Walden Dissertations and Doctoral Studies

2016

An Evaluation of Service Learning for Associate Degree Nursing Students

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Valerie Pauli

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Walden University
2016

Abstract

An Evaluation of Service Learning for Associate Degree Nursing Students

by

Valerie M. Pauli

MSN, Eastern Michigan University, 2009

BSN, Eastern Michigan University, 1999

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2016

Abstract

The purpose of this study was to evaluate outcomes of the service-learning requirement in the Associate of Science in Nursing (ASN) curriculum at the local college. The problem addressed in this study was that the local ASN program lacked formal evaluation of the service-learning requirement. Guided by Kolb's model of experiential learning, a goal-based, summative evaluation employed as a qualitative case study explored the perceptions of 20 stakeholders including graduates, faculty members, and key community informants. The research questions focused on how service learning influenced a student's learning of cultural competence and the impact service learning had on the community. In-depth qualitative data were collected through face-to-face or phone, semi-structured interviews. Qualitative content analysis was the analytic method used in this study. To ensure trustworthiness, students' perceptions were triangulated with faculty's and community members' perceptions as related to outcomes of service learning, and interpretations were validated through member checking. Key results from the study indicated that service learning was perceived as a valuable component in the curriculum that influenced the students' knowledge of social and cultural factors, as well as their level of cultural competence in clinical practice. In addition, service learning was perceived as having a positive impact on the community. An evaluation report was created to provide administrators at the local college summative data upon which to base decisions regarding curriculum requirements or changes. Positive social change may result if nursing students are involved in civic engagement and have an opportunity to develop a more critical consciousness while serving the local needs of the community.

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Acknowledgments

I wish to express my appreciation to everyone who has supported me through this journey to earn my doctorate degree. To Dr. Wendy Edson, thank you for your guidance throughout the prospectus, proposal, and final project. Your recommendations and encouragement guided me through this scholarly journey, as well as your compassion, leadership, dedication, and genuine care for my success. Dr. James Valadez, thank you for your support, recommendations, and timely feedback throughout the proposal and final project. To Dr. Dan Cernusca, thank you for your expertise, timely feedback, and support during the proposal and final project.

Thank you to my husband Jeff for his love and support. Thank you to my three children (Brianna, Jeffrey, and Braden) for their patience, love, and tolerance throughout the last 4 years.

I would also like to thank all the participants in my study for taking the time to invest in a program evaluation and contributing insight into the valuable outcomes of service learning and the impacts service learning makes on the local community.

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Section 1: The Problem

Introduction

Evaluation is a vital component in education and is a means of providing

institutions or programs an avenue to validate that they are providing quality services to

individuals and stakeholders. Goal-based evaluations are used to assess whether specific

goals are being achieved, thereby exemplifying the worth and value of the program

(Oermann & Gaberson, 2009). This study focused on service learning as the specific

experiential learning experience and active learning expectation in the local nursing

program. The service learning experience was founded in lived experience of students

who were engaged in educational activities within the community surrounding the local

college. In addition, the service learning experience afforded the students an opportunity

to be involved in decision-making and provided them first-hand experience in dealing

with social issues and cultural differences so that they could apply classroom content and

knowledge in real life situations (Butin, 2010). Service learning contributed to the

professional growth of nursing students as it promoted socialization skills,

communication skills, and self-directed learning through a reflective process (Beard &

Wilson, 2011; Butin, 2010; Jacoby & Associates, 1996). Researchers have noted that

reflection on service learning experiences increased student awareness of personal biases,

cultural awareness, social justice, and spirituality (Beard & Wilson, 2011; Cipolle, 2010).

Service learning in nursing has a rich and long history. Nursing students, and

professional nurses, work collaboratively with the health care team and in the community

with individuals, families, and groups in a variety of settings. Application of knowledge

and skills occurs when a student nurse is engaged in the community and throughout the service learning experience, and this application can be related to their level of cultural competence (Campinha-Bacote, 2011). The mission at the local college, along with its vision and values, is rooted in service to others with a focus on the poor and underserved. Furthermore, the nursing program articulates its expectation that students serve the community and are skilled and knowledgeable in the areas of social issues and cultural factors that can impact the delivery of nursing care. Associate degree nursing students include students enrolled in a 2-year nursing program, and earn an Associate of Science in Nursing (ASN) degree after completion of the program. These students are then eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The focus of this program evaluation was to involve ASN graduate students at the local college, faculty members, and key community informants.

Definition of the Problem

The problem addressed in this study was that the local ASN program lacked goal-based program evaluation, specifically in regards to the service learning component of the curriculum and program Goal 5. The program included service learning as a required component, as it was a teaching pedagogy in two of the courses within the plan of study for the ASN program at the time this study was conducted. Materials for each course depicted standards for the service learning experience, which were consistent with the inclusion of reflective practices. Outcomes at the course, program, or institutional level can be achieved through service learning, as these engagements can contribute to civic engagement and social justice. The ASN program had consistently met program

outcomes such as program satisfaction, employer satisfaction, job placement, and NCLEX-RN pass rates, but little was known about the attainment of program Goal 5. According to the college's website, one of the ASN program goals focuses on developing graduates who can provide culturally competent nursing care in cross-cultural situations.

This project study provided a data-driven summative evaluation of ASN program Goal 5 at the local college, and the results could be used for program evaluation reports and college initiatives, thus linking stakeholders' perceived outcomes of service learning to knowledge of social issues and cultural factors as well as cultural competence for ASN students. In this study, cultural competence encompassed the constructs of "cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire" as defined by Campinha-Bacote (2007, p. 13). Together, these constructs described the process of cultural competence that measures one's ability in knowledge and skills as related to cultural diversity and "culturally responsive healthcare" (Campinha-Bacote, 2007, p. 85). Prior research explored the impacts of service learning on various professions and students, but the qualitative case study approach employed a program evaluation in regards to the perceived acquisition of knowledge of social issues and cultural factors that affect the delivery of nursing care as well as the development of cultural competence and impacts of service learning on the community.

To date, there had been no formal documentation of program or institutional evaluation of service learning at the local college. According to the college's website, service learning was defined as enriching student's learning experiences and aiding the community. This program evaluation was conducted to support or refute the fact that the

service learning requirement supported the achievement of ASN program Goal 5 and its impacts on the local community. Fifteen hours of service learning are integrated into the ASN curriculum, in the belief that this experiential learning would assist graduates in meeting program Goal 5.

Goal 5 in the ASN program directly flows from the mission, vision, and values of the college as well as the institutional learning outcomes. The fifth institutional learning outcome at the local college was that graduates would display an understanding of cultures; furthermore, the college website clearly articulated that assessment is ongoing and part of the institution and its culture. According to the college's published 2012–2015 Strategic Plan, the college strives to incorporate service learning in order to prepare graduates for professional practice and to function in a global capacity. This program evaluation explored ASN students' perceptions of knowledge of social issues and cultural factors through qualitative data collection and analysis as it pertained to outcomes of service learning. Service learning afforded the student an opportunity to be engaged in the community and exposed to an array of social issues and cultural factors. Prior to the current study, no formal qualitative evaluation of cultural competence in relation to service learning had been completed by faculty at the local college.

<div align="center">**Rationale**</div>

Evidence of the Problem at the Local Level

This program evaluation focused on a Midwest, private, Catholic college at which the ASN program incorporated a service learning component into the curriculum, yet program stakeholders lacked quantitative or qualitative data to support the requirement in

connection to the attainment of program goals, specifically Goal 5 (director of service learning, personal communication, July 6, 2014; ASN program chair, personal communication, July 6, 2014). Service learning has been a part of the ASN curriculum at the college since 1993, as students enrolled in a religious studies course have had to complete 10 hours of service learning and students enrolled in a second level nursing course completed 5 hours of community engagement through a community health teaching project. During the 2013–2014 academic year, administrators explored the possibility of mandating service learning as a graduation requirement for any student attending the college. Due to concerns from various stakeholders, and lack of service learning evaluation, the requirement was temporarily suspended yet highly encouraged by college leaders. The ASN program has continued to incorporate service learning into the curriculum for all its graduates, and this goal-based evaluation has provided data regarding the outcomes of service learning in relation to the attainment of ASN program Goal 5.

The college is located in a midsize city with a recorded population of 282,313 in 2013 according to the U.S. Census Bureau's 2014 statistics. The city is economically challenged as 26.8% of all residents live below the poverty level compared to the state average of 15.4%, and the median home income is $33,374 compared to the state average of $48,246. The population in the city is diversified and had a larger proportion of minorities than the rest of the state. The breakdown of the population is as follows: 27.2% African- American, 7.4% Hispanic, and 61.4% White, which shows that the city had nearly double the percentage of marginalized citizens than the entire state.

