect the organization with appropriate courses and students. SLP staff members also maintained an online Google map that identifies local organizations; the map is sortable by location or type of organization. Mary stated that SLP’s Google map is “a great tool. That’s one of the other things that I always show people, and people are always like, ‘Wow. Look at all of that.’”

The SLP website included evaluation forms that faculty members may use for community partners to evaluate students as well as forms for the students to evaluate community partners. Use of the evaluation forms is optional, and the forms allow for

feedback about the service-learning experiences. The SLP website also provided liability waiver forms that Amy strongly encouraged faculty members to require students to complete. None of these forms was systematically used for cocurricular service-learning experiences; however, all of the student participants remembered signing liability waivers for their service-learning events.

In the current course catalog, only two courses included service learning in the course description. In previous years, service-learning requirements were designated in the course catalog. Mary stated that, “(c)lasses are not indicated... at some point that was removed.” The two courses that listed service learning were a capstone course for one major and a course that high school students often chose in order to prepare for their college studies. Mary stated that the course for the high school students had become popular because those students “either have to do service on their own in order to graduate (it’s a graduation requirement) or they take a class.”

Cocurricular service learning. Students could become involved in cocurricular service-learning activities in many of NWCC’s programs or clubs; however, involvement with the Northwest Leaders Program (NWLP) was through word of mouth, according to Mary. The NWLP program was led by two volunteer advisors: a faculty member in an academic discipline and a staff member in the career department. The lead advisor in the career department employed two work-study students; Mary reported that she worked to “develop a full marketing plan to figure out how to incorporate NWLP into the students’ lives.” The transition involving the separation of the SLP and NWLP programs also raised some challenges for Mary who reported that “I’ve been really trying to figure out

how NWLP and the SLP are different, because they used to not be different, and so it didn't matter." Both Amy and Mary hoped that by fall term there a "new vision" for the NWLP program would exist. Mary wanted the NWLP program to "be more about long-term commitments, leadership development, and service in the community through leadership rather than little sound bites."

NWCC support of the service-learning programs. Currently the SLP program is staffed with a part-time coordinator, Amy, who works 19 hours per week. Amy has support from two work-study students who each work 17 or fewer hours per week. The NWLP program has two advisors, Mary and Tom; Mary is a classified employee, and Tom is a faculty member. Mary was previously the part-time SLP coordinator and worked with Gail before the reorganization. Both Mary and Tom volunteer their time and receive a stipend of about \$40 per month to oversee the NWLP program; their hours range from a few hours each week to a 40-hour week during the alternative spring break experience. Mary has two work-study students who each also work 17 or fewer hours per week. Mary evaluated Amy's work performance, but that supervision was not a part of Mary's official job duties. Both programs were located in the career department. The service-learning program coordinators emphasized that the four priorities originally established for service learning (i.e., assisting faculty, developing community partnerships, supporting students, and organizing campus events) remain in place, although they have been modified to some degree as described below.

Assisting faculty with course development. The annual fall workshop during in-service continues to be provided by the SLP staff members. Even though service

learning was described in only two courses in the course catalog, quite a few faculty members included service-learning opportunities in their courses. Amy reported that about 20% of NWCC's faculty members included service-learning opportunities in at least one class during the academic year. The faculty cohort program that provided financial incentives to faculty members lasted only one year and was eliminated because of budget cuts. Faculty members who provided curricular service-learning opportunities for their students are invited to attend the spring recognition ceremony, and all who attend the ceremony are presented with a certificate for their participation. However, the recognition ceremony often conflicts with instructors' schedules, as Amy stated: "We didn't have too many faculty actually show up because a lot of them were teaching during that time—I think we probably only had about three faculty members."

Both Mary and Amy believed that faculty members are supportive of service learning on NWCC's campus. Students echoed the coordinators' thoughts, for example, Victoria was impressed that she was able to work alongside her professor during one curricular event. Mary and Amy continue to be available to attend classes and meetings to support faculty members by talking with their students about the benefits of participating in service learning.

Developing community partnerships. Developing good relationships with community organizations remains a focus of the SLP program and is one of Amy's primary responsibilities. Because faculty members may require service-learning experiences without going through the SLP, Amy often hears about a new community partner after the service has been performed. Amy emphasized the importance of

following up with new community partners after students have participated at their sites because that is the best time to take care of any problems or miscommunications. SLP maintains a list of community partners and the types of activities in which their students might participate in case students are searching for opportunities. The community partners are also listed on the SLP's Google map for students or faculty members searching on their own for service-learning opportunities in their local community.

Supporting students with projects. When students enroll in classes with curricular service-learning opportunities, faculty members may have specific community partners in mind, or students are tasked to find their own service experiences. When students are required to find their own service-learning opportunities for a class, SLP staff members connect students with appropriate community partners. SLP has one large bulletin board with current volunteer opportunities, and SLP staff members also post these opportunities through various social networking channels such as Facebook and Twitter. Large screen displays are also located throughout the campus that may also be used to announce opportunities, and the career department has a new online software program that community partners are beginning to use to post their service-learning activities.

In February 2012, AmeriCorps discontinued the Students in Service program and the scholarships that were associated with the program. According to Mary, within two months after the program ended, none of the previously engaged students reported enough hours to qualify for the PVSA award because of the elimination of AmeriCorps scholarship funding. Mary stated:

We used to have very high participation because we had the Students in Service AmeriCorps program—What happened is all those students who were automatically enrolled into PVSA, once they stopped being a part of SIS (Students in Service), they also stopped being part of PVSA. So we really tried to encourage our students, “Hey, are you still out there volunteering? Just because you are not getting this scholarship doesn’t mean that you can’t still get your PVSA certificate.” Zero. Not a single student kept it on for more than a month or two.

Since that time, no NWCC students have submitted requests to receive the PVSA award, which perplexed Mary because reporting hours is an easy, online process, and it is on the honor system. Even though NWCC staff members were recognized for one award-winning international program, they have eliminated international service-learning opportunities; according to Mary, college personnel encourage students interested in international opportunities to go through an independent international agency to identify those service-learning opportunities.

The SLP staff members continue the annual spring recognition event, which includes a free lunch and certificates for all faculty and students who have participated in curricular service learning during the academic year. SLP staff members send invitation emails to faculty members who have reported including service-learning experiences in their courses. Faculty members then invite their students to the event. All of the student participants mentioned receiving emails from faculty members inviting them to the recognition event. Rosanna stated, “It is nice to feel appreciated, even though it is cool

enough to be able to love the people around us.” While Samantha appreciated the offer of a free lunch, she stated “I don't do service work for an award. It feels good to give back.” Amy and Mary mentioned that few faculty members actually attend the ceremony; however, student attendance has been slowly increasing. According to Mary, this year about 30 students received awards. SLP also provides two special recognitions for students or faculty members who have gone “above and beyond” with the service-learning activities.

Organizing campuswide projects. SLP staff members work with the diversity department at NWCC to provide their annual Martin Luther King Day celebration, which was well attended by members of the community. The MLK celebration includes campus presentations with keynote speakers and service projects within the community.

SLP staff members continue the Read Across America (RAA) program to provide books to low-income students at local elementary schools. The RAA event is jointly coordinated with NWCC's bookstore, and members of the community are challenged each year to meet a designated goal to provide books to students. Every year that goal has increased and been exceeded. In the early years of the program, books were read and provided to students in one elementary school, but now RAA has expanded to two elementary schools and includes Spanish books as well. Mary noted that this year the American Sign Language club asked to participate with RAA, and the student club members signed during the readings. Angelica participated and stated, “I thought it would be a fulfilling and fun experience, as well as meet my personal needs to sign.”

Another campuswide event is the spring clothing fair event that has been successful in preparing NWCC's students to enter the workforce after graduation. Members of the community are asked to donate clean professional clothing for the event, and according to online reports, the donations always exceed expectations. The 2-day event is widely publicized on campus and within the community, and because of this media coverage, the event has been well attended by students.

For the last 2 years, SLP staff members have hosted a community partner fair during fall term and invited their community partners to table on campus. Mary started the event believes that the fair has been a successful event because it provides NWCC's community organizations with another venue to spread the word about their organizations and volunteer opportunities.

NWCC staff and their roles. Amy, as the coordinator of the SLP, is in charge of service learning for NWCC. Amy works with two work-study students, and their combined hours total approximately 49 hours per week. Mary noted that she works "more peripherally because I supervise Amy but I don't necessarily have a direct hand in the SLP program at this time," and she is one of the advisors for the cocurricular NWLP program. Together with Mary's faculty coadvisor, Tom, and two work-study students, seven people are included in NWCC's official service learning programs. Because the NWLP advisor assignments are outside of their full-time positions, these seven people have approximately 79 hours per week to plan, coordinate, and oversee NWCC's service-learning activities.

Coordinating service-learning activities on campus takes quite a bit of effort.

Mary reported that “on average in each quarter there are probably about 13 or so different faculty that are reporting service learning.” Mary added, “I know there are more faculty actually implementing service learning, but all we can go by is what they tell us.” Faculty members have an important role with service learning on NWCC’s campus because they keep track of the curricular service-learning activities and report them to SLP. While Amy and her work-study students maintain the liability waiver, site agreement, and evaluation forms, faculty members are responsible for asking students to complete the forms. Faculty members are also responsible for assuring that student outcomes and hourly requirements are met, and probably most importantly, faculty members communicate their passion for service learning to the students. Amy stated:

The faculty I’ve talked to about their classes have been really passionate about it... It’s like they are all in. Their students are doing the work and doing the reflections. [One instructor] is all about this project. His students are participating in it, you know. There's no opting out for those students.

Angelica believed reflections were the most important part of the service-learning experiences, and she commented, “What stood out to me was not before or during but after the service-learning doing the reflecting part and talking about what we took from it.” Rosanna’s experience was similar, and she added, “We did all talk about [the event] and how we could have made it better, and that is one of the most memorable things to me.”

In previous years, faculty members shared their work on campus and at conferences. Trainings led by faculty who had incorporated service learning into their classes had been provided throughout the year. Several faculty members presented their research and experiences about incorporating service learning into their courses at conferences, Campus Compact workshops, and at special events at NWCC. Service-learning leaders from other college campuses also presented workshops at NWCC. Currently, however, Amy and the work-study students plan and lead only one training session for faculty members during the fall in-service.

Each term SLP and NWLP staff members organize at least one large service-learning activity on NWCC's campus and one weekend service-learning event; between terms, they arrange for service-learning experiences in the community. Remaining in contact with faculty members who need to complete liability waivers and tracking reports takes time. Tracking sheets are used not only to know the amount of curricular service performed but also to invite faculty members and their students to the spring recognition luncheon. For the annual recognition event, Amy stated:

That's us going through our list of service-learning faculty and students who have volunteered with us, and just inviting everyone. We give awards to the faculty for doing outstanding work with service learning. We give awards to all of the student volunteers; like if you have volunteered at all in your time here, we recognize you.

In the past, SLP staff members provided weekly service-learning opportunities, but now they organize one day of service per month. As the former SLP coordinator, Mary organized those weekly events:

It just takes so much coordination to do all of these events. Having only part-time people and me, and NWLP even less than part time, we just don't have the capacity to do weekly opportunities like that. There is just too much work involved to provide that.

The one day per month of service coordinated by SLP staff members has been working, and it allows students who must find their own service-learning experiences to be able to integrate the activity into their schedules. NWLP staff members offer a weekend of service each term and a weeklong service-learning experience during the spring break. However, one of the advisors must accompany the students for these events.

SLP staff members have frequent communication with students and community partners. Amy reported that she tries "to be super observant and figure out what is going on with our students" around campus to uncover service-learning opportunities so she can build connections with faculty members and community partners. Often when students go into the community to find their own service-learning opportunities, they find organizations unfamiliar to Amy. Amy likes to follow-up with those organizations, and she reaches out to the nonprofit organizations in the community and asks them, "Did you have a good experience with our students? If you didn't, what could I do about it?" Amy also listens to students when they talk about their experiences in the community. She asks them, "What does that look like? Do you know, you are kind of doing service

learning? Do you realize that?" This approach allows her to build stronger relationships with the students and community partners.

The other main responsibilities for Amy and the SPL team are finding and posting the local service activities. This communication includes maintaining the bulletin boards, creating the PowerPoint slides used on the large screen monitors around campus, posting on Facebook, tweeting on Twitter, emailing faculty and students, and updating the website. Both Amy and Mary are available to present to classes or groups (such as the Board of Trustees) about the importance and value of service learning.

Annual recognition luncheon. While the campus administration is not directly involved with service learning on NWCC's campus, Mary feels "very supported in that sense... They know who I am. When I walk around campus, they know me, and they say, 'hi.' And they know about service learning." Mary stated that the college president "attends our recognition ceremonies and gives a short talk. He talks about the value and how he finds it important. On a personal note, I know he cares about it." Rosanna also mentioned the administration's support during the recognition ceremony: "There was a little talk about where volunteering is headed and a speech by NWCC's president."

All faculty members and students who have participated in curricular service-learning experiences are invited to attend the spring recognition luncheon. Everyone who RSVPs receives a recognition certificate. Mary stated:

We also provide them with a free lunch and usually some sort of thank you gift, which ranges between coffee mugs, water bottles, and whatever else we get.

Then, on top of that, we select either a faculty member, staff person, or student we

believe has gone above and beyond, and we offer them an additional award...

They have an additional certificate for that.

The event is well attended, and each year, more students are attending according to Amy.

Students appreciate the recognition, as Rosanna noted:

In fact, I was called because they forgot to send me an email, so that was cool that the volunteer coordinators were that thoughtful about it! There was, for every volunteer, a bag that contained a framed certificate, a folder with a signed certificate recognizing each volunteer by name, and a coffee thermos with the service-learning logo, and for a few volunteers, various prizes.

In her reply to Rosanna, Victoria stated:

I only attended half of the luncheon and did not receive my volunteer certificate. Had to leave early because my teacher called me in to dissect a human cadaver. I think everyone who had a set number of hours put in got a certificate. I had to pick up the certificate after the luncheon. It was pretty cool.