Unemployment in the city is another issue. According to the U.S. Department of Labor's 2014 information for this city, the unemployment rate for 2013 was 8.3% compared to the national average of 7.3%. Based on these economic and social factors, nursing students are in a position to care for, and be advocates for, vulnerable populations in the region where the service learning experiences are being completed.

The local college has seven defined values that guide the mission and vision of the college and all programs within the college, one of which is service. The college's website defined service as enriching student's lives through community service. Within the ASN curriculum, students complete a total of 15 service learning hours in the region surrounding the college. Through these engagements, students and the college are networking, building partnerships, applying the values and mission of the college, and providing service in light of social issues and cultural factors. The results of this study could equip administrators with evidence upon which to base their decisions regarding curriculum and graduation requirements and methods for achievement of program goals. Measuring the effectiveness of a program is not only the expectation of the Higher Learning Commission (HLC, 2015) but also accrediting bodies such as Accreditation Commission for Education in Nursing (ACEN, 2014) and the Ohio Board of Nursing (OBN, 2014). Data- driven decisions regarding program effectiveness have been lacking but now will be substantiated in the program evaluation.

The purpose of this program evaluation was to evaluate if the service learning experience currently implemented in the curriculum for undergraduate ASN students was meeting ASN program Goal 5, thereby laying the foundation for program graduation

requirements based on evidence, best practice, and theory. The evaluation describes perceptions of outcomes of service learning such as (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) impacts of service learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty, and key community informants. According to the college website, student learning outcomes shall be appropriately aligned with the college's mission, programs, degrees, and students. Furthermore, the website highlighted how student learning outcomes flow from the educational values found in the college's mission and is tracked using various direct and indirect measures to provide evidence of students achieving these outcomes. The college reported on ASN program outcomes such as student retention rates, graduation rates, licensure pass rates, job placement rates, employer satisfaction, and graduate satisfaction. What has been lacking is direct or indirect measures specifically related to ASN program Goal 5 and whether the service learning requirement met its intended purpose. As discussed by Waltz, Strickland, and Lenz (2005), when programs are assessed, the goals of the program become the primary outcome criteria; thus outcome criteria are used to make judgments regarding the effectiveness of the program, which supports the use of an outcome-based evaluation approach in this program evaluation.

The National League for Nursing (NLN, 2015) called for nursing programs to use educational measurement and evaluation to determine "the quality of and exposure to educational interventions that aim to achieve desired learning outcomes" (Priority II.B.1). In addition, ACEN (2014) has specific standards and criteria for nursing education

programs to achieve to demonstrate quality educational programs. Currently, the ASN

program is accredited by the NLN Accrediting Commission, with re-accreditation due in

Fall of 2016 from ACEN. According to the Accreditation Manual published by ACEN

(2014), the following standards are relevant to this project study:

> (a) standard 1.1: The mission/philosophy and program outcomes of the
>
> nursing education unit are congruent with the core values and
>
> mission/goals of the governing organization; (b) standard 4.2: The student
>
> learning outcomes are used to organize the curriculum, guide the delivery
>
> of instruction, direct learning activities, and evaluate student progress; and
>
> (c) standard 4.5: The curriculum includes cultural, ethnic, and socially
>
> diverse concepts and may also include experiences from regional,
>
> national, or global perspectives. (Associate section, para. 1, para. 4)

This project study addresses the three aforementioned standards and provides

nursing leaders the necessary data to support these specific standards. The results of the

program evaluation could potentially be used in the formal self-study report submitted to

ACEN for re-accreditation in 2016.

The HLC also accredits the local college where the ASN program is administered.

The college had their last accreditation visit in 2009 by the HLC. The HLC (2015) has

listed five specific criteria colleges must show evidence of meeting to support

accreditation. One criterion of the HLC is that "the institution demonstrates a

commitment to educational achievement and improvement through ongoing assessment

of student learning" (Credibility, eligibility, & criteria section, criterion 4.B.1–4). The

data obtained in this program evaluation will provide the local college with data to complement their assessment efforts and enable them to show assessment of student learning and whether or not the ASN program Goal 5 was met through the implementation of service learning, which is foundational to the college as portrayed in its published mission, vision, and values. The results of this study may be used by the dean of nursing or the college president in writing the next self-study report for HLC to support how assessment of student learning is ongoing, and they might also use the research findings to complement existing data to support the measurement of program goals. In addition, nursing leaders will be able to make changes to improve the curriculum or link program requirements to data supported by research.

The OBN (2014) developed an administrative code that includes rules and regulations that nursing programs must abide by to remain active and lawful in Ohio. Every 5 years the OBN conducts a survey visit of the ASN program at the local college to determine compliance with the OBN administrative code, in conjunction with annual reports submitted by nursing administration. The OBN approves new nursing programs and the ongoing administration of established nursing programs through the survey visit process. Rule 4723-5-15 addresses program evaluation and rule 4723-5-13 addresses nursing curriculums. This program evaluation will allow ASN administrators and faculty the ability to provide data-driven evidence to validate procedures and outcomes addressed in both of the aforementioned rules, therefore validating the quality and worth of the ASN program.

Researchers and educators have recently given much attention to the Institute of Medicine (IOM) and its reports and recommendations. Core competencies developed by the IOM are used to guide nursing education in terms of a graduate's knowledge regarding quality care and patient safety, which then can be used to measure program outcomes through the evaluation process (Morris & Hancock, 2013). This summative, goal-based evaluation fulfills the call for thorough program evaluation as set forth by the aforementioned accrediting bodies and advisory boards. Service learning is foundational to the mission of the college and embedded in the current ASN curriculum. This program evaluation provides the college and the ASN program with data on which to base decisions regarding service learning and its effect on learning outcomes and achievement of program goals.

Evidence of the Problem from the Professional Literature

Program evaluation is essential to demonstrate compliance with established criteria and standards of accrediting agencies. Accreditation assures the consumer that the college and/or program is structured on the tiers of quality and holds the institution accountable to the community. The inability of a college or program to embrace evaluation can have detrimental effects on either entity. Morris and Hancock (2013) stated that programs need to prove to accreditors how competencies are met, not merely that they are taught. Data-driven program evaluation can be impeded by tangible or intangible barriers. Collaboration and support of administrator, faculty, staff, and students is necessary for data-driven program evaluations to be successful. In this study, ASN

students who had graduated and ASN faculty members participated in the evaluation process voluntary, and data were used to draw conclusions to the research questions.

A barrier to program evaluations exists in the fact that stakeholders may be concerned that the evaluation may shed a negative light on the college or the program, or subject the college to unfavorable comparisons to lackluster or unaccredited programs (Young, Denny, & Donnelly, 2012). To overcome such barriers, thorough communication of benefits related to the study need to be highlighted throughout the evaluation process. Carless (2009) highlighted how trust and mistrust were important in the assessment process, and accountability can represent a threat to trust. Throughout this program evaluation, privacy and confidentiality were upheld through various avenues, as well as through the Institutional Review Board (IRB) approval process to address such barriers.

Further concerns with program evaluation exist in that teachers may fear outcomes of the evaluation could be used to judge their teaching (Young et al., 2012) and students do not recognize the value or need for evaluations. Story et al. (2010) concluded that research participants often feel constrained by time to complete time-consuming surveys, which impedes adequate data for analysis. Furthermore, Young et al. (2012) noted students may feel that questionnaires and interviews related to the evaluation process are a waste of their time, while Secret, Abell, and, Berlin (2011) identified the need for collaborative partnerships in evaluative research. Secret et al. identified that lack of communication and time between constituents of the process could be a barrier to achieving the overall objectives. To combat barriers in program evaluation, transparency

in the evaluation process could be enhanced through collaborative efforts and open communication about the evaluation process, according to Carless (2009). In this project study, I approached representatives of the local college, and they were in full support of the program evaluation. The college president, dean of nursing, ASN program chair, director of service learning, and director of religious studies all supported the study, and lines of communication remained open between the researcher and the aforementioned internal stakeholders. The invitation to participate in the study included information on the purpose of the study and the informed consent, which detailed information on interview procedures, privacy, confidentiality, benefits, risks, and my personal contact information.

Definitions

Associate of Science in Nursing (ASN) degree program: In the context of this study, an ASN degree program is defined as a 2-year academic program in a postsecondary institution leading to initial licensure through the NCLEX-RN (Billings & Halstead, 2005).

Community: In the context of this study, community is defined as a group of people living in the same area such as a town or city (Jacoby & Associates, 1996). Students completing service learning hours are engaged in the local community surrounding the college campus.

Cultural competence: In the context of this study, cultural competence is knowledge and understanding of another's culture through cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desires (Nokes, Nickitas,

Keida, & Neville, 2005). Qualitative data were collected and analyzed to explore cultural competency.

Cultural factors: In the context of this study, cultural factors are defined as customs, values, traditions, and histories that provided an individual with identity and values (Torres, Howard-Hamilton, & Cooper, 2003). Qualitative data were collected and analyzed to explore the students' knowledge of cultural factors.