All community partners are invited to the luncheon, and they are thanked rather than recognized with award certificates. According to Amy:

They don't get an award. They more get thank-yous. I have them all stand up, and I say, "These are the community partners we have worked with this year."

We had a special thank you note we made for all of them with a picture of some volunteering [activity], if I had one that matched up to their nonprofit.

Operation of service-learning opportunities. Amy, as a part-time coordinator of SLP, is in charge of all service-learning opportunities at NWCC, including both

curricular and cocurricular activities on the campus. Amy works with NWCC faculty members who have service-learning components in their classes, and faculty may include service learning without informing Amy. The NWLP program is one cocurricular program on NWCC's campus, and other programs or student clubs may participate in cocurricular service-learning activities outside the NWLP program.

Curricular service-learning opportunities. Students become involved in curricular service learning by taking a class with a service-learning component. One of the most popular courses with a service-learning requirement, according to Mary, is a communications course, "which is one of our biggest courses that offer service learning. There are more sections of this communications course than seemingly any other service-learning class that I see." Generally 30 sections of that communications course are offered per year. The second most popular course is an introduction to service-learning course that is taken primarily by high school students who need to complete the state's graduation requirement of performing service in the community; 4-5 sections are offered each year.

Within these courses, some faculty members require students to complete projects such as organizing a blood drive, and those projects are directly supervised by the instructor, who generally participates with the students. Amy noted that faculty members who teach these courses often say something like, "Here's the topic we are going to talk about. Go out into the community and find this kind of thing to volunteer with." With those types of service-learning projects, students may come to Amy and say, "Do you know of a nonprofit that I could work with?" In those cases, SPL staff makes

suggestions for local organizations related to those types of service learning. Amy recalled an example: “In one of the classes, the professor assigned them to go and work with a governmental agency or a town somewhere.”

Cocurricular service-learning opportunities. In the early years of the SLP and NWLP programs, students performed weekly service in the community; however, participation was small and infrequent. Starting in 2012, the NWLP program was redesigned, and students participated in a weekend event once per term. NWLP staff members also continued to provide a weeklong alternative spring break activity. SLP staff members organized once a month cocurricular events and service days during the breaks. Last summer, despite protests from coworkers that students would not participate during the summer, SLP staff members offered their first summer service-learning opportunity. Mary organized that event and noted:

I started the summer days of service in July of last year because I realized that we didn't provide any kind of opportunity for students to get involved in the summer. And, I had a lot of push back. People said, “Well, we don't do things in the summer because students don't do anything in the summer.” I was like, “Well, how do you know they don't do anything.” “Well, we have never done it in the summer before. So, we just don't think... there's just not as many students on campus, and they're not going to participate.” I said, “Can I just try? Let me just see. I just want to know.” I organized an event at the local food bank. At that point, the food bank was brand new. I had about 18 or so people show up, so I was really, really impressed.

Victoria participated in one of the summer days of service, and she shared how the experience exceeded her expectations:

At the time, the weather was reaching into the 90s and this man wanted to prance about in a furry raccoon mascot costume with no air conditioning unit. I did not understand why he was so enthused until the end of the day. I did not expect to dance along a mascot to entertain children and help parents take photos. I did not expect I had to set up an overly complex tent while a semi-truck threatened to flatten me. I did not expect I had to help a lost child find his way back to his parents. But mostly I did not expect to meet such wonderful people. Many people quickly offered to help when tents were blown away, tables overturned, and papers flew into the street. I do not even mean the rangers or the volunteers when I say this. I mean the people who went to the event, relaxing and enjoying themselves, stopped and helped us out when the going got tough.

The SLP program planned three winter days of service related to their interests. The work-study students planned two of those activities. Mary, who was the SLP coordinator at the time, stated that it “was their opportunity to create something, to go through that whole process.” One work-study student chose a children’s cooking activity that required an entire day of service. When 15 people signed up, the student planning the event decided to break it into two shifts because only 7-8 individuals could participate at one time. The other student organized an event for people to sing holiday carols to people with developmental disabilities who lived in an apartment complex. Mary organized a service-learning project to feed a holiday meal to senior citizens. Three

similar community service-learning events were held during spring break. Mary believed that these service days were working better than the weekly activities for NWCC's students:

Each one of those had greater participation than say, for example, the weekly activities which only had about five on average... All of our days of service have been very successful. More successful than the Friday afternoon things. No one's here on Friday afternoon. People don't want to volunteer on Friday afternoon.

For the last few years during spring break, students in the NWLP program spent one week living in dorms and building homes through a Habitat for Humanity program. The spring break activity has a limited number of slots, which, according to Mary, have always quickly filled.

Findings for Related Research Questions

When I reviewed the data related to the research questions, I believed that my perception of institutionalization was too rigid. My hypothesis about institutionalization had been that I would find a structured process for all service-learning activities at the college. Instead, what I found was that institutionalization of service learning was much more organic. Over the years, service learning has gone through natural ebbs and flows, and there have been high points followed by low points. The series of budget reductions over the last few years has decreased staffing levels, and I conducted this study during one of the low points for service learning on NWCC's campus. Despite the staffing and funding decreases, student participation in curricular service-learning activities increased

in 2012-13, as shown in Table 5. While the number of students participating was not as high as it was in 2010-11, the total number of hours was higher than ever. My findings will answer the three related research questions about how institutionalized service learning is structured, supported, and operated on NWCC's campus.

People involved with service-learning experiences. In this section, I provide an analysis of the findings that answer the question: Who is involved in service-learning experiences, and what are their roles and responsibilities? From the service-learning coordinators' perspectives, the roles and responsibilities for service learning on NWCC's campus were straightforward with a coordinator and two work-study students for both the SLP and NWLP programs. Tom, as faculty advisor for NWLP, had not been actively involved in the day-to-day coordination, but he chaperoned the weeklong alternative spring break project. The alternative spring break was planned in coordination with several other colleges, and participants engaged in reflection activities.

When I asked students about their roles and responsibilities, they shared their own responsibilities at the community partner sites. Two of the students reported that their roles were to "show up" at the site. After I prompted student participants about others involved with the service-learning activities, they mentioned connections among faculty members, NWCC staff, other students, other volunteers at the sites, and the people served within the community. Victoria found these people to be the most important factor for encouraging engagement in service learning:

What really makes the service learning engaging are the people involved. The coordinators have to show enthusiasm for what they are doing and what they are

working towards. The atmosphere has an effect too. If everyone [the coordinator, the service-learning participants, the audience they are engaging] enjoys what they are doing then the event will go by a lot smoother.

Rosanna agreed with Victoria that meeting new people helped her build connections. For Rosanna, it was talking and sharing that mattered: “I’ve especially liked volunteering with the local hospital, where most of the volunteers are retired and have their whole lives to talk about in conversations, and have advice to give based on their experiences.”

While discussing the winter break activity of serving a Christmas meal to senior citizens, Rosanna again built connections with those in the community:

When we served luncheon to the seniors, they graciously allowed all the volunteers to sit down and eat free lunch too! There were a lot of us, so I was surprised they were so willing to do that. That also allowed us some time to talk to each other, which I think is one of the greatest rewards in volunteering—relationships with fellow volunteers and coordinators.

The students also reported that NWCC coordinators and faculty members primarily have roles related to communicating about service-learning opportunities and connecting students with those activities. Victoria commented that the service-learning coordinators were actively involved in helping identify opportunities that would challenge students and help develop their skills and abilities:

I like NWCC’s service-learning coordinators. They really see your strengths and offer new horizons that suit your focuses and abilities... Most volunteers I have

worked with are genuine and hardworking people. They really strive to make a difference in their communities.

Angelica also stated that the other volunteers were important to her because “the people we work with are always amazingly kind people.” In the student participants’ discussion about the people served and the community partners, Victoria responded to Rosanna:

Well you must have heart to serve others, too, don't you [Rosanna]? Direction and purpose is what I strive for. A reason to be is what I have found in giving time to the community. I mean everything we know, all of the places we have seen or able to visit, all the people we have learned about and know, all of the civilizations and countries past and present are all on this planet. To try and make this place a better place is all we can do, for we all share one home.

Communication about service-learning opportunities. In this section, I provide an analysis of the findings that answer the question: How are service-learning opportunities communicated on campus? I found abundant opportunities for service learning on NWCC’s campus. While the SLP and NWLP coordinators and work-study students spent time communicating online through Facebook and Twitter, the students did not mention either of these social media. The main communication channels for the student participants were emails, bulletin boards, NWCC’s website, and other students. Based on the students’ responses in this study, I found that service learning is less about the formal structure of the two service-learning programs; service learning is more about the service and communicating upcoming opportunities to the students. Samantha stated:

The link [above] is the web page at NWCC. A significant service-learning structure must have the means to get the word out to the community so that all could volunteer and bring their specific talents to the table.

NWCC's website includes an online registration for students to indicate the activities for which they intend to participate. Asking students to register prior to the events allows the event coordinators to adequately staff each activity. As already noted, students in this study did not distinguish between curricular and cocurricular service-learning activities. Rosanna mentioned that in one of the student clubs, service learning was discussed at the weekly meetings either in relation to upcoming events or as reflections of previous events.

Facilitated reflection activities allowed participants to build connections between the services performed, those served, and the participants' values and beliefs. For example, during one service-learning experience, Victoria was surprised to learn that the middle school students she worked with knew much more than she did at that age. She added:

I expected something simple like help some younger students learn anatomy. Turns out the group was majorly aged upper middle school to high school. Not such a young crowd and they were all very intelligent. Smarter than I was when I was their age at any rate. It was strange to meet 12-year old kids who knew what simple squamous epithelium was and where to find it in the human body. Simply astounding.

Processes for involvement with service learning. In this section, I provide an analysis of the findings that answer the question: What processes must students go through to begin and complete service learning? Curricular service-learning experiences are included within courses and relate to the course or program outcomes. Amy noted that faculty members for curricular activities monitored the learning outcomes and completion requirements. Cocurricular service-learning experiences may also provide learning environments; for example, Rosanna participated in a NWCC's student club that worked with Boys and Girls Club at a local elementary school. The engineering and chemistry teachers were the faculty advisors for the club, and Rosanna commented:

They are involved in STEM activities, and the major volunteering opportunities had to do with the kids. The elementary school was once a week for a designated hour after school, where each week involved showing the kids something scientific or technical, such as building volcanoes, working with [software] on the computer, and doing tests on materials to see what they were.

All of the student participants mentioned signing liability waivers in order to participate in service-learning activities. Students, however, noted they were not sure if the forms they completed were for NWCC or for the community partners.

For some service-learning events, students must complete packets, read introductory materials, or provide identification at the site. Samantha recalled:

[For one event, we had to] read each email that came through so we knew exactly where our service-learning activities would be; we signed a form that stated there was nothing in our background that would prevent us from being around the

children. We also filled out a survey asking if we would like to be a part of this event again.

Angelica's experiences were similar:

We had to read about what we would be doing, and for some of the service-learning activities, we had to sign waivers. We set goals individually and the place we were doing the activity at also had a broad goal or ideal outcome they wanted from us (if I remember correctly).

Rosanna also noted similar experiences. She added that "there was a form to sign after checking boxes next to a whole list of offenses we were asked if we had committed. They also needed to see some form of ID" at the site on the day of the event.

Even though I believe that statistical data, such as number of hours, is important for understanding both curricular and cocurricular service learning, I believe that such data is not required to engage students in service learning. In support of this notion, Mary told me this about a faculty member who gave a presentation with her to the Board of Trustees:

[The faculty member] talked about why service learning has helped her classes.

She used examples about a specific student who after participating in Read Across America, when they read in Spanish to the children... a light flipped... and he changed his career path and became a teacher.

Synthesis of Results

In summary, NWCC maintains a focus on learning as evidenced by their campuswide student learning outcomes and the values they used as they worked through

their budget reductions. The college administrator's support for service learning is demonstrated consistently in the college president's annual presentation as attendees are asked to contribute items for the annual food drive. The college president always speaks at the spring recognition ceremony, and he has personally acknowledged the dedication of Mary, the NWLP coordinator, to NWCC's service-learning programs. After her presentation this year to NWCC's Board of Trustees, Mary recalled, "[the college president] personally sent me an email afterwards and said, 'thank you very much for your presentation. I see that you are very passionate about this.'" The college president's support has continued despite financial cuts to the NWLP program.

SLP staff members continue to offer the fall service-learning workshop to help faculty members incorporate service-learning activities into their classes. The new first-year program includes a service-learning component, as mentioned by Amy, which allows students to learn about service learning early in their college careers rather than at the end of their programs in capstone courses. Mary also noted that enrollment in the course for high school students has grown and evolved to meet a service-learning, high school graduation requirement.

During times of organizational change, both Gail and Mary have helped the NWLP program progress forward when that program could have been eliminated. Amy stated, "There definitely was a time when it wasn't what it used to be. You know, it kind of dropped in attendance, and [people were wondering] 'what are they doing with themselves?'" Mary has worked with the city's volunteer coordinator to redesign the NWLP program so that it develops students' skills while helping to coordinate service-

learning opportunities on NWCC's campus and in the community. Mary hopes to revitalize the NWLP with a new marketing plan that will help develop students' leadership skills.

Future Vision for NWCC Service-learning Programs

In relation to these findings, it is evident that while service learning may have support on NWCC's campus, it is not the priority it was a few years ago. Mary believed that SLP was strongly supported by the campus administration; for example, after a recent presentation about service learning by Mary and a faculty member to the Board of Trustees, the college president and vice president both sent Mary emails to thank her for her presentation and her passion for service learning. The Board, on the other hand, according to Mary, heard her words but probably did not understand her message. Mary believed that Board of Trustee members listened "very intently with soft earnest eyes." As for the future of service learning on NWCC, Mary noted, "Financially it's just not a big ticket item. It's not going to get funded. I probably won't get it funded again this year." The online budget showed another slight decrease in funding for NWLP for the upcoming year.