Learning: In the context of this study, learning is contextual and is the act of acquiring or reinforcing knowledge, skills, or behaviors (Merriam, Caffarella, & Baumgartner, 2007). Qualitative data were collected and analyzed to explore student learning of social issues and cultural factors through the service learning experience.

Program evaluation: In the context of this study, program evaluation is defined as the assessment of all components of a program to determine program effectiveness (Billings & Halstead, 2005). This study utilized a summative goal-based program evaluation guided by an outcomes-based evaluation approach to determine whether or not outcomes were being met.

Service learning: In the context of this study, service learning is defined as " a form of experiential education in which students engage in activities that address human and community needs together…to promote student learning and development" (Jacoby & Associates, 1996, p. 5). In this project study, completion of 15 hours of service learning in the ASN program was used as the benchmark for the evaluation.

Social factors/structure: In the context of this study, social factors/structure are defined as "the material and cultural conditions, such as economic and political systems,

institutional networks, family, and religious practices that shape our lives and our choices" (Dolgon & Baker, 2011, p. 46). Qualitative data were collected and analyzed to explore the students' knowledge of social issues.

Significance

A study addressing whether or not program goals are being achieved through the service learning requirement of the curriculum is important for several reasons. First, evaluation of outcomes as they relate to teaching strategies will entice faculty to self-reflect on academic practices and course design. In addition, rigorous summative evaluation of program goals will add to the strength of the local nursing program and enhance the self-study process. By understanding the relationship between service learning and a student's perceived level of cultural competency, faculty and administrators can evaluate the knowledge and skills of students regarding social issues and cultural factors that impact nursing care.

This project study may contribute to positive social change as the underserved community receives health care related services from nursing students and nursing students are involved in civic engagement that exposes them to social and cultural factors while serving the local needs of the community, which may ultimately enhance the students' learning experience. In addition, through the service learning experience students have an opportunity to develop a more critical consciousness. Development of critical consciousness becomes transformative as students' develop a deeper awareness of themselves, their surroundings, their perspectives as related to socioeconomic issues and in recognizing their own potential to impact change (Cipolle, 2010). Therefore, this

program evaluation addressed all stakeholders of the college that included ASN students who had graduated, faculty members, and community partners.

Findings from this program evaluation fill in gaps in the existing literature and add to the value of service learning as a means to impact students' cultural awareness and competence as well as linking service learning to social justice. In addition, findings of this study will assist administrators and faculty in decision-making in regards to mandatory requirements of service learning in the ASN program of study and continued growth of service learning within the college. As stated by Chan (2012), assessment "provides evidence for faculties to support their belief that service learning has a rightful place in the program" (p. 30). This qualitative program evaluation showcased the worth and value of the ASN program in conjunction with other reported measures of success.

Research Questions

This qualitative goal-based program evaluation sought to explore perceptions of key stakeholders in regards to outcomes of service learning and achievement of program Goal 5. Qualitative data collection and analysis were used to explore perceptions of ASN students who had graduated, faculty members, and key community informants of how service learning influenced a student's learning of social issues and cultural factors and the impact of service learning on the local community. Thorough summative evaluation of service learning outcomes was achieved by using a qualitative case study approach. The following evaluation objectives were used to formulate the research questions: (a) to gather graduated ASN students' perceptions of how service learning influenced cultural competence, knowledge of social issues, and cultural factors; (b) to gather faculty

perceptions of how service learning influenced a student's cultural competence, knowledge of social issues, and cultural factors; (c) to gather perceptions of ASN students who had graduated of how service learning impacted the community; (d) to gather faculty perceptions of how service learning impacted the community; and (e) to gather perceptions of key community informant on how service learning impacted the community.

According to Creswell (2012), evaluation objectives may guide summative data collection using either quantitative or qualitative methods, and the findings are compared with the study objectives. The summative data collection allowed me to gather outcome-specific data to determine whether or not specific program goals were being met. The qualitative case study approach allowed me to evaluate achievement of program Goal 5 as this allowed me to create a complex picture of outcomes of service learning as perceived by key stakeholders.

The following five research questions flowed directly from Goal 5 of the institution's ASN program:

RQ1: How do graduated ASN students at the local college perceive service learning as influencing their level of cultural competence, and knowledge of social and cultural factors?

RQ2: How do ASN faculty members at the local college perceive service learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors?

RQ3: How do graduated ASN students at the local college perceive the impact of

service learning on the local community?

RQ4: How do ASN faculty members at the local college perceive the impact of

service learning on the local community?

RQ5: How do key community informants perceive the impact of service learning

on the local community?

Review of the Literature

The literature review for this program evaluation began with the theoretical

framework of experiential learning theory (Kolb, 1984), which was directly linked to

service learning. The literature review continued with a broad exploration of program

evaluation. Databases and educational textbooks were searched for references associated

with experiential learning theory, service learning, and program evaluation, and most of

the literature used came from peer-reviewed publications within the past 5 years. Some of

the literature is over 5 years old, but I deemed it important in providing substantive

contributions to this study. Online databases searched in this literature review were

Education Research Complete, Eric, ProQuest, and CINAHL. Key words that were used

in the search were as follows: *cultural competence, education, experiential learning*

theory, nursing, program evaluation, and *service learning*.

Theoretical Framework

The theoretical framework for the study was experiential learning theory. Various

models of experiential learning theory exist, but this study used Kolb's model that arises

from a constructivist paradigm (Kolb, 1984; Merriam et al., 2007). Kolb's concept of the

experiential learning cycle consists of actual experiences, reflections, logical analysis of ideas, and hands-on experimentation (Beard & Wilson, 2011). Furthermore, experiential learning theory incorporates learning as an interactive process by which learning is engaging and moves beyond knowledge acquisition, thus allowing learning to transcend from doing, feeling, touching, and thinking (Beard & Wilson, 2011; Jacoby & Associates, 1996; Kolb, 1984).

Many students begin the cycle with a concrete experience, but they can enter the cycle at any point (Kolb, 1984). Typically, students embark on a period of reflection after the concrete experience and this is where they begin to internalize their experience. It is during this reflective period that students draw upon content knowledge and form questions that deepen their understanding of the world and the need for service (Jacoby & Associates, 1996; Kolb, 1984); furthermore, this phase encompasses structured learning activities that define the experience as service learning. Reflections can take on many forms in either the oral or written format as well as individually or in groups and may come in the form of interviewing, journaling, debates, or discussions (Jacoby & Associates, 1996). During the abstract conceptualization phase, students begin to form conceptual frameworks that transpire from the concrete experience and reflective observations, and then they begin to draw conclusions to explain their experiences (Kolb, 1984). The final stage occurs as students return for additional exposure to experiential learning opportunities.

The service learning experience at the college engages the student by having the student actively participate in learning experiences within the local community in two of

the courses within the program of study. Students then form generalizations from these experiences, followed by reflective activities that address the service learning experience. Finally, the student embarks upon abstract conceptualizations and returns back to the community for additional experiences, and he or she can enter into the cycle multiple times and at different points throughout the 15 hours of service learning.

Service Learning as Experiential Learning Engagement

Experiential learning allows a nursing student to actively apply knowledge while engaged in various clinical experiences and learning activities. As noted in Beard and Wilson (2011), experiential learning enables an individual to make connections between their own morals and values and the functioning of the outside world. Furthermore, Warren, Sakofs, and Hunt (1995) highlighted how experiential methodology is not cyclical or linear but rather a series of working principles that incorporate many of Kolb's ideas. To further support the attainment of ASN program Goal 5 through experiential learning, Butin (2010) described service learning as an ideal methodology to support civic engagement, increase awareness of societal concerns, and enhance a student's sense of community. Through engagement in the community, students have the ability to acquire knowledge of various cultural perspectives and societal issues. Societal issues that plague the local community are poverty, unemployment, and a marginalized population.

Students in the local nursing program create health care focused education posters to present at the local senior center. The topics include issues faced by residents at the local senior center and are linked to the content in the nursing course specifically.

Students engage in learning and service at the local senior center and present educational posters to the residents. Once the experience is complete, students reflect by writing a paper on the experiential learning experience. Service learning in academics needs to be relevant to course content (Butin, 2010), and this is evident in the local nursing program. Service learning also ties into social justice. Through education, students should not only become knowledgeable and skilled but they should become moral and ethical contributors to the community (Cipolle, 2010). The service learning engagements offer undergraduates an opportunity to have an increased awareness of social issues and diversity, a gained sense of empowerment, and a realized ability to enact the ethical and moral values of the college while serving the community. Students learn to work with many different cultural groups, socioeconomic groups, and populations through providing health care services to a diverse population (Stewart & Webster, 2011), and it is through service learning experiences at the local college that ASN students have this opportunity.