SLP staff members have been tracking curricular service learning since 2007, and while student participation is not as high as it was in 2010-2011, the number of hours has steadily increased because the number of course offerings with a service-learning component have increased. For example, NWCC faculty members also offers a course for high school students that prepares them for college and includes service learning, and because of increased demand, NWCC offered an additional section last spring. Table 5

shows the ebb and flow of participation with curricular service learning. SLP staff members do not track the number of course offerings, and when numbers are reported, faculty members may combine reporting for multiple courses.

Table 5

Annual Academic Service-Learning Participation Data

	2007 to 2008	2008 to 2009	2009 to 2010 ^b	2010 to 2011	2011 to 2012	2012 to 2013
Number of faculty ^a	25	27	37	34	26	30
Percent of full-time faculty	13%	14%	19%	17%	13%	15%
Number of disciplines	16	14	23	22	18	17
Number of students (of ~20,000 population)	698 3%	1,060 5%	1,513 8%	1,572 8%	1,166 6%	1,426 7%
Total number of hours	5,451	8,200	9,758	9,758	11,510	13,218
Average hours per student	7.81	7.74	6.45	6.21	9.87	9.27

^aFaculty members are not required to report hours. ^bFaculty cohort program ended at the beginning of the 2009-2010 academic year. Data provided by SLP manager as reported by faculty members.

The SLP office does not track cocurricular service learning, and there may be curricular service-learning activities about which SLP staff members are unaware.

Based on students' comments, many cocurricular service-learning opportunities exist at NWCC, and students who participated in the discussions were actively involved in several clubs. Rosanna stated, "Volunteering has been a great way to be useful, to meet new people, to get an idea of what I like and don't like for a career, and just to feel a part of a group." In response, Victoria stated, "Every hour I spend at home doing nothing

to me is a waste of time. It is time I could spend out there on someone who needs it, that is how I feel.” Students felt that service-learning activities were a valuable use of their time.

Despite continuing cuts in funding for the service-learning programs, service-learning opportunities abound on NWCC’s campus in classes, in cocurricular programs, and with student clubs. It is the connections between these different types of service-learning opportunities that may be challenging for Mary and Amy in the years to come. The SLP program provides liability waivers that each student performing community service should complete; however, Amy believes that in previous years, completing liability waivers was never a priority, and she wants to change that. Students in the discussion group all reported completing liability waivers for their service-learning activities. As the number of students and community partners increases, NWCC may want to consider implementing a standard process for service-learning participation and reporting.

Curricular service learning and the relationship between SLP and academics. Amy expressed concern about the lack of campuswide coordination for curricular service-learning opportunities. According to Amy, she asks students to complete the liability waiver forms “to the best of our ability.” During the middle of every quarter, Amy sends an email to all faculty members introducing herself, explaining SPL’s purpose, urging faculty member to have students engaged in service-learning activities complete liability waiver forms, and asking faculty members to complete online tracking reports. While many faculty members have used the forms and reports for years,

they generally wait for Amy's email. Amy added that "when I reach out to them, that's when I start getting stacks [of completed liability waivers] back from the faculty."

Both Amy and Mary would like there to be more communication about curricular service-learning requirements in course descriptions. Amy reported that she watches for emails and campus communications about service learning, and she contacts the related NWCC staff about the information. Amy described her position as being "in charge of service learning on campus, and what it looks like is kind of just being in constant contact with professors and following up with them about, 'Are you doing service learning?' 'What does it look like?'" In contrast, Mary believed that curricular service-learning participation previously was listed with course descriptions in the course catalog, and students would know of that requirement before attending courses. Mary believed that most students know which classes have a service-learning component "by word of mouth." However, some students, like Angelica, did not know there was a service-learning requirement until she took the course. One of Mary's goals is to have the service-learning requirements added back into the course descriptions.

The tracking sheets are an important communication tool because they allow the college administration to know how many disciplines, students, and hours have been contributed to the local community. The tracking sheets also allow the SPL staff to keep track of organizations in the community that have collaborated with the college. Amy added:

That gives me a chance to look at that list and follow up with the nonprofits on my own and sort of say, “How was this experience for you? Was it good? Was it bad? Can I talk to the professor about something that maybe they were missing?”

Amy has learned that she also needs to ask her community partners every term whether or not they have had NWCC students participate in service. She noted, “I also follow up with our non-profits, asking them, Have you had a NWCC class here? Do you remember who it was? Can I have the professors’ names so I can be in touch with them?” Amy and the work-study assistants try to be vigilant in developing solid, professional relationships with the community partners.

Thus, NWCC is developing a first-year experience program that will include a service-learning requirement at the beginning of a student’s first term, and that may allow students to know about service-learning opportunities and become more involved during their college careers. Both Amy and Mary believed that most students accidentally become involved in service learning because of a specific course experience, and some students only become involved during their final term with a capstone service-learning project.

Relationship between NWLP, student programs, and clubs. Since the reorganization of managerial positions several years ago, the NWLP program has been less active than it was when Gail was the full-time manager. Students in NWLP have participated in SLP service events during breaks between the terms through word of mouth, but there has been little official leadership development for the students within the NWLP program. Mary has had discussions with the city’s volunteer coordinator, and

Mary's goal is to reshape the NWLP program so that it is focused on long-term commitments, leadership development, and service in the community. While the SLP program is more about one-time or one-term commitments, Mary envisions student leadership teams leading and coordinating community service-learning activities throughout the year. Students within the NWLP program would develop an informal contract with Mary that included individual goals, and Mary believes that "if they completed it, then they would get the PVSA. You'd get people back in that program because we'd get them committed to it again." The informal contracts would help with leadership development.

NWLP is just one of NWCC's programs that regularly provides service-learning activities. There are also institutionalized programs for leadership development and the honor society, and the college refers to these as cocurricular programs. Additionally, several student clubs, such as the American Sign Language, environment, and foreign language clubs perform service in the community. There appears to be no coordination and little communication between NWCC's service-learning programs and student clubs. Mary stated, "Sometimes we try to encourage them [student clubs] to participate, although they don't." Programs are led by full-time NWCC employees, and student clubs are led by students. Mary noted that she "tried to reach out to those students who are running clubs when I have different events that I think they might be interested in helping out on. I almost never get a response back."

The SLP staff tries to promote all service-learning events, but they do not cosponsor events with other NWCC programs or student clubs. Service hours for

programs and clubs is not tracked or reported through SLP's online tracking system.

"We never include clubs in our reporting," Mary stated. The SLP's liability waiver forms may or may not be used by students in clubs or programs when performing service in the community. Students who perform community service through cocurricular programs and clubs are not invited to NWCC's spring recognition ceremony. Mary added, "Sometimes the faculty brings their students, so faculty are involved in the recognition ceremony, and students who have participated through class, but, not clubs."

Campus support and funding. Amy was hired to replace Mary because Mary accepted a full-time position in the career department. Mary's new position is focused on working with employers and helping students find employment; therefore, Mary now volunteers her time with the NWLP program. To accompany students on the weeklong alternative spring break service-learning experience, Mary will be required to use vacation time. Her coadvisor, Tom, accompanied students because, as a faculty member, he had the ability to travel with the students during spring break without using vacation time.

Mary appears to be in a position similar to Gail's position a few years ago. Gail continued to work with NWLP after moving to a different position because, as Mary said, "she didn't want it to get lost." After the first year, Mary stated that Gail "decided that it was no longer necessary that she do that. It wasn't really part of her responsibilities and she didn't feel that she wanted to take on that extra work anymore." Already, Mary seems somewhat stressed by her inability to make changes within the NWLP program. She noted, "I haven't had the time because it is not a part of my job and my normal 40 hours a

week. That would mean that I would have to do a lot of work on the weekend, which is fine, I do that all the time.” While Gail worked with NWLP for one year after moving to a new position, Mary did not express any desire to stop working with the program.

Even though Amy is new to her job, she already knows that there is much more to do than she and her two work-study students can accomplish within their work schedules: “Maybe now that they think the faculty are well enough established in doing [service learning] that I can still be part time and they really don’t need that support that they used to.” Regarding NWCC’s service learning, Amy stated, “I’m part time right now, and the service-learning piece had to become a smaller part of what I do” within the career department. The addition of the first-year experience will add to Amy’s service-learning workload.

Planning and coordinating service events in the community takes time. During the past year, SLP staff coordinated a number of successful community service events. For the winter break service days, Mary allowed her work-study students to plan several days of activities, and they had so many volunteers that they added service locations and shifts so that everyone could participate. Mary said, “I think, maybe 15 or so people signed up, but they were only able to take something like 7 because of the location.” Another event, Mary noted, “was so popular though, that I had to open a second location.” About the winter service days, Rosanna recalled, “there was a huge reception, and every event had more than enough people.” Planning and staffing events takes time; however, students are participating.

Discrepant Data

All participants in the study expressed positive opinions about service learning on NWCC's campus. Participants report no negative expressions about the programs, coordinators, or service-learning experiences. In fact, student participants were enthusiastic about their service-learning experiences. For example, Samantha stated:

One of the biggest things we do is have carwashes and garage sales to fundraise for the homeless project. Every year after the summer months we go shopping for various items that people may need like sleeping bags, tarps, hygiene stuff, flashlights, etc... right before Christmas we put the bags together and then go to the tramp camps or wherever people are living outside and hand them out. It is very gratifying.

Perhaps different participant selection criteria may have included students in this study with varying opinions; however, participants in this study provided no discrepant viewpoints about service learning.

The two service-learning coordinators emphasized that the college made distinctions between curricular service learning within SLP, cocurricular service learning within NWLP, and cocurricular service learning with student clubs and organizations, but none of the students mentioned this distinction. From the students' perspectives, service learning was related to helping in the community and reflecting on the service performed.

From my perspective, though, the fact that NWCC staff members do not track their service-learning activities and community partners perplexes me. The inclusion of only curricular service-learning activities in the reporting is also confusing because

student participants indicated no distinction between curricular and cocurricular service-learning experiences.

Evidence of Quality

In this study, I triangulated data between document reviews, campus and Internet observations, NWCC staff interviews, and a student group discussion. I also completed summary forms, documented field notes, and maintained a research journal.

Triangulation of data sources helped me reduce bias as indicated by Merriam (2009) and Patton (2002). At the end of data analysis, I emailed a summary of my tentative findings to all study participants asking them for feedback on the accuracy of my findings. One of the coordinators replied with feedback to clarify which service-learning opportunities were organized through which service-learning program. The other coordinator agreed to those changes, and two students emailed acceptance of the revised summary of findings.

During this study, I adhered to the data collection protocols. I conducted the interviews using the semi-structured interview guide as shown in Appendix C, and the semi-structured approach allowed me to maintain control of the interview with a focus on the research questions. I presented the online discussion questions as shown in Appendix E and followed the timeline outlined in Appendix D. I personally transcribed and coded all data using Creswell's (2009) spiraling technique and Bazeley's (2009) describe, compare, and relate approach, which allowed me to build on previous knowledge and seek clarification on new information as I received it. Throughout the data collection and analysis process, I used the research questions and *a priori* guide, as shown in Appendix G, to align the constructed categories and emergent themes with the research questions.

In relation to transferability, I included a detailed description of the research site, so that readers of this study may determine to what degree this community college is similar to other community college campuses. The more similar a campus is to NWCC, the more transferable the results might be. I also included participants who had been involved in both curricular and cocurricular service-learning experiences to further help with transferability.

My on-going analysis of the data allowed me to remain objective and to identify connections and triangulate information with other data elements. By focusing on each data element, I was not overwhelmed with too much information. I used my data coding sheets to identify new information, and I used my journal to keep track of my thoughts. This organization helped me remain focused on the research questions, which in turn allowed me to minimize bias; according to Yin (2009), focusing on the research questions helps with the reliability of these results.

Summary

The purpose of this qualitative case study was to describe institutionalized service learning on one community college campus. Study participants included two NWCC college employees involved with service-learning programs and five NWCC students who were over 18 years old and had participated in curricular and cocurricular service-learning activities within the last year. The interviews, online discussions, document reviews, and campus and Internet observations provided thick, rich descriptions of service learning on NWCC's campus. The evidence demonstrated how service learning was structured, supported, and operated on NWCC's campus. Institutionalization of

service learning has allowed faculty members, programs, and student clubs to implement curricular and cocurricular service-learning activities in many forms across NWCC's campus. Curricular service learning is based in the SLP, and other service-learning activities are strewn in a web-like fashion across the campus. Based on my research, I will interpret the findings as they relate to student success, service learning, and institutionalization in Chapter 5. This research study has also provided me with insights about implications for social change, recommendations for action, and suggestions on future research, and I will discuss those topics in the final chapter.

Chapter 5: Interpretation of Findings, Implications, and Recommendations

This chapter includes my interpretation of the research findings, implications for social change, and recommendations for action and future research. Service-learning activities are best understood through reflection, and, therefore, I have included my reflections on the study before the conclusion. The purpose of the study was to describe institutionalized community college service learning on one campus. The central research question was “How is institutionalized service learning structured, supported, and operated on a community college campus?” I used the conceptual framework of research on student success, service learning, and institutionalization to structure my interpretation of the findings. The related research questions were as follows:

- Who is involved in service-learning experiences, and what are their roles and responsibilities?
- How are service-learning opportunities communicated to students on campus?
- What processes must students go through to begin and complete service learning?

I used a qualitative descriptive case study design to describe service learning on a community college campus in the Pacific Northwest. For this descriptive case study, I collected data from multiple sources. I reviewed online documents, observed the college’s online websites and social media sites, interviewed two service-learning coordinators, and observed the campus to gain an understanding of service learning before moderating an online discussion with students. The service-learning coordinators helped me identify students to participate in the online discussion who met the eligibility

requirements of being involved in service learning at the college for at least one term during the last year and being over 18 years of age. The coordinators identified 12 students who were invited to participate in a secure online discussion; of the 12 potential participants, 7 students completed the online consent forms, 6 students enrolled in the discussion forum, 1 student was not active with the discussion group, and 1 student withdrew from the study.