Service learning is a teaching pedagogy that draws upon experiential learning theory to involve undergraduates in the educational process and exposes students to social justice, social issues, and cultural differences (Cipolle, 2010; Jacoby & Associates, 1996; Kolb, 1984). Active learning is embedded within experiential learning and is essential in knowledge acquisition and applied skills (Butin, 2010). Various definitions of service learning exist, and without one specific universal definition, scholars and educators alike have agreed that service learning is a form of experiential learning that actively engages students. John Dewey was an influential scholar who had enduring

influences in education, and his beliefs were in the unity of theory and practice (Butin, 2010; Kasworm, Rose, & Ross-Gordon, 2010; Kolb, 1984). From the works of Dewey, service learning has flourished in higher education both as pedagogy and a philosophy and has moved learning from the classroom to the community (Butin, 2010; Kasworm et al., 2010) as demonstrated in the local ASN program. According to the National Service learning Clearing House (2014), service learning is when students apply acquired knowledge and personal skills to positively impact the community and enhance self-awareness as they develop into leaders and broaden civic engagement. Therefore, students become actively engaged in academia and in society.

This definition correlates to the definition by Beard and Wilson (2011), who described experiential learning as active engagement between the student and the environment. In addition, Butin (2010) discussed how service learning can be based in pedagogy or philosophy, and through reflective practices students develop an enhanced understanding of didactic subject matter and a heightened perception of civic duty. Furthermore, Dewey (1938) suggested that not all experiences were beneficial to student's education and highlighted the importance of reflective thinking that occurs throughout the service learning endeavor. Jacoby and Associates (1996) addressed the essential need to link the service component and the learning component, and they emphasized that those components each carry equal weight in meeting outcomes.

Dewey's philosophy on students being engaged in experiences outside of the traditional classroom has transformed higher education as educators know it today (Dewey, 1938). Rigorous research that evaluates student outcomes based on service

learning experiences has been lacking (Hirschinger-Blank, Simons, & Kenyon, 2009).

Service learning not only offers students an opportunity to be engaged in the community

and the learning process, but it also offers institutions of higher learning an opportunity to

evaluate outcomes from these experiences. In the end, service learning should benefit

both the community and the student (Jenkins, 2011; Vogt, Chavez, & Schaffner, 2011).

Furthermore, service learning links didactic subject matter with service activities that are

delivered to the community, which is beyond the confines of volunteerism (Trail Ross,

2012). The philosophy of Dewey (1938) was that education progresses through

experience and, without adequate time to reflect on such experiences, the essence of the

experience could be detrimental, which rounds out his idea of primary and secondary

experiences. A key component of service learning is the process of reflective thinking.

Service Learning and Cultural Competence

Campinha-Bacote (2007) developed a practice model of cultural competence

known as the process of cultural competence in the delivery of healthcare services, which

is comprised of the following five constructs: "(a) cultural desire, (b) cultural awareness,

(c) cultural knowledge, (d) cultural skill, and (e) cultural encounters" (p. 13). The

concepts of caring and love are central to the construct of cultural desire as it comes from

one's desire to respect differences, embrace social justice, and become a humble person

(Campinha-Bacote, 2007), which are fundamental to the profession of nursing. Cultural

awareness is the affective construct that involves the deliberate self-exploration of

personal biases (Campinha-Bacote, 2007), which is also critical in the role development

of nursing students. Cultural factors as indicated in the study are embedded deeply in the

construct of cultural knowledge. Campinha-Bacote (2007) identified cultural knowledge as important in understanding the different interacting styles found within cultural groups. The cultural skill construct encompasses the ideas of identifying social factors that influence care. Campinha-Bacote (2007) identified cultural skill as important in the student's ability to identify social factors in the delivery of care. The cultural encounters construct is significant as it allows the researcher to assess the student's cross-cultural encounters with clients from culturally diversified backgrounds (Nokes et al., 2005), which is essential in the overall goal of service learning and program Goal 5. In addition, the construct of cultural encounter addresses the student's ability to explore assumptions and beliefs of the patient from a sociocultural context, therefore "gathering data regarding a patient's race, ethnicity, class, gender, family, roles, and sexual orientation" (Campinha-Bacote, 2007, p. 77).

Although Campinha-Bacote (2007) developed an instrument known as The Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals-Student Version (IAPCC-SV) to objectively measure the constructs of cultural competence, I was able to take the five constructs and use them as the themes for the first two research questions. I then used direct quotes from participants in the interpretation of findings, which allowed me to link how service learning enhances a student's ability to provide culturally competent nursing care in cross-cultural situations, which is directly related to program Goal 5.

Outcomes of Service Learning

Various studies have been conducted involving nursing students and service learning. Groh, Stallwood, and Daniels (2011) assessed leadership and social justice exclusively as service learning outcomes in undergraduate baccalaureate nursing students ($n = 306$) at a faith-based university using a quantitative approach, but the authors did not relate those to the achievement of program goals. The researchers found that students who had academic learning and community service had increased leadership skills and awareness of social justice. They recommended that future research studies connect specific service learning outcomes to course objectives for evaluation purposes. Trail Ross (2012) studied the effects of 8 hours of service learning for undergraduate junior level baccalaureate nursing students ($n = 74$) enrolled in a gerontology course and evaluated the service learning experience by students and the community agencies. The researcher linked service learning objectives to course objectives but did not evaluate how service learning met program goals. In addition, Trail Ross concluded that service learning reinforced course content and increased the students learning. The study primarily analyzed data from student reflections and evaluations of service learning from the students and the community agencies.

In addition, Vogt et al. (2011) used a mixed methods descriptive study to examine the impact of a service learning immersion project on nursing student's ($n = 26$) content knowledge of diabetes and described their experiences through the use of reflective journaling. The reflective journaling showed that students indicated growth in critical thinking, leadership, communication skills, and collaboration during the experience. A

limitation of the study was that the focus of quantitative data analysis was on knowledge acquisition as it related to diabetes while reflective journaling disclosed professional growth constructs. The study did not utilize a quantitative tool to measure outcomes of service learning but rather exclusively measured the degree of diabetic knowledge gained from the immersion experience, and Vogt et al. (2011) did not correlate qualitative and quantitative findings to the attainment of specific program goals.

Nokes et al. (2005) used a quantitative design to explore whether or not 15 hours of "service- learning made a difference in critical thinking, cultural competence, and civic engagement" (p.65) for nursing students ($n = 14$). All study participants were graduate nursing students with a minimum of an associate degree in nursing. Findings indicated no statistical difference in cultural competency, but the authors did note an increase in civic engagement attitudes. The current program evaluation sought to describe the level of cultural competency through the perception of stakeholders, rather than merely measuring attitudes related to the constructs as in Nokes et al. Qualitative data were not collected or analyzed in this study to compliment quantitative results, and specific outcomes of the service learning intervention were not studied. Thus far, the extant research has focused on baccalaureate and associate degree nursing programs, but service learning has been used in numerous capacities across the collegiate landscape. The following section of the literature review explores service learning research within other professional degree programs.

Research outside of the field of nursing has also explored the impacts of service learning. Hirschinger-Blank et al. (2009) used a triangulation mixed-methods design to

evaluate differences in service learning outcomes for undergraduate criminal justice

students. Concepts measured in the study were diversity, interpersonal and personal

skills, intellectual development, and citizenship. Findings indicated service learning

impacted the majority of student's attitudes regarding diversity and political awareness.

These outcomes are similar to the desired outcomes in the ASN program at the local

college. This program evaluation focused more on service learning outcomes as a whole

rather than on specific concepts. Furthermore, Pierce, Havens, Poehlitz, and Ferris (2012)

evaluated perceptions of growth in leadership and cultural competence for undergraduate

students ($n = 26$) taking a specific community nutrition course founded on the principle

of service learning. A mixed-method approach, without interviewing, was used in the

study and the researchers provided documented results that supported student growth in

leadership, communication, and civic engagement, which met the goals of the course. In

addition, Kearney (2013) assessed learning outcome differences between two groups of

first-year pharmacy students ($n = 194$). In the study, one group was enrolled in a service

learning based course and the other group was in a traditional course. The results focused

on enhanced communication and cultural competence for the students who participated in

the service learning course. Findings indicated service learning positively impacted

learning outcomes. The outcomes in Kearney (2013) were focused at the course level,

whereas the focus of this program evaluation was on program goals. Regardless of

academic program, service learning is used throughout higher education as a teaching

pedagogy.

Studies have been conducted to explore service learning research in general. Carpenter (2011) focused on a literature review of evaluation tools and methods regarding the impact of service learning on community partners, and identified the lack of evaluation being conducted with community agencies in terms of outcomes and direct impacts of service learning. In addition, Carpenter (2011) stated "more research is needed to pinpoint specific contribution" (p. 127) of service learning to nonprofit organizations. Qualitative research questions in this program evaluation focused exclusively on organizations utilized by the local college for service learning and the impacts of service learning on the local community, thereby expanding upon the call for further research in that area by Carpenter. All organizations utilized for service learning at the local college are non-profit organizations, which added to this body of knowledge and fulfilled a research need. A literature review of service learning experiences was conducted at community colleges by Taggart and Crisp (2011). The researchers determined additional research is warranted in order to support the link between service learning and stated outcomes. In another research study by Waters and Anderson-Lain (2014), the researchers analyzed various service learning assessment tools utilized by faculty, students, and the community. The researchers highlighted the delinquency in assessment practices by programs and institutions in relation to service learning.

Thus far, the literature review has focused on overall outcomes of service learning in baccalaureate and associate degree nursing programs and various other professional degree programs. Sample size, research design, and analysis of data have varied between the aforementioned studies. The program evaluation has filled a gap in the knowledge of

outcomes related to service learning by employing a qualitative case study approach to explore perceived knowledge acquisition of social issues and cultural factors, as well as cultural competency as an outcome of service learning. In addition, impacts of service learning on the community were explored which related back to the attainment of specific program goals for ASN students who had graduated from the local college.

Skills Obtained from Service Learning

Studies have been conducted in various academic programs to explore similar measures such as in the study by Bassi (2011) were the researchers explored the outcomes of a specific service learning project with third year undergraduate nursing students ($n = 18$) in which structured reflective activities were utilized to assess achievement of learning objectives. The qualitative findings of the study showed how the service learning project was effective in improving students' social, personal, and academic success, as well as their knowledge and skills. Additional characteristics influenced by the service learning experience included integrity, autonomy, and competence. The study was limited to evaluation of three reflective journals and did not address community impacts. Chan (2012) outlined a specific assessment framework to align with five experiential learning project outcomes for undergraduate engineering students. Various assessment strategies were utilized to assess the outcomes through direct observation, reflective journaling, and presentation. Results of the study indicated students acquired problem-solving, critical thinking, and management skills dealing with cultural differences. In addition, students felt they developed stronger skills and civic responsibility. The study supported the learning outcome to: "Develop intercultural

understanding and awareness of other cultures" (Chan, 2012, p. 34). This study did not explore quantitative data or community impacts. This program evaluation utilized structured one-on-one interviews to collect qualitative data rather than reflective journals, direct observation, or presentations. Further research has been conducted to look at various strategies to measure or evaluate outcomes of service learning and will be discussed next.

Evaluation of outcomes can be achieved through formative or summative evaluations, and by assessing the three domains of learning. Outcomes of service learning have been linked to the attainment of course objectives and measuring community impacts. In a study by Chan Cheung Ming, Lee, and Hok ka (2009), the researchers discussed the development of a service learning and research scheme (SLRS) for the incorporation of university-wide service learning experiences. The researchers outlined an evaluation process that included summative and formative strategies and how the service learning experience met learning outcomes. In addition, the evaluation tool evaluated students' social and cultural competence, as well as community input in the evaluation process. This article supported the program evaluation design and inclusion of community agencies and the impact of service learning on stakeholders in this study. Furthermore, Jenkins (2011) compared two sections of a political science class to examine whether or not decreased face-to-face classroom interactions lessoned the affirmative effects of service learning. The researcher explored how service learning impacted course outcomes. Affective outcomes were statistically significant for the cohort of students who participated in the experiential learning activities. In addition, the

service learning cohort rated the course higher (more positive) on course evaluations especially in the area of knowledge and skill with political systems. The results indicated decreased face-to-face time did not jeopardize students' knowledge of course content. This study showed how outcomes can be related back to course objectives while the current program evaluation aimed to link outcomes of service learning to specific program goals. The following articles discuss various practice settings in which service learning experiences transpire, as well as impacts of alternative spring break experiences that are founded upon experiential learning theory.

Nursing students are routinely engaged in clinical learning experiences in acute care environments in order to apply skills learned from the academic environment. These skills are directly related to the psychomotor and cognitive abilities of the student. It is essential that nursing educators evaluate populations (ACEN, 2014) across health care settings. To accentuate this, Pijl-Zieber and Kalischuk (2011) outlined numerous challenges and opportunities for non-traditional community health practice placements for nursing students. The researchers provided a critical analysis of how these service learning experiences prepare nursing students to care for the community through a population health perspective. It is through this population health focus that awareness of cultural differences present and applied skills of practice are performed as noted by Pijl-Zieber and Kalischuk (2011), in that these experiences can assist the student in "reaching out to communities and the world in new ways" (p. 9). A gap in the study was the exploration of the direct community impacts, which were explored in the program evaluation through interviews and qualitative data analysis. In addition, Porter (2011)

assessed whether or not specific alternative break learning outcomes were being met by the service learning experience. Participants completed pre and post surveys on specific objectives, and qualitative data were collected in the form of interviews and a storytelling event. Key components in the results included communication, personal growth, and awareness of social issues. Results indicated students had an increased understanding of people from different cultures and economic backgrounds that supported the desired outcomes in the ASN program at the local college. Suggestions for future research were to strengthen assessment of community impacts to support the measurement of social justice related to service learning, as this evaluation aims to do.

Curriculum differences are noted between associate and baccalaureate degree nursing programs. Regardless of the earned collegiate degree, nurses are expected to provide culturally sensitive care to populations served. Schofield et al. (2013) used a qualitative descriptive study to explore how service learning impacted the perceptions of caring and knowing one's self in first and second year baccalaureate nursing students. Results showed student nurses experienced growth in the areas of communication, critical thinking, and problem-solving. In addition, themes related to social responsibility, caring, and self-awareness emerged. Students also noted they were better equipped to identify social determinates of health based on the service learning experience. This study supports how service learning exposes students to social and cultural issues, and Schofield et al. (2013) suggested future research should focus on consistency in data collection and evaluation methods. Furthermore, Clayton, Bringle, and Hatcher (2013) highlighted how internal outcomes of service learning are visible behaviors and

communication of the student, and external outcomes are the summation of the attitude, knowledge, and skills. These assumptions support the current study as knowledge and skills of social issues and cultural factors are explored as outcomes of service learning engagements.

As Sheffield (2011) concluded, when didactic knowledge is applied through hands-on learning experiences embedded within service learning activities, the student's skills are performed, refined, and evaluated for achievement. The service learning experiences in the current curriculum focuses on population health concepts related to nursing, as well as spiritual concepts embedded in the religious studies course. Students are exposed to cultural differences and social issues in the community through the service learning engagement. Therefore, students are able to draw from cognitive skills to display professional attributes and ethical behaviors. Furthermore, Stringfellow and Edmonds-Behrend (2013) highlighted how service learning has the capability to foster the development of citizenship, social justice, and volunteerism in students, and how service learning can provide experiences that engage students in opportunities to encounter various cultural factors and social issues.

The literature identified multiple studies that explored service learning. These studies included a variety of methodologies and focused on a range of populations. What the literature was lacking was the connection of service learning to specific program goals. The literature identifies the need for research to be conducted in relation to program evaluation as well as with evaluation of service learning outcomes. To achieve this, a qualitative case study approach was utilized in this goal-based evaluation. With

this design, qualitative data were collected and analyzed, and then triangulated across the stakeholder groups to assure accuracy and credibility. To achieve the goal of program evaluations, it is necessary to collect a multitude of data from various stakeholders (Kaswrom et al., 2010).

Implications

The literature review explored experiential learning theory, program evaluation, and service learning. The primary goal of this study was to provide the college with data to support decision-making, and to establish graduation requirements based on data through a summative evaluation report. The findings and recommendations from this study may promote positive social change by increasing the awareness for the need of thorough evaluation of all program goals and institutional learning outcomes. Validating the quality of learning at the college and within the ASN program can affect accreditation by the HLC, ACEN, and OBN. Furthermore, the overall worth of the program and excellence in education can impact the confidence of administrators, faculty, students, and the community.

Findings from this program evaluation could lead to future research that explores various other teaching strategies that are directly linked to the attainment of course objectives, level objectives, or program learning outcomes. Implications of this study could lead to decision-making regarding one of the following options: (a) to continue the implementation of service learning in the program as is; (b) to continue the service learning requirement with adjustments; or (c) to discontinue the service learning component of the program. The data collected in this study will be used as indicators of

performance measures and outcomes that will provide data so that administrators and faculty can make well informed decisions regarding the service learning component of the curriculum. Furthermore, service learning and cultural competence in the ASN program at the local college are important for the following reasons: (a) the evaluation can showcase if program goals are being met; (b) evaluation of service learning can assist administrators and faculty in evaluating whether or not knowledge outcomes related to social issues and cultural factors are being attained; and (c) the evaluation can describe the impact service learning has on the community. The positive social change implications could also include knowledge useful for nursing and college leaders searching for a means to provide data-driven evidence for decision-making and validation of program evaluation.