At the first level of data analysis, I personally transcribed, coded, and categorized all data sources. At the second level of data analysis, I examined the data elements across all sources for emergent themes and discrepant data, and this analysis formed the findings of this study. Finally, I provided a summary of the tentative findings to all research participants as a form of member checking. One of the service-learning coordinators provided me with a few modifications via email, and the other coordinator approved those changes. Two of the students sent me an email acceptance. All participants declined my invitation to meet face-to-face for follow-up discussions.

Chapter 4 included results of this study in relation to the central research question concerning how service-learning activities were structured, supported, and operated on NWCC's campus. The findings showed that service learning is institutionalized at NWCC. The findings also answered the related research questions about the roles and responsibilities of the people involved, communication methods, and processes in implementing service learning on the campus.

Interpretation of Findings

I developed the research questions based on a conceptual framework of research about student success, service learning, and institutionalization. As a high-impact practice, service-learning activities have the potential to engage students, and research has shown that engaged students persist in college through graduation (Engstrom & Tinto, 2008; Karp, Hughes, & O’Gara, 2008; Scrivener, et al., 2008; Simonet, 2008). My interpretation of the findings is organized according to the conceptual framework and current research in order to build a solid foundation for future research.

Findings Related Student Success

Community college administrators analyze data sources and campus procedures to determine methods that may result in the retention of more students through graduation. The National Center for Education Statistics (2010) found that community college graduation rates (22%) were much lower than those of 4-year colleges and universities (57%). The college in this study, Northwest Community College (NWCC), has about a 20% completion rate, which puts the college in the upper-range of the Pacific Northwest data cited by Complete College America (CCA, 2011a, 2011b, 2011c), as shown in Table 1. NWCC’s graduation is slightly below the national average.

Another challenge for community colleges is that many of their students enter college without college-level skills that would enable these students to be successful (Bettinger & Long, 2009; Daiek, Dixon, & Talbert, 2012; Zeidenberg, Jenkins, & Calcagno, 2007). Not only are many community college students unprepared for college-level coursework, but many of those students do not have parents who attended college

(Ayers, 2010; Gibson & Slate, 2010); therefore, these first-generation students lack parental guidance for success in college. The average age of NWCC's student body is 30, and only about 30% attend college full time. CCA found that nontraditional students who attend part time complete college at much lower rates than those students who attend full time (CCA, 2011a, 2011b, 2011c). Based on CCA's reports, NWCC's students face many challenges to completing their degrees.

Both service-learning coordinators and two students mentioned the college administrators and college president's commitment to service learning on NWCC's campus. My document review confirmed that the college president has consistently included a reference to service learning in his annual presentation. The goal of NWCC staff members is to reform their college into a learning college, and as a result of this effort, they have developed college-wide learning outcomes. NWCC staff members continue to build a supportive learning environment that Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) found helped retain students through graduation.

In their study of student success at 20 four-year colleges and universities, Kuh, Kinzie, Schuh, Whitt, and Associates (2010) found that a campuswide approach was required for students to succeed. Other studies confirmed that a campuswide approach for retention was needed (Giltner, 2012; Nix & Michalak, 2012; Plageman, 2011; Talbert, 2012). On NWCC's campus, service learning is incorporated in courses and within student clubs' activities; in addition, two formal service-learning programs coordinated by NWCC staff have been established. Curricular service learning was offered in 17 disciplines during the 2012-2013 academic year, as shown in Table 5, and while the

number of disciplines has decreased in the last few years due to budget reductions, the number of hours reported has increased.

Kezar (2005, 2006) and Kezar and Lester (2009) found that student success also required campus personnel to develop and maintain internal and external networks. For this study, the service-learning coordinators maintained regular communication with students, faculty members, and community partners. Communication strategies included emails, bulletin boards, displays on campus monitors, a website, Facebook, Twitter, and phone calls to community partners. Each fall, the community partners have been invited to set up a display table on the campus as a way to share their organizations' purposes. Each spring, NWCC holds a recognition ceremony for faculty members and students who have participated in curricular service-learning experiences; community partners are invited and thanked during the recognition luncheon. The recognition luncheon also provides an opportunity for students, community partners, faculty members, and the college administration to communicate informally.

Several studies determined that when students were actively engaged with their studies, the students were more likely to remain in college and complete their college degrees (Astin, 1993; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010; Pace, 1982; Pascarella & Terenzini, 2005; Tinto, 1997). In their research with 20 four-year colleges and universities, Kuh et al. (2010) found that student engagement was one of the most important components of student success. The purpose of this study was not to assess student engagement, but

nevertheless, student participants mentioned engagement with their service-learning experiences.

Student engagement, as defined by the Center for Community College Student Engagement (CCCSE, 2010), is “how engaged students are with college faculty and staff, with other students, and with their studies” (CCCSE, 2010, p. 7). Students in this study mentioned being engaged with those they were serving, campus coordinators, volunteers, other students, and faculty members. CCCSE defined engaged learning as “small group work and student-led activities” (CCCSE, 2010, p. 3). Most of the service-learning experiences mentioned by the student participants involved teamwork, cooperation, and students taking or sharing leadership at various times.

In a 2012 CCCSE (2012) study, it was reported that 77% of the study’s participants had not participated in a community-based project, which would indicate that the majority of first-year students had not been exposed to service-learning opportunities. Both service-learning coordinators mentioned that NWCC students generally became involved in service learning accidentally by enrolling in a class with a service-learning requirement. The coordinators also noted that many students did not have a service-learning experience until the final capstone course. In the fall of 2013, NWCC will initiate a first-year student program that includes a service-learning component during the first 2 weeks; consequently, students will receive exposure to service learning at the beginning of their studies at NWCC.

Findings Related to Service Learning

In this study, I sought to determine how institutionalized service learning was structured, operated, and supported on NWCC's campus. I did not assess academic learning, evaluate grades earned in courses with curricular service learning, or assess levels of persistence and retention; nevertheless, I found evidence that service-learning activities built connections between students and other people as well as created learning environments.

While the sample size was small, all student participants mentioned the connections they made with faculty members, college coordinators, other students, volunteers, and those served during their service-learning experiences. Research by Karp, Hughes, and O'Gara (2008) showed that student integration with these types of academic and social structures resulted in student persistence through graduation. Tinto (1975) defined persistence as "the individual's integration into the academic and social systems of the college that most directly relates to his continuance in that college" (p. 96). Curricular and cocurricular service-learning activities combine the formal and informal social systems mentioned in Bringle, Hatcher, and Muthiah's (2010) study because of interactions with other people that occur during the activities.

As a form of experiential learning, service-learning activities at NWCC encouraged students in this study to build connections not only with others involved, but also with their learning in positive environments (Dewey, 1933, 1938; Kolb, 1984). Two students stated that they were surprised by the amount of teamwork and collaboration during their activities. In their study to document effective educational practices, Kuh,

Kinzie, Schuh, Whitt, and Associates (2010) defined service learning as one approach to retain students. Students in this study also looked beyond degree completion and mentioned connections between their individual service-learning experiences and their future career aspirations.

Most of the student participants in this study had been involved in multiple cocurricular service-learning experiences. The students' comments about their activities showed their eagerness to talk with community members of various ages who had different backgrounds and experiences. This ability to understand difference was found in Keen and Hall's (2009) longitudinal study of the Bonner Scholars, and it is one benefit of sustained involvement with service-learning experiences. In another study, Gutierrez, Reeves-Gutierrez, and Helms (2012) found a positive relationship between those students who participated in cocurricular service-learning activities and degree completion. Students in this study did not distinguish between curricular and cocurricular service-learning activities, and for them, participation was about the service to and connections with those in their community.

Reflection activities. Student participants stated that the reflection activities were most valuable component of their service-learning experiences. Students in Baron and Schultz-Jones' (2013) and Largent's (2013) studies also found that reflections had the most value. The student participants in this study echoed Bringle and Hatcher's (1999) findings that reflections allow students to resolve confusion, discord, and doubt in order to make meaning on their experiences. The student responses about reflections that

helped them understand their service-learning experiences were given freely without any prodding from me.

Relationships with community partners. This study did not include community partner participants. Many studies cited in Chapter 2 found that the efforts campus leaders made to maintaining relationships with community partners was one of the strengths as well as one of the biggest challenges because communication takes time (Clayton, Bringle, Senor, Huq, & Morrison, 2010; Fitzgerald, 2009; Heiselt & Woverton, 2009; Maran, Soro, Biancetti, & Zanotta, 2009; Mensel, 2010; Reynolds & Ahern-Dodson, 2010; Shrader, Saunders, Marullo, Benatti, & Weigert, 2008). NWCC's SLP coordinator mentioned her ongoing challenges and responsibilities maintaining these contacts because faculty members and student club participants were not required to coordinate service-learning experiences through her department. Kezar (2005, 2006) found that coordinating collaborative efforts was critical in maintaining relationships for higher education institutions. The SLP coordinator stated that she and the work-study students were vigilant in reading emails and looking for notices about service-learning activities on campus so that they could connect with faculty members and community partners to strengthen those relationships and alleviate any problems.

Findings Related to Institutionalization

Institutionalized concepts, such as service learning, are "routine, widespread, legitimate, expected, supported, permanent, and resilient" (Kramer, 2000, p. 17). Furco (2002) believed that institutionalized ideas, concepts, and programs became woven into the "academic fabric" of the college (p. 40). Service learning on NWCC's campus were

found within the two formal service-learning programs (SLP and NWLP), in academic courses, within student club activities, and in other college programs. Several studies found that institutionalization was the most efficient and effective method of integrating service learning throughout the campus (Bringle & Hatcher, 2000; Furco, 2002; Jeandron & Robinson, 2010; Prentice, 2002). NWCC's 2012-2013 report on curricular service learning identified 17 disciplines with service learning. This report did not include cocurricular service learning, and student participants identified many student clubs that regularly participated in service-learning activities on campus and throughout the local community.

In a visit of campuses with service learning, Gray (2000) found that administrators could provide a solid foundation for institutionalized service learning by providing funding, staffing, and adequate space. Both the SLP and NWLP are within the career department. Funding and staffing for SLP is through the career department, and funding for NWLP comes through the associated student government budget. Staffing for NWLP is through the career department and one academic department. The original hiring of the full-time coordinator and the creation of a service-learning department came about through grant funds. In Young, Shinnar, Ackerman, Carruthers, and Young's (2007) study, they found that dependence on grant funding would not be adequate to sustain institutionalized service learning on college campuses; they suggested a mixed funding strategy. NWCC has a mixed funding strategy combining general fund money with student fee funding.

Staffing includes two part-time service-learning coordinators within the career department, and a faculty member assists with the NWLP alternative spring break service event. Office space is provided for both coordinators; however, in NWCC's career department, visitors are required to check-in at the front desk. The official space for the service-learning programs is somewhat hidden within the career department. SLP maintains two bulletin boards in the hallways outside the career department, and one bulletin board right outside the cafeteria contains many flyers about upcoming service-learning opportunities. Students and coordinators stated that the board is used by many students to learn about upcoming activities.

Limitations of the Study

This study is limited by the scope of the study, which was one campus, and my abilities as the sole researcher. Within this study, the campus and participants have been clearly described so that readers may determine similarities. Data collection and analysis was conducted professionally without researcher bias.

Implications for Social Change

This study described institutionalized service learning on one community college campus. The study sought to answer questions about how service learning was structured, supported, and operated on a community college campus. The findings show that NWCC's service-learning activities helped engage students in educational environments that built connections and pathways for student success as consistent with previous service-learning research (Bringle, Hatcher, & Muthiah, 2010; Conway, Amel, & Gerwien, 2009; Leimer, Yue, & Rogulkin, 2009). From the service-learning

coordinators' perspectives, clear distinctions exist between curricular service learning that is reported to SLP, NWLP's service learning and leadership development program, and the other cocurricular programs and student clubs. However, this distinction was not mentioned by the students. The students' perspectives were primarily about helping in the community and providing service to others; however, they also mentioned how service-learning experiences helped with their careers.

Community colleges include non-traditional students with diverse backgrounds. Service-learning experiences are high-impact practices (Kuh, 2008; Kuh, Kinzie, Schuh, Whitt, & Associates, 2010) that may help engage students with previously unknown populations in their communities and help change attitudes and opinions, as found in Keen and Hall's (2009) study of the Bonner Scholars. The key component for community colleges is getting students involved with service learning. Gray (2000) found that low rates of participation in service learning might be because students are unaware of the activities. All study participants also mentioned the importance of communication for connecting students with service-learning opportunities.

The positive social change that may result from institutionalizing service learning on a community college campus is a more engaged student population. Engaged students build more connections with campus personnel and other students, learn better, have more positive attitudes, and persist in college through completion (Engstrom & Tinto, 2008; Karp, Hughes, & O'Gara, 2008; Pascarella & Terenzini, 2005; Scrivener, Bloom, LeBlanc, Paxson, Rouse, & Sommo, 2008; Simonet, 2008; Tinto & Love, 1995; Zhao & Kuh, 2004). An engaged student population would create a healthy campus environment

and help community colleges increase graduation rates to meet President Obama's challenge of 5 million more graduates by 2020 (The White House, 2009, 2013).

Recommendations for Action

The findings of this study suggest several recommendations for action for those campus leaders who work at community colleges. These suggestions come from the findings related to my analysis of documents, observations, interviews, and study participants' comments. As a high-impact practice, service learning may engage students with their learning and build connections with people on campus and in the community. As campus personnel seek ways to expand awareness of and involvement in service-learning activities, I make these recommendations:

1. Develop a formal student program that incorporates leadership development and service-learning experiences. At NWCC, the redesign of the NWLP program could allow their student leader teams to assume more control of the day-to-day service-learning communications and activities. These students could become leaders on campus and in the community to promote service-learning participation.

2. Implement a campuswide process for service-learning document processing, such as the liability waivers at NWCC. From a risk standpoint, students and faculty members should complete liability waivers before service-learning activities begin rather than afterwards.

3. Expand and improve online communication about service learning. Many of today's students are actively engaged with their peers online. By developing a technology friendly, online environment, the younger generation could be more

connected, which could increase awareness of activities and participation. At NWCC, SLP should consider putting evaluations and liability waivers as interactive online forms to encourage completion. SLP may also want to consider creating Facebook events to publicize and track participation for upcoming service-learning events.

4. Develop a campuswide definition of service learning to differentiate service (without reflection activities) and service learning (with formal reflection activities) so that everyone understands the difference. The service-learning coordinators at NWCC see a difference between service learning within the formal programs and other service learning on campus; however, the students do not understand the difference.

5. Standardize reporting of service-learning hours and experiences to include cocurricular programs and student clubs who have service-learning activities. This reporting would facilitate academic and student affairs collaboration, and it would expand the internal network and recognize existing service learning that is already connecting the college with the local community.

6. Provide opportunities for celebration and sharing. This type of activity could be informal, and it would help build connections. At NWCC, the community partners have an opportunity to come to campus once in the fall for the community partner fair and once in the spring for the recognition. Students have only the spring recognition event as an opportunity to come together.

My plans for dissemination of this research include submitting article proposals to peer-reviewed journals and presentation proposals for service-learning conferences. In the near future, I will be presenting to small groups of students and faculty members on

community college campuses in the United States about service learning and student engagement.

Recommendations for Further Study

During my literature review for this study, I found that service-learning research on community colleges is limited (Taggard & Crisp, 2011). Existing service-learning institutionalization research is primarily quantitative in nature (Bringle & Hatcher, 2000; Furco, 2002). Future descriptive qualitative case studies on community college campuses in different areas of the country and with larger and smaller populations would help build knowledge about how institutionalized service learning is structured, supported, and operated on other community college campuses. Comparative case studies could compare and contrast community college approaches to institutionalized service learning to learn more about how concepts work on different campuses to engage students.

This study found that the student participants were positive about their service-learning experiences, and a larger student participant group would potentially provide confirming and discrepant data that could help determine approaches for community college student engagement. A possible research approach that would target a larger student participation base would be descriptive case studies of students within one community college program, one service-learning course, or one cocurricular student club. Other studies could be conducted on campuses with more electronic communication or more collaboration with student clubs and organizations.

Studies have shown that many community college students come unprepared for college-level coursework (Ayers, 2009; Gibson & Slate, 2010; Kuh, Kinzie, Buckley,

Bridges, & Hayek, 2006). This lack of preparedness creates a disadvantage for the students, and engagement could help retention, which would lead to completion.

Ethnographic or biographical studies would provide information about specific groups (i.e., displaced homemakers, veterans, single parents, low-income) or individuals and their experiences with service learning during their community college years. Finley and McNair (2013) found a need for more research about underserved students' participation in high-impact activities. Understanding these students' challenges and needs would help community colleges learn how to develop service-learning opportunities that would attract and engage specific student populations.

Researcher Reflections

My experience with instruction and community service goes back nearly 30 years, and I have been involved with curricular service learning for about 13 years. Currently, I teach part time at a community college without institutionalized service learning. Faculty members on my campus include service learning at their discretion as a part of our academic freedom. My decision to research institutionalized service learning was because I wanted to understand how service learning functioned for students on community colleges that had formal, campuswide programs.

My initial research for this study was through document review, and based on the materials I found online, I believed that my research college had a structured program that functioned in a specific manner for all students on their campus. It was after the interviews with the campus coordinators and my first campus observation that I realized service learning had many different interpretations on their campus. Based on the

interviews, I felt confident that there were two distinct service-learning programs for curricular and cocurricular service-learning opportunities. I was also confident that any type of service-learning activities associated with student clubs was outside the institutionalized programs.

In my spiraling data analysis, I was trying to put things in neat boxes for the structure and operation of service learning. I became frustrated that so many service-learning activities seemed to be “outside” the two official institutionalized programs (SPL and NWLP). When students started commenting in the online discussions, I realized that for the students, none of these programs, clubs, or structures mattered. The students were interested in the logistics, times, and types of service. The reflections afterwards were important, of course, and two students mentioned reflections, but any formal definitions of service-learning experiences was less important. The student participants made no distinction between curricular, cocurricular, or club-related service-learning experiences.

As I took a step back, I realized that service learning for the students in this study was about the activities. These service-learning experiences built connections and engaged students with their peers, faculty members, college, and communities. The students were even unclear about whose waivers and forms they were required to complete; they just did them. Unfortunately, only a small sample size of students participated in my study. However, for those students and engagement, it was about the service-learning activities, the reflections, and the intrinsic perceived value of the service rather than the structure, support, and operation.

I experienced several frustrations during the study, and the primary one was the poor response of student participants and student participation. Using the literature as a guide, I expected students to prefer the online format rather than a face-to-face discussion group. I expected students to be enthusiastic about participating in my study, and I expected students to reply promptly to emails and discussion postings. Even though the service-learning coordinators identified 12 potential participants (half of my desired minimum), five of those students never replied to any of our email invitations to complete the online consent form. One student completed the online consent form twice, but then the student failed to return emails or accept the invitation to the online discussion.

Student postings were not as thorough as the literature suggested (Eun-Ok & Wonshik, 2008; Kidd, 2011). Several of my open-ended follow-up questions seeking clarification were ignored or briefly answered. Looking back at the data that I received from the students, it paints a picture from the intentionally nominated students' perspectives, but I had anticipated differing perspectives and maybe even some negative service-learning experiences. I wanted a vast quantity of rich, thick data from the students; I wanted differing perspectives and more discrepant data.

Finally, I have tried my best to remain neutral and allow the data to tell the story of institutionalized service learning. This qualitative research has tested my patience. The research challenged my tenacity to continue with the process of data collection and analysis in order to understand service learning on this campus. I have learned that programs and organizational structures are not always as they appear online, and different

perspectives do provide a better overall representation of the case at hand. Had I only used the interviews with the service-learning coordinators, I would have had very different findings. Students, who are one of the main reasons for service learning, are very happy with how service learning functions on NWCC's campus, and therefore, I am content with the results of this study.

Conclusion

My literature review showed that empirical research about community college service learning is limited. As community colleges are looking for ways to engage students, college administrators and campus personnel should consider activities that are already a part of their campus structure, such as service learning. As reported by the American Association of Community Colleges, 60-70% of the community colleges have some form of service learning on their campuses (Jeandron & Robinson, 2010, p. 4). Institutionalized concepts add value and increase buy-in and participation (Bringle & Hatcher, 2000; Furco, 2002). Perhaps college personnel believe, as I once did, that institutionalization requires large staffing and increased costs. This study shows that institutionalization requires support from the college, but institutionalization is more about the structure and operation than formal titles and departments. Students in this study became involved with service-learning activities to provide service to others, and they became engaged with other students, college personnel, and those they served in the communities. Students also found that service learning was a way for them to learn about themselves and their future careers.

As a high impact practice, service learning engages students. Service learning is already on the majority of community college campuses in some form.

Institutionalization provides value in the eyes of students, campus personnel, and community members. The primary component that community colleges need to institutionalize service learning is a faculty member or college staff member with passion and vision to champion the service-learning opportunities.

References

- American Association of Community Colleges. (2013a). *About community colleges*. Retrieved from <http://www.aacc.nche.edu/AboutCC/Pages/default.aspx>
- American Association of Community Colleges. (2013b). *Grantee colleges*. Retrieved from <http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/colleges.aspx>
- American Association of Community Colleges. (2013c). *Students at community colleges*. Retrieved from <http://www.aacc.nche.edu/AboutCC/Trends/Pages/studentsatcommunitycolleges.aspx>
- American Association of Community Colleges. (2013d). *Service learning*. Retrieved from <http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx>
- Andres, F., Lang, J. B., & Lovejoy, R. (2004). Service learning: Education through action. *Community College Journal*, 75(1), 22–25. Retrieved from <http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx>
- Astin, A. W. (1993). What matters in college? *Liberal Education*, 79, 4–15. Retrieved from <http://www.aacu.org/liberaleducation/index.cfm>
- Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251–263. Retrieved from <http://cshe.berkeley.edu/events/seru21symposium2005/papers/sax2.pdf>
- Ayers, D. F. (2009). Institutional contradiction in the community college. *Community College Review*, 37(2), 165–184. doi:10.1177/0091552109348042

- Ayers, D. F. (2010). Putting the community back into the college. *Academe*, 96(3), 9-11.
Retrieved from
<http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/ayer.htm>
- Baron, B. K., & Schultz-Jones, B. (2013). *Service learning in action: Integrating reflection to deepen the educational experience*. Paper presented at the iConference 2013 Proceedings, iSchools. doi:10.9776/13154
- Bazeley, P. (2009). Analysing qualitative data: More than “identifying themes.” *The Malaysian Journal of Qualitative Research*, 2, 6-22. Retrieved January 26, 2013 from <http://www.myqra.org/journal>.
- Berson, J. S., & Younkin, W. F. (1998). *Doing well by doing good: A study of the effects of a service learning experience on student success*. Paper presented at the 23rd Annual Meeting of the Association for the Study of Higher Education, Miami, FL. Retrieved from <http://www.eric.ed.gov/PDFS/ED427568.pdf>
- Bettinger, E. P., & Long, B. T. (2009). Addressing the needs of underprepared students in higher education: Does college remediation work? *Journal of Human Resources*, 44(3), 736–771. Retrieved from <http://uwpress.wisc.edu/journals/journals/jhr.html>
- Bradley, P. (2012). Get results, get paid. *Community College Week*, 24(14), 6–8.
Retrieved from <http://www.ccweek.com/news/articlefiles/2931-CCW022012-AllPages.pdf>

- Braxton, J. M., Jones, W. A., Hirschy, A. S., & Hartley, H. V. (2008). The role of active learning on college student persistence. *New Directions for Teaching and Learning, 115*, 71-83. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0768](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0768)
- Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning of experience. *Educational Horizons, 179*–185. Retrieved from [http://www.westmont.edu/_offices/provost/documents/Curriculum/GE/Workshops/2007 Service Learning Workshop/S-L Workshop- Reflection in Service Learning.pdf](http://www.westmont.edu/_offices/provost/documents/Curriculum/GE/Workshops/2007%20Service%20Learning%20Workshop/S-L%20Workshop-Reflection%20in%20Service%20Learning.pdf)
- Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *Journal of Higher Education, 71*(3), 273–290. Retrieved from <https://ohiostatepress.org/index.htm?journals/jhe/jhemain.htm>
- Bringle, R. G., Hatcher, J. A., & Muthiah, R. N. (2010). The role of service learning on the retention of first-year students to second year. *Michigan Journal of Community Service learning, 16*(2), 38–49. Retrieved from <http://www.eric.ed.gov/PDFS/EJ904633.pdf>
- Brower, R. S., & Berry, F. S. (2006). On the success of AmeriCorps programs in strengthening communities: Evidence from Florida. *International Journal of Public Administration, 29*(10/11), 849-871. doi:10.1080/01900690600770587
- Buchanan, E. A., & Zimmer, M. (2012). Internet research ethics. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy (winter 2012 edition)*. Retrieved from <http://plato.stanford.edu/archives/win2012/entries/ethics-internet-research/>

- Burdman, P. (2009). Sustaining changes that support student success in community college. *New Directions for Community Colleges, 145*, 31–41. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0733](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0733)
- Busher, H., & James, N. (2012). In cyberspace: Qualitative methods for educational research. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 223-237). Northampton, MA: Edward Elgar Publishing, Inc.
- Campus Compact. (2013). *Who are we?* Retrieved from <http://www.compact.org/about/history-mission-vision/>
- Center for Community College Student Engagement. (2010). *The heart of student success: Teaching, learning, and college completion (2010 CCCSE findings)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program. Retrieved from http://www.ccsse.org/publications/national_report_2010/36379tw/CCCSE_2010_exec_sum.pdf
- Center for Community College Student Engagement. (2012). *A matter of degrees: Promising practices for community college student success (a first look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program. Retrieved from <http://www.eric.ed.gov/PDFS/ED529070.pdf>
- Center for Community College Student Engagement. (2013). *A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

- Chesler, M. A., Galura, J. A., Ford, K. A., & Charbeneau, J. M. (2006). Peer facilitators as border crossers in community service learning. *Teaching Sociology*, 34(4), 341-356. Retrieved from <http://tso.sagepub.com/>
- Clayton, P. H., Bringle, R. G., Senior, B, Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service Learning*. 16(2), 5-22. Retrieved from <http://www.eric.ed.gov/PDFS/EJ904630.pdf>
- Cohen, A.M. & Brawer, F.B. (2008). *The American community college*. San Francisco, CA: Jossey-Bass.
- Complete College America. (2011a). *Idaho 2011*. Retrieved from <http://www.completecollege.org/docs/Idaho.pdf>
- Complete College America. (2011b). *Oregon 2011*. Retrieved from <http://www.completecollege.org/docs/Oregon.pdf>
- Complete College America. (2011c). *Washington 2011*. Retrieved from <http://www.completecollege.org/docs/Washington.pdf>
- Complete College America. (2011d). *Time is the enemy*. Retrieved from http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf
- Conway, J. M., Amel, E. L., & Gerwien, D. P. (2009). Teaching and learning in the social context: A meta-analysis of service learning's effects on academic, personal, social, and citizenship outcomes. *Teaching of Psychology* (36). 233-245. Retrieved from <http://teachpsych.org/top/index.php>

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Daiek, D., Dixon, S., & Talbert, L. (2012). At issue: developmental education and the success of our community college students. *Community College Enterprise, 18*(1), 37–40. Retrieved from <http://www.schoolcraft.edu/cce/>
- Dewey, J. (1933). *How we think*. Boston, MA: Heath.
- Dewey, J. (1938). *Experience and education*. New York, NY: Collier Books.
- Engstrom, C., & Tinto, V. (2008). Access without support is not opportunity. *Change, 40*(1), 46–50. Retrieved from <http://www.changemag.org/index.html>
- Eun-Ok, I., & Wonshik, C. (2008). *An online forum as a qualitative research method: Practical issues*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2491331/>
- Eyler, J. (2002). Reflection: Linking service and learning--linking students and communities. *Journal of Social Issues, 58*(3), 517–534. Retrieved March 27, 2013 from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-4560](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4560).
- Eyler, J., & Giles, D. E. (1999). *Where's the learning in service learning?* San Francisco: Jossey-Bass.
- Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service learning on college students, faculty, institutions and communities, 1993-2000: Third edition*. Nashville, TN: Vanderbilt University. Retrieved from <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