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

In Section 1 of this project study, the problem statement addressed the lack of summative program evaluation specific to the local colleges ASN program Goal 5. Evidence of this problem at the local level, and from professional literature, was examined. The review of literature focused on the concepts that were used to guide this study such as the theoretical framework, program evaluation, and service learning. In addition, experiential learning theory was the theoretical framework that supported the service learning component of the ASN curriculum to achieve the desired program Goal 5. Section 1 concluded with implication of finding of this study for the local college and the ASN program. Results of the study will be shared with college and nursing leaders through an executive report, thus enabling leaders to use the data to make improvements

in the curriculum and for decision-making purposes. Section 2 discusses the chosen
methodology of this project study, data collection and analysis methods, findings, and
interpretations, as well as ethical considerations.

Section 2: The Methodology

Introduction

The purpose of this project study was to explore stakeholders' perceptions of the achievement of program Goal 5 in the ASN curriculum at the local college. The absence of a formal evaluation of service learning at the local college was what drove this study. An objectives-oriented evaluation approach employing a qualitative case study design allowed for a goal-based evaluation. The evaluation described perceptions of outcomes of service learning such as (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) impacts of service learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty members, and key community informants, thus allowing for the evaluation of program Goal 5. Using a qualitative case study approach, results from interviews with ASN students who had graduated, interviews, and key community informants were complemented and triangulated in order to form conclusions; therefore, the method provided an in-depth approach to the evaluation and strengthened the validity of the data, findings, and conclusions (Creswell, 2012; Yin, 2014).

Qualitative Research Design and Approach

Program evaluation was the best fit for this study as it provided merit to the ASN program, described impacts to society, and provided administrators with evidence to make decisions regarding program requirements or changes (Fitzpatrick, Sanders, & Worthen, 2004; Patton, 2002). Furthermore, a summative evaluation was used as it enabled me to provide administrators with a final report that described the overall

evaluation questions that were designed to explore perceptions of the achievement of program outcomes (Patton, 2002; Yin, 2014). According to Oermann and Gaberson (2009), program assessment (evaluation) is used to provide data for decision-making purposes and is a process for judging the value of an educational program. The case under evaluation was the service learning component of the ASN curriculum at the local college.

A qualitative case study design was used to gain an in-depth understanding and describe perceptions of outcomes of service learning such as (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) impacts of service learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty, and key community informants. Qualitative research design is appropriate when exploring, describing, interpreting or explaining a central phenomenon (Creswell, 2012; Patton, 2002). This design was advantageous as it allowed me to create a complex picture of outcomes of service learning through the perceptions of key stakeholders, and it offered a broader perspective of the phenomenon under study, which would have been arduous through other research approaches (Creswell, 2009; Patton, 2002; Yin, 2014). In the end, the choice of this design supported the validation of the worth of the local nursing program through the program evaluation process. The focus of this program evaluation did not address intact cultural groups, understanding the lived experiences of participants, or obtaining life stories; therefore, qualitative designs such as ethnography, phenomenology, narrative research, or grounded theory did not align with the purpose and research questions in this study.

Qualitative designs, especially case studies, offer the researcher a deeper understanding of the problem or activity from one or more individuals or groups and it is appropriate when the purpose of the evaluation is descriptive (Fitzpatrick et al., 2004; Oermann & Gaberson, 2009). According to Creswell (2009), qualitative approaches in research embrace a constructivist worldview, which allowed me to describe the meaning of service learning outcomes from the views of participants. The evaluation was designed to evaluate the overall success of the nursing program in having graduates meet program Goal 5. One-on-one semi-structured interviews were conducted to collect qualitative data in regards to perceptions of outcomes of service learning. As previously stated, the program was lacking outcome measures for program Goal 5 and this study provided the data necessary for a thorough summative evaluation based on the design.

Participants

Population

Participants for this goal-based evaluation included students who recently graduated from a Midwestern ASN program as well as faculty members and community stakeholders. A total of 1,073 students were enrolled at the local college for the academic year 2013–2014, of whom 14 % were male, 86% female; 82% Caucasian, 8% Black, 4% Hispanic, and 6% other; average age 28 years. The target population for this study was recent ASN graduates.

In addition to the student population, the faculty population consisted of 12 full-time and 15 part-time faculty members employed at the local college. All full-time faculty members were women, while 93% of part-time faculty members were women and

7% were men. This population of faculty members was sampled for the qualitative interviews.

There were 25 community agencies used by the local college where students were placed in service learning activities. All of the agencies were nonprofit organizations and were located in the local community. The target population in these agencies was persons who supervised students from the local college.

Qualitative Sampling

I used purposive sampling methods, as described by Creswell (2012), to choose participants from the local college and specific community agencies. The particular site was the local college and its faculty, graduate students, in addition to key community informants from specific service learning agencies that were utilized by the local college. Purposive sampling allowed me to choose the case(s) so that I could thoroughly describe the outcomes of service learning as perceived by the individuals who actually had been engaged in service learning interactions that were required in the local ASN program (Bogdan & Biklen, 2007). One-on-one structured interviews were conducted with the purposive sample.

ASN students who had graduated. ASN students who had graduated were recruited for semi-structured, one-on-one interviews. Recent ASN graduates who completed the program within the last 12 months were invited by e-mail to participate in the interviews. E-mail addresses were obtained from the registrar's office at the local college upon IRB approval (IRB number: 06-18-15-0355523). I sent an e-mail invitation from my Walden University e-mail account up to a total of three separate times. The

invitation indicated the need for the graduated student to participate in a 20- to 30-minute one-on-one interview session. After the first invitation, an IRB addendum was sought and approved to offer participants an opportunity to have interviews conducted face-to-face or per phone. All six ASN students who had graduated opted to have the interview conducted over the phone.

The first graduated ASN students who responded to my e-mail invitation and met inclusion criteria were used in the study. It was anticipated that eight to 10 graduated students would be included in the sample to gain an in-depth understanding and describe perceptions of outcomes of service learning, and after three invitations six ASN students who had graduated completed the interview process out of the eight that indicated interest. I was unable to schedule interviews with the last two ASN students who had graduated who indicted interest in the study because they failed to respond to subsequent communications and scheduling of the interview. Furthermore, by the end of the sixth interview, I had reached saturation with the data; out of courtesy, I sent one last e-mail to the two graduated students who indicated interest in the study seeking to schedule an interview date and time, but they both failed to respond within the disclosed response deadline of 5 business days. Therefore, I decided to end the data collection period. According to Creswell (2012), six to eight sample members who are derived from a homogenous group are sufficient in qualitative research, which described the graduates of the ASN program. Table 1 represents the interviewing dates and methods. Individuals representing the ASN program were interviewed if they had graduated from the local ASN program within the past 12 months. The inclusion criterion provided me with an

opportunity to interview graduates of the ASN program that were able to describe recent

outcomes and experiences of service learning.

Table 1

ASN Students Who Had Graduated Interviewing Dates and Methods

Student	Interview date	Method
S1	July 28, 2015	Phone
S2	August 19, 2015	Phone
S3	August 22, 2015	Phone
S4	August 28, 2015	Phone
S5	September 9, 2015	Phone
S6	September 11, 2015	Phone

Faculty. I recruited ASN faculty for semi-structured, one-on-one interviews by e-

mail invitation. E-mails addresses were obtained from the dean of nursing at the local

college upon IRB approval (IRB number: 06-18-15-0355523). I sent an e-mail invitation

from my Walden University e-mail account up to a total of three separate times. The

invitation included a request for faculty to participate in a 20- to 30-minute one-on-one

interview session. After the first invitation, an IRB addendum was sought and approved

to offer participants an opportunity to have interviews conducted face-to-face or per

phone. The faculty members who responded to my e-mail invitation and met inclusion

criteria were used in the study. It was anticipated that six to eight faculty members would

be included in the sample to gain an in-depth understanding and describe perceptions of

outcomes of service learning. After I had sent three invitations each, seven faculty

members completed the interview process out of the seven that indicated interest. Table 2

represents the interviewing dates and methods. Saturation was reached after the seventh

interview, so the decision was made to conclude the data collection period. All faculty members interviewed met the inclusion criteria of (a) a minimum of 2 or more years working as an educator in the ASN program at the local college and (b) a minimum of a master's degree in nursing. The inclusion criterion provided me an opportunity to interview faculty familiar with the curriculum rather than novice faculty, which added to the depth and reliability of information.