- Fingerhut, E., & Kazis, R. (2012). *Tying funding to community college outcomes: Models, tools, and recommendations for states*. Washington, DC: Jobs for the Future. Retrieved from <http://www.jff.org/sites/default/files/TyingFunding2CommColleges-042312.pdf>
- Finley, A. (2011). *Civic learning and democratic engagements: A review of the literature on civic engagement in post-secondary education*. Washington, DC: American Association of Community Colleges. Retrieved from http://www.aacu.org/civic_learning/documents/LiteratureReviewFinleyFINAL.pdf
- Finley, A., and T. McNair. (2013). *Assessing High-Impact Learning for Underserved Students*. Washington, DC: Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/meetings/annualmeeting/AM13/documents/McNairFinleyPP T.pdf>
- Fitzgerald, C. M. (2009). Language and community: Using service learning to reconfigure the multicultural classroom. *Language & Education: An International Journal*, 23(3), 217-231. doi:10.1080/09500780802510159
- Furco, A. (2002). Institutionalizing service learning in higher education. *Journal of Public Affairs*, 6, 39–57. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1479-1854](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1479-1854)

- Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing service learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact. Retrieved from <http://www.servicelearning.org/library/resource/4207>
- Gibson, A. M., & Slate, J. R. (2010). Student engagement at two-year institutions: Age and generational status differences. *Community College Journal of Research and Practice, 34*(5), 371-385. Retrieved from <http://www.tandfonline.com/toc/ucjc20/current>
- Giles, D. E., & Eyler, J. (1994). The theoretical roots of service learning in John Dewey: Toward a theory of service learning. *Michigan Journal of Community Service Learning, 1*(1), 77–85. Retrieved from <http://hdl.handle.net/2027/spo.3239521.0001.109>
- Giltner, T. (2012). At your service. *Community College Journal, 82*(5), 46–53. Retrieved from <http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx>
- Gray, M. J. (2000). Making the commitment to community service. *About Campus, 5*(2), 19–24. Retrieved from <http://www2.myacpa.org/publications/about-campus>
<http://www2.myacpa.org/publications/about-campus>
- Gutierrez, R. S., Reeves-Gutierrez, D., & Helms, R. (2012). Service learning and criminal justice students: An assessment of the effects of cocurricular pedagogy on graduation rates. *Journal of Criminal Justice Education, 23*(3), 356–380.
doi:10.1080/10511253.2011.590514

- Heiselt, A. K., & Wolverton, R. E. (2009). Libraries: Partners in linking college students and their communities through service learning. *Reference & User Services Quarterly, 49*(1), 83-91. Retrieved from <http://rusa.metapress.com>
- Hodge, G., Lewis, T., & Hughes, R. (2001). Collaboration for excellence: Engaged scholarship at Collin County Community College. *Community College Journal of Research and Practice, 25*, 675–690. doi:1066-8926/01
- Holland, B. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning, 4*, 30–41. Retrieved from <http://www.compact.org/advancedtoolkit/pdf/holland-all.pdf>
- Hollis, S. A. (2002). Capturing the experience: Transforming community service into service learning. *Teaching Sociology, 30*(2), 200–213. from <http://tso.sagepub.com/>
- Jeandron, C., & Robinson, G. (2010). *Creating a climate for service learning success*. Washington, DC: American Association of Community Colleges. Retrieved from http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/creating_aclimate_082010.pdf
- Kain, D., & Wardle, E. (2005). Building context: Using activity theory to teach about genre in multi-major professional communication. *Technical Communication Quarterly, 14*(2), 113-139. Retrieved from <http://www.attw.org/>

- Karp, M. M., Hughes, K. L., & O’Gara, L. (2008). *An exploration of Tinto’s integration framework for community college students. (Working Paper No. 12)*. Columbia University: Community College Research Center. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/exploration-tintos-integration-framework.pdf>
- Keen, C., & Hall, K. (2009). Engaging with difference matters: Longitudinal student outcomes of cocurricular service learning programs. *Journal of Higher Education*, 80(1), 51-80. doi: 10.1353/jhe.0.0037
- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, 46(7), 831–860. doi:10.1007/s11162-004-6227-5
- Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *The Journal of Higher Education*, 77(5), 804–838. doi:10.2307/3838788
- Kezar, A., & Lester, J. (2009). Promoting grassroots change in higher education: The promise of virtual networks. *Change: The Magazine of Higher Learning*, 41(2), 44–51. Retrieved from <http://www.changemag.org/index.html>
- Kidd, W. (2011). *Using online communities, wikis and blogs to capture the ‘boundary crossing’ of novice teachers*. Unpublished paper presented at Rethinking Educational Ethnography: Researching On-line Communities and Interactions, Porto, UK. Retrieved from <http://blog.uelconnect.org.uk/warren/files/2011/04/W-Kidd-paper-rethinking-educational-ethnography-Porto-May-20111.pdf>

- Kim, K. A., Sax, L. J., Lee, J. J., & Hagedorn, L. S. (2010). Redefining nontraditional students: Exploring the self-perceptions of community college students. *Community College Journal of Research & Practice, 34*(5), 402–422.
doi:10.1080/10668920701382633
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kramer, M. (2000). *Make it last forever: The institutionalization of service learning in America*. Washington, DC: Corporation for National Service. Retrieved from <http://www.nationalserviceresources.org/filemanager/download/NatlServFellows/kramer.pdf>
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. Retrieved from http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf
- Kuh, G., Kinzie, J., Buckley, J., Bridges, B., & Hayek, J. (2006). *What matters to student success: A review of the literature*. Retrieved from https://nces.ed.gov/npec/pdf/Kuh_Team_Report.pdf
- Kuh, G., Kinzie, J., Schuh, J.H., Whitt, E.J. & Associates. (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Largent, L. (2013). Service learning among nontraditional age community college students. *Community College Journal of Research and Practice, 37*(4), 296-312.
doi:10.1080/10668920903527100

- Leach, T. (2009). Maybe I can fly: Nurturing personal and collective learning in professional learning communities. *Pastoral Care in Education, 27*(4), 313-323. doi: 10.1080/02643940903349328
- Leimer, C., Yue, H., & Rogulkin, D. (2009). *Does service learning help students succeed? Assessing the effects of service learning at California State University-Fresno* (p. 18). Fresno, CA: California State University-Fresno. Retrieved from https://www.fresnostate.edu/academics/oie/documents/documents-research/sl_%202009_assess_full.pdf
- Levin, J. S., Cox, E. M., Cerven, C., & Haberler, Z. (2010). The recipe for promising practices in community colleges. *Community College Review, 38*(1), 31–58. doi:10.1177/0091552110374505
- Maran, D. A., Soro, G., Biancetti, A., & Zanotta, T. (2009). Serving others and gaining experience: A study of university students' participation in service learning. *Higher Education Quarterly, 63*(1), 46-63. doi:10.1111/j.1468-2273.2008.00407.x Retrieved from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2273](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2273)
- McCabe, R. H. (2000). *No one to waste: A report to public decision-makers and community college leaders*. Washington, DC: Community College Press.
- Mensel, F. (2010). Bridge to success. *Community College Journal, 80*(5), 66-68. Retrieved from <http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx>

- Merisotis, J. P. (2012, October 9). *Postsecondary education: The case for systemic change*. Keynote speech presented at the Minnesota Chamber of Commerce, St. Paul, MN. Retrieved from http://www.luminafoundation.org/about_us/president/speeches/2012-10-09.html
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.
- Miles, J. (2010). Experiences of community college student leaders. *Community College Enterprise*, 16(2), 77-89. Retrieved from <http://www.schoolcraft.edu/cce/>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Mullin, C. M. (2012). *Why access matters: The community college student body* (Policy Brief 2012-01PBL). Washington, DC: The American Association of Community Colleges.
- National Center for Education Statistics. (2010). *Digest of education statistics, table 341*. Retrieved from http://nces.ed.gov/programs/digest/d10/tables/dt10_341.asp
- National Service-learning Clearinghouse. (2012). *What is service learning?* Retrieved from <http://www.servicelearning.org/what-service-learning>
- National Survey of Student Engagement. (2011). *Fostering student engagement campuswide—annual results 2011*. Bloomington, IN: Indiana University Center for Postsecondary Research. Retrieved from nsse.iub.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf

- National Survey of Student Engagement. (2012). *National survey of student engagement*. Retrieved from <http://nsse.iub.edu/>
- National Survey of Student Engagement. (2012b). *Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13*. Bloomington, IN: Indiana University Center for Postsecondary Research.
- Nix, V. J., & Michalak, M. B. (2012). The successful transitions and retention track program: A comprehensive approach to supporting GED holders entering college. *MPAEA Journal of Adult Education*, 41(2), 65–67. Retrieved from <https://www.mpaea.org/?page=publications>
- O'Banion, T. (1997). *A learning college for the 21st century*. Washington, DC: American Association of Community Colleges and American Council on Education Series on Higher Education and the Oryx Press.
- Ostrander, N., & Chapin-Hogue, S. (2011). Learning from our mistakes: An autopsy of an unsuccessful university-community collaboration. *Social Work Education*, 30(4), 454–464. doi:10.1080/02615479.2010.504768
- Pace, R. C. (1982, May 25). *Achievement and the quality of student effort*. Paper presented at a meeting of the National Commission on Excellence in Education, Washington, DC. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED227101>
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.

- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publications.
- Plageman, P. (2011). Educator, planner and advocate: Higher education for adults in the new millennium. *Adult Learning*, 22(2), 32–36. Retrieved from <http://www.aaace.org/mc/page.do?sitePageId=66286&orgId=aaace>
- Prager, C. (1994). The articulation function of the community college. In G. A. Baker, III (Ed.), *A handbook on the community college in America: Its history, mission, and management* (pp. 495-507). Westport, CT.: Greenwood Press.
- Prentice, M. (2002). *Institutionalizing service learning in community colleges* (Report No. AACC-RB01-3). Washington, DC: American Association of Community Colleges. Retrieved from <http://www.aacc.nche.edu/Publications/Briefs/Documents/02012002institutionalizing-service.pdf>
- Prentice, M. (2009): Service learning's impact on developmental reading/writing and student life skills courses. *Community College Journal of Research and Practice*, (33)3-4, 270-282. doi 10.1080/10668920802580523
- Prentice, M., Robinson, G., & Patton, M. (2012). *Cultivating community beyond the classroom*. Washington, DC: American Association of Community Colleges. Retrieved from http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/CultivatingCommunities_Aug2012.pdf

- Provasnik, S., & Planty, M. (2008). *Community colleges: Special supplement to The Condition of Education 2008 (NCES 2008-033)*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences. Retrieved from <http://www.eric.ed.gov/PDFS/ED502349.pdf>
- Reynolds, J. A., & Ahern-Dodson, J. (2010). Promoting science literacy through research service learning--an emerging pedagogy with significant benefits for students, faculty, universities, and communities. *Journal of College Science Teaching*, 39(6), 24-29. Retrieved from <http://www.nsta.org/college/>
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Board*, 104(4), 842–866. Retrieved from <http://www.jcu.edu/education/ed100/>
- Ross-Gordon, J. M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Peer Review*, 13(1), 26–29. Retrieved April 1, 2012 from <http://www.aacu.org/peerreview/index.cfm>
- Scrivener, S., Bloom, D., LeBlanc, A., Paxson, C., Rouse, C. E., & Sommo, C. (2008). *Opening doors: A good start: Two-year effects of a freshmen learning community program at Kingsborough Community College*. New York, NY: Manpower Demonstration Research Corp. Retrieved from http://toolkit.pellinstitute.org/wp-content/uploads/2009/12/Opening-Doors_Kingsborough-Community-College.pdf

- Shrader, E., Saunders, M. A., Marullo, S., Benatti, S., & Weigert, K. M. (2008). Institutionalizing community-based learning and research: The case for external networks. *Michigan Journal of Community Service Learning, 14*(2), 27–40. Retrieved from <http://www.eric.ed.gov/PDFS/EJ831369.pdf>
- Shugart, S. C., & Romano, J. C. (2008). Focus on the front door of the college. *New Directions for Community Colleges, 144*, 29-39. Retrieved August 7, 2011 from [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0733](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0733)
- Simonet, D. (2008). *Service learning and academic success: The links to retention research*. St. Paul, MN: Minnesota Campus Compact. Retrieved from [http://www.mncampuscompact.nonprofitoffice.com/vertical/Sites/\[E34AF879-F177-472C-9EB0-D811F247058B\]/uploads/\[E08347CD-7D7D-4F18-B2E0-4D0A945F1178\].PDF](http://www.mncampuscompact.nonprofitoffice.com/vertical/Sites/[E34AF879-F177-472C-9EB0-D811F247058B]/uploads/[E08347CD-7D7D-4F18-B2E0-4D0A945F1178].PDF)
- Smith, R. T., Liguori, D., O'Connor, D., & Postle, M. (2009). We want our 27 million dollars back: Retention as a revenue resource. *Community College Journal of Research & Practice, 33*(11), 945–947. doi:10.1080/10668920903153071
- Sponsler, L. E., & Hartley, M. (2013). *Five things student affairs professionals can do to institutionalize civic engagement* (Brief). Washington, DC: National Association of Student Personnel Administrators. Retrieved October 9, 2013 from http://www.naspa.org/images/uploads/posts/5THINGS-AUG2013_WEB.pdf.
- Stavrianopoulos, K. (2008). Service learning within the freshman year experience. *College Student Journal, 42*(2), 703-712. Retrieved from <http://www.questia.com/library/p1917/college-student-journal>