Table 2

ASN Faculty Interviewing Dates and Method

Faculty Member	Interview date	Method
F1	June 24, 2015	Face-to-Face
F2	June 29, 2015	Face-to-Face
F3	June 29, 2015	Face-to-Face
F4	June 30, 2015	Face-to-Face
F5	July 17, 2015	Phone
F6	July 28, 2015	Phone
F7	August 28, 2015	Face-to-Face

Key community informants. I recruited key community informants for semi-structured, one-on-one interviews. I e-mailed the director of service learning at the local college, using my Walden University e-mail account upon IRB approval (IRB number: 06-18-15-0355523), asking the director for a list of community agencies used for service learning by ASN students at the local college. I then e-mailed community stakeholders an invitation to participate in the study using my Walden University e-mail account up to a total of three separate times, and the e-mail included my contact information. The invitation included a request for community stakeholders to participate in a 20- to 30-minute, one-on-one interview session. After the first invitation, an IRB addendum was

sought and approved to offer participants an opportunity to have interviews conducted

face-to-face or per phone. The first community stakeholders who responded to my e-mail

invitation and met inclusion criteria were used in the study. It was anticipated that 8 to 10

community stakeholders would be included in the sample to gain an in-depth

understanding and describe perceptions of outcomes of service learning, and after three

invitations seven community stakeholders completed the interview process. Table 3

represents the interviewing dates and methods. Individuals representing community

agencies were interviewed if they had supervised one or more students within the last 12

months.

Table 3

Community Stakeholder Interviewing Dates and Method

Community Stakeholder	Interview date	Method
C1	June 29, 2015	Face-to-Face
C2	July 1, 2015	Face-to-Face
C3	July 22, 2015	Phone
C4	July 30, 2015	Face-to-Face
C5	August 21, 2015	Phone
C6	August 26, 2015	Face-to-Face
C7	August 28, 2015	Phone

The development of trust is crucial in establishing a researcher-participant

working relationship, according to Tracy (2013). To develop that relationship, I

scheduled interview times that were convenient for participants and conducted interviews

in a private location or over the phone at the discretion of each individual participant.

Furthermore, my initial interviewing session allowed me to establish a trusting

relationship with participants as I described the purpose of the study, reviewed the

informed consent, reviewed how the data would be used, and how participants could withdraw from the study at any time. In addition, participants were able to review the interview protocol and ask questions. To preserve confidentiality in the study, I explained to participants that I would use pseudonyms rather than identifying information, and all data would be kept in a locked cabinet or password protected computer accessible only by me.

Protection of Participant's Rights

Protection of research participants was essential, and a variety of strategies were used in the study to achieve that goal. Before data collection began, IRB approval was received from Walden University (IRB number: 06-18-15-0355523) and from the Human Subjects Review committee at the local college. The local college required approval from their Human Subjects Review Committee in addition to IRB approval from Walden University, but opted to have Walden University as the IRB of record. The following section outlines ethical considerations such as potential for harm, confidentiality, right to fair treatment and the benefits to the project study.

Ethical considerations. To examine program Goal 5 for the ASN program at the local college, the research focused on knowledge of social and cultural factors and the student's ability to apply that knowledge in cross-cultural situations offered by the service learning component. The informed consent explained the purpose and outcomes of the study, the voluntary nature of the study, and the protection of confidentiality as well as the participant's right to withdraw at any time without punishment (Tracy, 2013). Personal identifying information such as student identification numbers, social security

numbers, names, or date of birth was not collected from respondents. Graduates of the

ASN program were used in the study; therefore, information regarding the student's

grade or academic progression was not a factor in the study. In addition, participants were

not offered any incentives in monetary or non-monetary value to participate in the study.

No data were collected until both the IRB at Walden University and the Human Subjects

Review Committee at the local college approved the study. I was available if participants

had questions regarding the study via e-mail or per phone. I provided my phone number

and e-mail address on the cover letter. No funds for the study were received from the

local college.

Potential for harm. There was no anticipated or actual physical harm to

participants in this study. The study involved semi-structured one-on-one interviews. The

local college offered free student counseling in the Student Success Center, and the

researcher provided participants the name and number of the counselor if needed.

Protection of confidentiality. All audiotapes and interview transcripts were kept

in a locked cabinet in the researcher's office, locked behind an office door. Upon

completion of the study, and in accordance with Walden University rules and regulations

of research, the transcripts will be shredded and audiotapes destroyed after 5 years.

Pseudonyms were used for interviewing data to maintain confidentiality and all

interviews were conducted behind closed doors to maintain privacy, or per phone. Names

of participants were not disclosed to anyone in order to protect confidentiality.

Right to fair treatment. Any recent ASN graduate within the past twelve months

was invited to be part of the study. The study did not discriminate based on age, gender,

race, socioeconomic, or religious affiliation. By returning the informed consent, the participants indicated consent for the study. Participation was strictly voluntary. Participant's names and identifying information was kept confidential through the use of pseudonyms for qualitative data and not revealed publically. A summary of the study findings will be presented as an executive report to the president of the local college and the dean of nursing at the conclusion of the study.

Research benefits. This study evaluated a specific ASN program goal, which affected the entire program and each student enrolled in the program. Lack of a formal program evaluation of program goals was an issue, and findings should be used to substantiate the worth of the program. Findings from this study illuminated whether students were meeting this specific program goal and the findings may lead to change in policy and curriculum in the ASN program at the local college. In addition, they may also be used to demonstrate effective program evaluation for accrediting bodies. Participants were able to submit a request for a summary of the findings if they wished.

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Data Collection

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Interviews

One-on-one semi-structured interviews were conducted to collect qualitative data with ASN students who had graduated, who completed the program of study and the 15 hours of service learning, as well as ASN faculty and representatives from community agencies that engaged students in service learning experiences. Open-ended interviews allowed participants an opportunity to describe perceived service learning outcomes (Speziale & Carpenter, 2007), which was in alignment with the research questions and

case study design. The goal of this qualitative case study evaluation was to collect data from multiple stakeholders in sufficient detail so that administrators would trust and accept the results.

One-on-one interviews were chosen rather than focus group sessions, as focus groups sessions tend to draw out detailed information of a research topic whereas one-on-one interviews enable the interviewer to interact with the interviewee in a meticulous way without the nuances of strong personalities and moderator influence (Bishop-Clark & Dietz-Uhler, 2012). Semi-structured interviews are often used in qualitative research as it allows the interviewee to express their perspectives and allows for clarification and probing on the interviewers behalf (Savin-Baden & Howell-Major, 2013; Fitzpatrick et al., 2004). In addition, semi-structured interviews assure relatively organized flow of topics, which assisted me in covering all the topics (Scott & Garner, 2013). The focus of interview questions linked perceptions of how the service learning experience impacted the student's ability to meet program Goal 5 and identified community impacts.

I chose to use an interview protocol in the interviews to assist with dependability in the study and to stimulate discussion rather than dictate it (Tracy, 2013; Waltz et al., 2005). The interview protocol ensured participants were answering a similar set of questions that pertained to certain topics (Scott & Garner, 2013) and produced comparable data from all respondents. I developed the interview protocols used in the study for the three groups of stakeholders.

At the beginning of each interview I reviewed the informed consent with the participant and the interview protocol. I then provided each participant a blank copy of

each document. I then asked permission to audio-record the interview session and began recording, all participants agreed to have the interviews audio-recorded. Upon permission the audio-recorder was turned on and participants were then asked the open-ended questions from the interview protocol. The interview protocols contained a header for essential information, core questions, probing questions, and closing comments which were in alignment with the main research questions, which then allowed me to take notes and have questions ready to be asked (Creswell, 2009; Creswell, 2012; Patton, 2002; Speziale & Carpenter, 2007). At the conclusion of the interview, the audio-recorder was turned off and the participant was notified I would e-mail them a copy of the interview transcript within 14 business days for their review, otherwise known as member checking. I indicated to participants to review the transcript for accuracy within 5 to 10 business days of receipt, and to then notify me of any needed changes whether that consisted of additions, deletions, or corrections to the transcript. This offered participants an opportunity to clarify raw data, add comments, and assist me in understanding the data; it also guided me in the analysis of the transcribed data. All transcripts were sent via e-mail to participants for member checking procedures.

I had two faculty members indicate additions, two community stakeholders that indicated additions, and no changes were indicated for ASN students who had graduated. For instance, a community stakeholder indicated an addition to the transcript in relation to community impacts of service learning and requested that the following statement be added to the transcript:

If a staff member of the agency did it? They would need to be compensated. Some

of the agencies we serve, for example, one agency, has clients that come and

receive clothing, baby items, etc. and they often need help in choosing what is

best for the new baby. Our students have helped the mothers make good choices

and educate along the way. The small budget of the agency would never be able

to pay for enough staff to serve all the clients that come. (C1)

A faculty member responded to the member check indicating grammatical errors

in the transcript stating, "Looks good. Grammar error with theirs, they're and outline

should be outlying" (C3), but opted not to add or delete interview data. All participants

but two responded by e-mail for member checking, but confirmed the member check per

phone. The interview protocol also allowed me to make comparisons across cases and

triangulate findings to add to the strength of the study. In addition to the interview

protocols, I audio taped the interview session with permission from participants.

Recording the interview allowed me to focus on the interviewee and build trust, and

provided me with an accurate record of the conversation and the ability to transcribe the

interview accurately (Creswell, 2012; Speziale & Carpenter, 2007).