- Stewart, K., & Williams, M. (2005). Researching online populations: the use of online focus groups for social research. *Qualitative Research*, 5(4), 395-416. doi: 10.1177/1468794105056916
- Students in Service. (2012). *SIS AmeriCorps members*. Retrieved from www.studentsinservice.org/
- Swords, A. C. S., & Kiely, R. (2010). Beyond pedagogy: Service learning as movement building in higher education. *Journal of Community Practice*, 18(2/3), 148–170. doi:10.1080/10705422.2010.487253
- Taggart, A., & Crisp, G. (2011). Service learning at community colleges: Synthesis, critique, and recommendations for future research. *Journal of College Reading and Learning*, 42(1), 24–44. Retrieved from <http://www.crla.net/journal.htm>
- Talbert, P. Y. (2012). Strategies to increase enrollment, retention, and graduation rates. *Journal of Developmental Education*, 36(1), 22–36. Retrieved from <http://ncde.appstate.edu/publications/journal-developmental-education-jde>
- The White House. (2009). *Remarks by the President on the American Graduation Initiative*. Retrieved from http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-on-the-American-Graduation-Initiative-in-Warren-MI/
- The White House. (2013). *State of the Union*. Retrieved March 6, 2013 from <http://www.whitehouse.gov/state-of-the-union-2013>
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125. Retrieved from <http://rer.sagepub.com/>

- Tinto, V. (1997). Classrooms as communities: exploring the educational character of student persistence. *Journal of Higher Education*, 68, 599–623.
doi:10.2307/2959965 Retrieved from
<https://ohiostatepress.org/index.htm?journals/jhe/jhemain.htm>
- Tinto, V., & Love, A. G. (1995). *A longitudinal study of learning communities at LaGuardia Community College* (p. 213). University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment. Retrieved from
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED380178>
- Vaughan, G. B. (2006). *The community college story*. Washington, D.C.: Community College Press.
- Vogel, A. L., Seifer, S. D., & Gelmon, S. B. (2010). What influences the long-term sustainability of service learning? Lessons from early adopters. *Michigan Journal of Community Service Learning*, 17(1), 59–74. Retrieved from
<http://ginsberg.umich.edu/mjcs/>
- Walsh, L. (2010). Constructive interference: Wikis and service learning in the technical communication classroom. *Technical Communication Quarterly*, 19(2), 184-211.
doi:10.1080/10572250903559381
- Yeh, T. L. (2010). Service learning and persistence of low-income, first-generation college students: An exploratory study. *Michigan Journal of Community Service Learning*, 16(2), 50–65. Retrieved from <http://ginsberg.umich.edu/mjcs/>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Young, C. A., Shinnar, R. S., Ackerman, R. L., Carruthers, C. P., & Young, D. A. (2007).

Implementing and sustaining service learning at the institutional level. *Journal of*

Experiential Education, 29(3), 344–365. Retrieved from

<http://www.aee.org/publications/jee>

Zeidenberg, M., Jenkins, D., & Calcagno, J. C. (2007). *Do student success courses*

actually help community college students succeed? New York, NY: Community

College Research Center, Teachers College, Columbia University. Retrieved from

http://www.cms-read01.uaa.alaska.edu/advising-testing/upload/332_531-1.pdf

Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student

engagement. *Research in Higher Education*, 45(2), 115–138.

doi:10.2307/40197341

Appendix A: Data Locator Coding

All files used in this study will be referenced by the date, type of item, and storage location. If more than one data source of the same type occurs on the same date, they will be followed by a numerical reference. There will also be a brief textual description. Examples are listed:

Code	Meaning
2013-05-16 CG H – Group1	May 16, 2013 discussion group on hard drive
2013-05-16 CS F – Group1	May 16, 2013 person summary in file
2012-09-28 DS H-1 – 2012 Catalog	Sept. 28, 2012 catalog summary on hard drive #1
2012-09-28 DS H-2 – Syllabus	Sept. 28, 2012 syllabus summary on hard drive #2

Types of data:

Type of data	Locator code
Contact & Email	CE
Contact in Focus Group	CG
Contact in Interview	CI
Contact via Phone	CP
Contact My Summary	CS
Document General Review	D
Document My Summary	DS
My Field Notes	N
My Observations	O
Observation My Summary	OS

Data locations:

Type of data	Locator code
File (paper)	F
Electronic on hard drive	H
Internet/Web	W

Appendix B: Data Summary Form

Title of Document: _____

Location: _____ Date: _____

Author: _____ Researcher: _____

Summary of data's purpose:

Main concepts:

What is new:

What is missing:

What requires follow-up:

Code

Appendix C: Qualitative Interview Guide

Opening (7 minutes)

Hello. My name is Velda Arnaud. Today I would like to talk with you about service learning on your campus. I would like to know how students become involved with service learning and how the activities are structured, coordinated, and supported. My definition of service learning comes from the National Service-learning Clearinghouse:

“A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Service learning activities may be included within a class or be related to activities within student clubs and organizations. Do you have any questions at this point? *[Respond.]*

I would like to review some ground rules, if I may. You have signed a **consent form** and have a copy of that. Please remember that you may leave this study at any time.

I will be recording this discussion, so please speak loudly and clearly. Everything you say will be kept **confidential**. After the interviews and discussion forums are completed, I will **summarize** everything, and while direct quotes may be used in my report, there will be nothing to connect those with you.

If you have no questions, let's begin.

Question 1 (5 minutes per probe)

Prompt: How and when do students generally learn about service learning opportunities at the college?

Probe: Is it at the beginning, middle, or end of their college careers?
Is it from a person, in a course, orientation, college literature, etc.?

Question 2 (5 minutes per probe)

Prompt: How many people are involved with service learning experience(s) on this campus, and what are their roles and responsibilities?

Probe: Who on campus, and how are they involved?
Who in the community, and how are they involved?
Are students supervised, and if so, how?

Question 3 (5 minutes per probe)

Prompt: What processes must students go through to enter into a service learning experience, and how do they demonstrate learning outcomes?

Probe: Are there documentation, paperwork, forms, etc.?
Are there a required number of hours? How is that determined?
Are there reflection activities?

Question 4 (5 minutes per probe)

Prompt: Are any individual rewards, or recognitions for being involved in service learning?

Probe: Are there any scholarships?
Are there any awards?

Question 5 (5 minutes per probe)

Prompt: Is there anything else you would like to tell me about the process, structure, or people involved in service learning on your campus?

Probe: Do you have an example?

Closure (3 minutes)

I promised to only take an hour, and we are almost at that time. Can you think of anything that I forgot to ask you? If later you think of something, please contact me. Your responses have helped me with my research. I would also appreciate any feedback you have for me.

Appendix D: Online Discussion Timeline and Expectations

Days	Activity	Who	Purpose	Action
1	Complete informed consent	S	Legal requirement	Online form
	Register for online forum	S	Learn online system	Use an alias
	Introductory forum posting	R	Introductions	Post questions
	Introductory forum posting	S	Share experience(s)	Post to topic
2-3	Respond to other participants' posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
4	Respond to comments or questions	S	Discussion	Reply
	Question 1	R	Discussion question	Post question
	Question 1	S	Share experiences	Post to topic
5-6	Respond to other Question 1 posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply
7	Question 2	R	Discussion question	Post question
	Question 2	S	Share experiences	Post to topic
8-9	Respond to other Question 2 posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply

(Error! Reference source not found. continues)

(Error! Reference source not found. continued)

Days	Activity	Who	Purpose	Action
10	Question 3	R	Discussion question	Post question
	Question 3	S	Share experiences	Post to topic
11-12	Respond to other Question 3 posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply
13	Question 4	R	Discussion question	Post question
	Question 4	S	Share experiences	Post to topic
14-15	Respond to other Question 4 posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply
16	Question 5	R	Discussion question	Post question
	Question 5	S	Share experiences	Post to topic
17-18	Respond to other Question 5 posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply
19	Question 6 and final thoughts	R	Discussion questions	Post questions
	Question 6 and final thoughts	S	Share experiences	Post to topic
20-21	Respond to other posts	S	Comment, or question	Post replies
	Review discussion	R	Clarification	Reply
	Respond to comments or questions	S	Clarify	Reply

Note: Within the Who column, R=Researcher and S=Student.

Appendix E: Online Discussion Questions

For each question, participants will be asked to write at least one paragraph in response to the prompt and then to return to the site within the next few days to comment on other participants' postings. The generic wording for each prompt will be as follows:

For this discussion, please write at least one paragraph in response to the question. In the next day or two, return to the site and read the other participants' prompts and comment to at least two of them. Return at another point and reply to questions and comments that were made on your original post.

This is intended to be a discussion, so please ask questions or make comments that will allow us to have a better understanding and provide clarity. You may post as many times as you like, and your discussions may continue as long as needed.

You may attach evidence such as photos (if comfortable presenting them to the group), audio, video, or documents and use emoticons, if those would help you answer the prompts. Please remember to follow Netiquette and be respectful of others.

Introductory Question

- Please introduce yourself to the others members of this discussion group by providing any information that you are comfortable sharing such as your academic major or career goals. Also, please share your service learning experience(s) and your thoughts about the community partners or service performed.

Discussion Prompts Related to Research Questions

- Question 1: How did you learn about the service learning opportunities at your college? What do you remember the event or situation, the people who were involved, any written materials that were provided, or your thoughts at the time?

- Question 2: From the beginning to the end of your service learning experience(s), who was involved? What were your roles and responsibilities? What other roles and responsibilities were shared?
- Question 3: What processes did you have to go through to enter the service learning experience, and how did you know that you had accomplished the required learning outcomes? What stood out for you about the most important processes?
- Question 4: Were there any individual rewards or recognitions for anyone involved in service learning on your campus? If so, please provide at least one example? What could your campus do to improve in this area?
- Question 5: What do you perceive are the most significant components of your college's service learning structure? What are the processes, structures, or people involved that make service learning an engaging activity? Please provide examples.

Final Thoughts

- If there is anything else that you would like to share about your service learning experiences while in college, please do so. Examples would be greatly appreciated.

Appendix F: Data Collection Strategy

Research questions	Data points	Data collection tool	Data source
Who is involved in service learning experiences, and what are their roles and responsibilities?	Institutionalization	Documents	Campus brochures, college catalogs, job announcements; press releases, websites
	Roles/responsibilities	Observations	Campus environment including hallways and bulletin boards, events, photos, social networking sites
	Structure	Interviews	Campus service learning coordinator
		Group discussions	Student participants
How are service learning opportunities communicated?	Communication	Documents	Campus brochures, college catalogs, contracts, course materials, newsletters and newspapers, training materials, websites
	Environment	Observations	Campus, communal student and faculty areas, Internet
	Operations	Interviews	Campus service learning coordinator
	Process	Group discussions	Student participants
What processes must students go through to begin and complete service learning?	Requirements	Documents	College catalogs, contracts, fliers, Internet, syllabi
	Communication	Observations	Campus environment, classes and events, if possible
	Process	Interviews	Campus service learning coordinator
	Roles/responsibilities	Group discussions	Student participants
	Structure		

Appendix G: Data Coding Structure

General category	Concept	Code
Institutionalization (How service learning is incorporated in the CC's infrastructure)	Institutionalization	INST
Structure (How service learning is integrated on campus and within the community)	Overall structure	STR
	College, department, or program	COL
	Communication on campus	COL-COM
	Public or community	PUB
	Communication for the public	PUB-COM
	Future thoughts about structure	STR-FUT
Support (How service learning is staffed, roles, responsibilities, and environments; includes informal networks and inter-student talk)	People	PPL
	Type of roles	ROL
	Types of responsibilities	RES
	Environment	ENV
	Future thoughts about staffing	SUP-FUT
	Operation (How service learning works for the student)	Processes and Procedures
Communication about process		PRO-COM
Service learning requirements		REQ
Future thoughts about operation		OP-FUT

Curriculum Vitae

Velda Arnaud

veldaa@gmail.com

www.veldaa.com

CURRICULUM VITAE

Updated September 2013

Researcher and instructor of educational technologies, generational outreach, digital divide, leadership, and community college improvement

I'm an avid, life-long learner dedicated to the research and college-level instruction of **educational technologies, course delivery tools, electronic pedagogies, and business practices in the networked world**. I have enjoyed a long history of being an undergraduate instructor within two-year, four-year, and career/technical programs as well as volunteer service to career development and youth service organizations, such as the Phi Theta Kappa honor society and the Boy Scouts of America.

I am committed to motivating students to find their passions and reach their potential. I seek to increase access to education and improve student ability to succeed through my research, professional development service, and courses I teach.

Education**Walden University, Ph.D.**, 2010-2013 (expected)

- Major: Education, Community College Leadership
- Dissertation: Institutionalized community college service learning to promote engagement

University of Oregon, M.A., 1989-1991

- Major: Education, Instructional Technology
- Thesis: Arnaud, Velda, 1991, "*The Educational Significance of Simulation Games*"

University of Oregon, B.A., 1980-1983

- Major: Mathematics and German (dual)
- Study abroad 1 year: Universität Tübingen, West Germany

Southwestern Oregon Community College, 1978-1980

- Undergraduate transfer coursework

Experience**Instructor**, 2013-present

Lane Community College, Business Department

- Part-time undergraduate course faculty
- Taught online, traditional, and hybrid courses within the department
- Member of faculty inquiry group and hiring committees

Instructor, 2009-2013*Lane Community College, Business Department*

- Full-time, academic year, undergraduate course faculty
- Taught online, traditional, and hybrid courses within the department
- Developed course curriculum and participated on projects

Faculty Technology Specialist, 2010-2012*Lane Community College, Academic Technology*

- Joint appointment with Business Department and faculty instruction responsibilities
- Provided leadership, training, and technical support to college faculty and staff
- Specialized in trainings and presentations on open educational resources, Blackboard Collaborate, Moodle, and college high school partners' adoption of educational technologies for college success

Instructor, 2004-2009*Lane Community College, Business Department*

- Part-time undergraduate course faculty
- Taught online, traditional, and hybrid courses in the business department
- Worked with high school teachers and College Now articulation agreements

Online Retailer, 2002-present*Self-employed*

- Purchasing items
- Researching historical significance, marketability, and value of items
- Customer service including email correspondence; packaging and shipping

Adjunct Instructor, 2008*University of Oregon, Business Department*

- Instructor for winter and spring term 2008 undergraduate course:
Managing Business Information – Microsoft Excel and Access (offered both traditional in-class and online options)
- Temporary appointment

Adjunct Instructor, 2008*Pacific University – Eugene, OR Campus, Business Department*

- Instructor for undergraduate course:
Special Methods in Business
- Temporary appointment

Associate Program Director, 2002-2004*Pioneer Pacific College – Springfield, OR Campus*

- Business and general education instructor
- Supervised and mentored 2 full-time and 10 part-time faculty
- Phi Beta Lambda adviser, chartered campus chapter
- Wrote faculty handbooks and instruction manuals
- Developed curriculum

Instructor, 1999-2002*Lane Community College*

- Undergraduate course faculty
- Taught part-time online and in the classroom in the business department

Educational Assistant, 1998-2000*Centennial Elementary School – Springfield, OR***Delivery Systems Coordinator, 1986-1997***University of Oregon, Oregon Career Information System – Eugene, OR*

- Published training manuals, participant guides, and technical aids
- Conducted trainings on information systems and technologies
- Supervised 1 full-time and 10 part-time employees

Graduate Teaching Fellow, 1984*University of Oregon – Eugene, OR*

- German Department

Tutor, 1983-1984*University of Oregon – Eugene, OR*

- Educational and Counseling Services for Student Athletes

International Liaison, 1982-1983*Universität Tübingen – West Germany*

- Study abroad program liaison

Math Laboratory Assistant, 1979-1980**Mainframe Computer Operator****Math Tutor***Southwestern Oregon Community College – Coos Bay, OR***Animal Control Secretary, 1979-1980****Veterans Office Secretary***Coos County Courthouse – Coquille, OR***Financial Analyst Secretary, 1976-1978***Coos County Courthouse – Coquille, OR*

Undergraduate Courses Taught

Office Technology and Business Courses**Lane Community College & University of Oregon**

(many offered both online/telecourse and in traditional classroom environments)

Advanced Microsoft Office

Business Databases

Business Spreadsheets

Business Web Pages (XHTML)

Business Word Processing
 Computer Keyboarding
 Desktop Publishing
 e-Business Fundamentals
 Introduction to Business Law
 Introduction to Marketing and Finance
 Introduction to Business
 Introduction to Human Resource Management
 Introduction to the Internet
 Introduction to Windows
 Leadership and Team Dynamics
 Medical Keyboarding and Transcription
 Microsoft Office – Access
 Microsoft Office – Excel
 Microsoft Office – PowerPoint
 Microsoft Office – Word
 Personal Finance
 Records Management
 Service and Ethics in Business
 Special Methods in Business
 Team Building Skills
 Ten-key Calculators
 Web Tools: Photoshop & Dreamweaver

General Education Courses

Pioneer Pacific College

College and Career Success
 College Mathematics
 English Composition
 Introduction to Psychology
 Introduction to Sociology
 Professional Development
 Verbal Communications
 Writing Research Papers

Projects & Research

Leadership Tour, 2013

Visited and presented at community colleges in Tennessee, Kentucky, and Ohio

- Presented to students, faculty members, administrators, and members of the community
- Topics included bridging the generation gap, leading with emotional intelligence, and service learning, student engagement, and generations

Building the Phi Theta Kappa region, 2009-2013

Work with an annual team of students in three states

- International Milestone award in 2013, 2012, 2011, & 2010

- International Distinguished Officer Team award in 2013, 2012, & 2010
- Increased membership 43% in 2011 and 27% in 2010

Coordinating with *Achieving the Dream*, 2012-2013

Work with community colleges in Oregon and *Achieving the Dream*

- Encouraged students to commit to completing their degrees

Leading open educational resources usage, 2010-2012

Project director for Lane Community College's faculty fellowship

- In 3 terms had 15 faculty participating
- Saved students over \$75,000 per term within the first year

Beginning the All-Oregon awards program, 2010

Inspired college presidents to work together to begin the program in Oregon

- Worked with Oregon college presidents and Phi Theta Kappa director
- Awards presented annually to 2 students per community college since 2011

Increasing awareness for chapter, 2005-2011

Work with student teams to increase awareness, membership, and participation

- Top 25 internationally in 2009 and 2008
- Top chapter in the region four consecutive years
- Encouraged and supported students now at Stanford Law, George Washington University, and Mt. Holyoke completing degrees
- One student became international president
- As advisor, received unprecedented 4 consecutive awards

Collecting "wanted" ephemera, 2006-2007

Largest personal collection of early 20th century wanted ephemera

- Researched early 20th century crime in California
- Researched Ventura County Sheriff McMartin's career
- Wrote and self-published two books

Directing Cub Scout day camp, 2002-2004

Cascade District, Boy Scouts of America

- Safe, educational, week-long camp for 200 elementary school boys
- Exceeded budget expectations by saving funds every year

Awards & Honors

- Marshall Leadership Award, Phi Theta Kappa International, 2013 (inaugural award)
- Regional Milestone Award, Phi Theta Kappa International, 2013, 2012, 2011, & 2010
- Silver Beaver Award, Boy Scouts of America, 2010
- Faculty Scholar, Phi Theta Kappa International, 2010 & 2009
- Leadership Development Certificate, Phi Theta Kappa International, 2009
- Faculty Recognition Award, Lane Community College, 2008 & 2006
- Advisor Paragon Award for New Advisors, Phi Theta Kappa International, 2009, 2008, 2007, & 2006

- Distinguished Advisor, Phi Theta Kappa Rocky Mountain Cascade Region, 2009, 2008, & 2006
- District Commissioner of the Year, Boy Scouts of America, Oregon Trail Council, 2006
- District Award of Merit, Boy Scouts of America, Oregon Trail Council, 2002
- Classified Recognition Award, University of Oregon, 1994
- Certificate of Distinction, Association of Computer-based Systems of Career Information, 1987

Presentations & Invited Participation

Bridging the Generation Gap, 2013

Phi Theta Kappa International

- Presentation at the international convention

Team Oregon, 2013

Pure Romance Consultant Group

- Presentation on Using Personality Types in Sales

Team Oregon, 2012

Pure Romance Consultant Group

- Presentation on Myers-Briggs Personality Types

Administrative Professionals Day, 2012

International Association of Administrative Professionals

- Presentation on Bridging the Generation Gap

Emotional Intelligence, 2012

Phi Theta Kappa International

- Two sessions on how using emotional intelligence will improve social skills

In Alignment: Campus Priorities and MERLOT, 2011

MERLOT/Sloan-C Emerging Technologies Conference

- Feature session about free online resources in classes at a community college

Lane CC OER Faculty Fellowship, 2011

MERLOT/Sloan-C Emerging Technologies Conference

- Showcased the implementation of open educational resources at Lane Community College during the poster presentations

Planning and Hosting Regional Meetings, 2011 & 2010

Phi Theta Kappa International

- Two sessions each year on planning and hosting a regional event copresented with another coordinator

Completing Your College Degree, 2011

Chemeketa Community College

- Keynote presentation for a Phi Theta Kappa induction ceremony

Democratization of Information Discussion, 2010

Phi Theta Kappa International

- Panel discussion about convention key note presentations by Dr. Rachel Maddow and Dr. Sanjay Gupta

Social Networking, 2009*Phi Theta Kappa International*

- Educational forum on using social networks to improve chapter communication

Social Intelligence, 2009*Mt. Hood Community College*

- Presentation for their honor society members and students

Introduction to Emotional Intelligence, 2009*Phi Theta Kappa International*

- Educational forum on how using emotional intelligence can improve teams

Bridging the Generation Gap, 2008*Administrative Professional Association*

- Keynote presentation at their monthly meeting

Developing a Chapter Website-Beyond Basics, 2008*Phi Theta Kappa International*

- Educational forum for students, advisors and alumni on designing a website

Developing a Chapter Website-Basics, 2008*Phi Theta Kappa International*

- Educational forum for students, advisors and alumni on designing a website

Developing a Chapter Website, 2007*Phi Theta Kappa International*

- Educational forum for students, advisors and alumni on designing a website

Office Technologies, 2006*Oregon Administrative Professional Association*

- Keynote presentation at their annual conference

Community College Leadership, 2005*Willamette Business Association*

- Keynote speaker for their business meeting

Service & Volunteer Work**Advisory Board, Feb. 2009 – present***Millennial Associates LLC*

- Provided startup and ongoing client strategy service for a Springfield, OR based technology consulting company
- Practice area focus: education and nonprofit industries

Regional Coordinator, May 2009 – July 2013*Phi Theta Kappa International - Rocky Mountain Cascade Region*

- Coordinated student activities within the honor society's region, which included 25 chapters within Oregon, Idaho, and Utah

- Advised an officer team of six students from chapters within the region
- Oversaw regional budget development and expenditures

Chapter Advisor, Sept. 2005 – Jan. 2011; June 2012 – Feb. 2013

Phi Theta Kappa International – Sigma Zeta Chapter

- Coordinated student activities within the honor society chapter
- Organized leadership and skill workshops for students
- Facilitated Phi Theta Kappa instructional programs on campus
- Top 25 chapter in 2009 and 2008; top 100 chapter from 2007-2010

Lead, Open Educational Resources Committee, Jan. 2010 – Feb. 2012

Lane Community College

- Introduce professional development tools and open courseware modules for Lane Community College faculty
- Guide campus dialogue and action on online course material

Leadership Council, Jan. 2010 – Feb. 2012

MERLOT

- Advise members of the council on issues related to open education resources and the community college
- Liaison between MERLOT and the campus

Adult Leader, 1998 – 2010

Boy Scouts of America, Oregon Trail Council

- Positions held: Scoutmaster, Troop Committee Chair, Dean of the Commissioner Training Program (College of Commissioner Science), Cub Scout Day Camp Director, Venture Crew Assistant Advisor

Lead, College Now High School Teacher Training Group, Jan. 2009 – Jun. 2009

Lane Community College

Campus Hiring Committee, 2006 & 2013

Lane Community College

Online Teaching and Learning Research Project, Sept. 2005 – Jun. 2006

Lane Community College

Affiliations & Memberships

- International Leadership Association, 2012-present
- American Association for Women in Community Colleges, 2011-present
- Greenleaf Center for Servant Leadership, 2011-present
- National Education Association, 2004-present
- MERLOT Peer Reviewer and Virtual Speaker, 2010-2012
- Boy Scouts of America, 1998-2010

Conferences Attended

- International Convention, Phi Theta Kappa, 2006-2013
- Continuums of Service Conference, 2013
- Community College National Center for Community Engagement Conference, 2012
- International Honors Institute, Phi Theta Kappa, 2008-2013
- Rocky Mountain Cascade Regional Convention, Phi Theta Kappa, 2006-2013
- Rocky Mountain Cascade Regional Honors Conference, Phi Theta Kappa, 2005-2012
- Rocky Mountain Cascade Regional Leadership Conferences, 2005-2012
- *Towards Open Sustainability* Education, Open Education, 2011
- *Emerging Technologies Conference*, MERLOT/Sloan-C, 2011
- College of Commissioner Science, Boy Scouts of America, Oregon Trail Council, 2004-2009
- Western Oregon Women's Conference, 2007
- United Nations Training Briefs, New York, 2007
- Grant Writing Conference, Council for Resource Development, 2005
- Achieving Results for Multiple Learners, WFPCSC Winter Series, 2003
- Management Problems of a Technical Person in Leadership, Fred Pryor, 1994

Publications

- Arnaud, Velda. 2011. 10-Key Calculators. Open Educational Resource
- Arnaud, Velda. 2011. Team Building. Open Educational Resource
- Arnaud, Velda. 2007. Wanted: Crime in California. Historical Value of Wanted Ephemera, Early 20th Century (Price Guide included)
- Arnaud, Velda. 2007. Wanted: The Eyes Have It. Law Enforcement Mug Shots 1880-1922
- Arnaud, Velda. 2003. Faculty Information Handbook. Pioneer Pacific College
- Arnaud, Velda. 2003. Safety Handbook. Pioneer Pacific College
- Arnaud, Velda. 1996. Career Path Planner, High School Coordinator's Guide. Oregon Career Information System
- Arnaud, Velda. 1996. Career Path Planner, Community College Coordinator's Guide. Oregon Career Information System
- Arnaud, Velda. 1995. High School Planner, Site Coordinator's Guide. National Career Information System

Certifications, Trainings & Other Programs

- Blackboard Collaborate (formerly Elluminate) certification, 2010
- Adult Leadership Development Workshop, 2009-2010, Boy Scouts of America, Oregon Trail Council
- Lane Community College Aspiring Leaders Program, 2009-2010
- Leadership Development Certification, 2009, Phi Theta Kappa International
- Suicide Prevention Training, 2008, University of Oregon
- Working Effectively with Diverse Students in the College Classroom, 2008, University of Oregon

- Exploring the Underpinnings and Implications of the “Diversity Movement” in Academia, 2008, University of Oregon
- Myers-Briggs Type Inventory Certification, 2005, Association of Psychological Type
- Hiring Training, 2005, Lane Community College
- Microsoft Office Expert Certification, 2004
- National Camp School, 2002, Boy Scouts of America
- Wood Badge Leader Training, 2000, Boy Scouts of America
 - Adult Leader Training, 1999, Boy Scouts of America

Skills

- Excellent organizational and time-management skills
- Effective and energetic teaching skills
- Excellent oral and written communication skills
- Empathy and patience with students with diverse abilities
- Exceptional attention to details
- Exceptional numerical competency
- Ability to:
 - Understand, organize, and control large amounts of information
 - Be productive and meet deadlines
 - Analyze complex data and produce reports for various audiences
 - Manage multiple projects
 - Analyze a project and then plan, coordinate the parts, and complete a project
 - Produce visually effective materials
 - See the “big picture”