To gather rich qualitative data, I abided by the "10 Commandments of Informant

Interviewing" discussed in Scott and Garner (2013): respect, understanding, sensitivity,

manners, confidentiality, time, propriety, safety, preparation, and documentation. The

interviews were audio-recorded and I transcribed them by hand. Non-instructional time

was used to conduct the interviews for all participants. It was expected that interviews

would last between 20–30 minutes, but the majority of interviews lasted between 15–20

minutes. See Table 4 for member checking dates.

Table 4

Member Checking

Participant	Date of member check verification
C1	August 10, 2015
C2	August 30, 2015
C3	August 30, 2015
C4	August 30, 2015
C5	September 9, 2015
C6	September 18, 2015
F1	July 28, 2015
F2	July 20, 2015
F3	July 17, 2015
F4	July 20, 2015
F5	August 9, 2015
F6	August 10, 2015
F7	August 30, 2015
C1	July 22, 2015
C2	July 20, 2015
C3	September 11, 2015
C4	August 11, 2015
C5	August 30, 2015
C6	August 30, 2015
C7	September 11, 2015

Managing Collected Data

Each interview was recorded using a digital audio-recorder. An excel spreadsheet

was created to enter data regarding participants name, date of each interview, digital

recorder number, length of interview, interview method, pseudonym, and member check

dates. The information was maintained on a password protected computer that was only

accessible by me. Since the amount of data was large, I opted to use QDA Miner Lite to

organize the data, assign codes, and sort the data. In conjunction with utilizing QDA

Miner Lite to organize all the data, I simultaneously was conducting coding and analysis

by hand. Qualitative data can become unorganized and voluminous; therefore, it was

important to manage the data in an organized fashion (Creswell, 2012).

Transcripts were printed after initial verbatim transcription and uploaded into

QDA Miner Lite. I then listened to the interview two additional times as this allowed me

to write notes in the margins of the printed transcript. In doing so, I was able to record my

thoughts and to connect with the data in a way that would have been lost had I hired a

transcriptionist. I then created tables on the computer and began to build codes from

direct quotes in the interviews. At this same time, the digitally uploaded data in QDA

Miner Lite was used to assist with organization. Tables were then created on a word

document to organize responses according to interview protocol questions and per group,

and to help identify codes that were then broken down into major themes for analysis and

interpretation. Each table was assigned with the pseudonym of the participant and all

physical copies of interview data and analysis were kept in a locked cabinet in my office

when not in use, while electronic copies were stored in a password protected computer.

Role of the Researcher

I serve as a faculty member in the baccalaureate program at the local college and

oversaw the Baccalaureate program. According to the ASN organizational structure, I

had no administrative or disciplinary responsibilities in the ASN program and did not

teach in the ASN program. As the researcher in the study, I conducted all interview

sessions. I will abstain from voting in rank and promotion situations for faculty who

choose to either participate or not in the study, and I will not disclose participant names to anyone at the local college who participated. I have compiled all data and findings, and formulated the final executive report. My personal biases were taken into consideration, as I am an employee of the local college. According to Savin-Baden and Howell-Major (2013), program evaluation requires honesty to be overt and central to the evaluation process since the "politics of evaluation are almost a public affair" (p. 274) as they are used to make decisions. As the researcher, I was truthful and transparent, friendly, polite, and gracious in order to improve participant cooperation as suggested by Tracy (2013).

Data Analysis

I was both the data collector and data analyzer. Data collection and analysis were done concurrently to address plausibility (Tracy, 2013). Graduated students, faculty members, and key community informant interviews were audio-recorded with a hand-held digital device. Data analysis began with the first interview. I transcribed each interview by hand. All raw interview material was organized per interview transcripts and per group, and housed in electronic files. Coding was done as to label and systematically organize the data (Tracy, 2013). QDA Miner Lite was used to organize the data, assign codes, and sort the data, since it provided the functionality to produce data matrixes that could be used for comparing data, thus enhancing accuracy (Creswell, 2009). The categories that emerged from coding were then broken down into themes, at which point actual analysis of data began (Tracy, 2013). Over the 10-week period of data collection and analysis, themes began to emerge regarding perceived outcomes of service learning from the various stakeholders. Qualitative content analysis was the analytic method used

in the study. Analysis concluded once I was able to abstract meaning from the themes, and interpretation of findings began. During interpretation, I looked for both similarities and differences across the various groups and how this related to the research questions by triangulation. Furthermore, I explored similarities and differences in perceptions of ASN students who had graduated, faculty members, and key community stakeholders on the impact service learning had on the local community through triangulation. According to Speziale and Carpenter (2007), data triangulation can include time, space, and person; therefore, this study utilized person triangulation as points of view from groups of stakeholders were collected and analyzed.

A narrative discussion was the written passage that summarized the findings from the qualitative data analysis, and thus linked program goals and outcomes of service learning. The emphasis was on describing the perceived outcomes of service learning from many points of view and on the unanticipated as well as hoped for outcomes of service learning (Bogdan & Biklen, 2007). Negative cases, otherwise referred to as discrepant cases, were not excluded from the study but rather were un-reportable due to the consistency of responses from stakeholders. Community impacts were described along a spectrum from small to huge that was elaborated upon in the findings section.

In the findings section I have identified themes and provided direct quotes to support them. Credibility and dependability was established through the triangulation design of the study and by member checks, as noted by Speziale and Carpenter (2007). I triangulated ASN students who had graduated and faculty perceptions of the influence service learning had on a student's level of cultural competence. In addition, I

triangulated answers of ASN students who had graduated, faculty, and community

stakeholders regarding their perceptions of the impact service learning had on the local

community. Triangulation allowed me to confirm the same findings across the various

groups as related to specific research questions. Conformability was addressed in that the

transcribed interviews will be housed for 5 years, and available upon request; thus,

supporting the fact that the findings are reflective of the participant's perceptions and not

mine. Transferability of the data will depend on whether or not the findings fit with

potential users and are generalizable (Speziale & Carpenter, 2007). Potential users are the

local college, and when published, any college with similar demographics that are

looking into outcomes of service learning. Sufficient descriptive data were provided to

aid in transferability.

The qualitative findings allowed for the human explanation and interpretation of

perceptions of how service learning influenced the students' knowledge of social and

cultural factors, and cultural competence, which cannot be measured by a quantitative

instrument. In addition, qualitative findings allowed for the human explanation and

interpretation of perceived and actual impacts of service learning as experienced by ASN

students who had graduated, faculty members, and community stakeholders. Qualitative

data provided detailed views as perceived by the various stakeholders.

Findings from the Qualitative Data Analysis

The purpose of this project study was to explore stakeholders' perceptions of the

achievement of program Goal 5 in the ASN curriculum at the local college. An

objectives-oriented evaluation approach employing a qualitative case study design

allowed for a goal-based evaluation. The evaluation described perceptions of outcomes of service learning such as: (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) positive impacts of service learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty, and key community informants.

The following research questions were used to guide the program evaluation:

RQ1: How do graduated ASN students at the local college perceive service learning as influencing their level of cultural competence, and knowledge of social and cultural factors?

RQ2: How do ASN faculty members at the local college perceive service learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors?

RQ3: How do graduated ASN students at the local college perceive the impact of service learning on the local community?

RQ4: How do ASN faculty members at the local college perceive the impact of service learning on the local community?

RQ5: How do key community informants perceive the impact of service learning on the local community?

Research Question 1: How do graduated ASN students at the local college perceive service learning as influencing their level of cultural competence, and knowledge of social and cultural factors?

When examining perceptions of ASN students who had graduated, regarding the influence of service learning on their level of cultural competence and knowledge of social and cultural factors, results among the interview responses, and subsequent codes, were aligned with the five constructs of cultural competence embedded within Campinha-Bacote's (2007) culturally competent model of care. This allowed for triangulation of data within and across participant groups. The five themes included: "(a) cultural desire, (b) cultural awareness, (c) cultural knowledge, (d) cultural skill, and (e) cultural encounters" (Campinha-Bacote, 2007, p. 13). These themes focus on cultural competence as a journey and not merely as a single event and that it is dynamic rather than static (Campinha-Bacote, 2007). Specific questions on an interview protocol were used to ensure participants were asked the same questions to elicit responses that would answer RQ 1. For example, the following sub-questions were asked: "From your experience, how did service learning influence your ability to learn about social and cultural factors in nursing practice?" and "From your experience, how did service learning help influence your ability to perform culturally competent nursing care?"

Cultural desire. Campinha-Bacote (2007) defined cultural desire as the spiritual construct that encompasses caring, love, sacrifice, social justice, and humility. In supporting the first theme, cultural desire, ASN students who had graduated described how service learning required an awareness of social disparities, social justice, and caring

and how they were affected by the experiential learning in which humility was gained. S1 described their experience with service learning at one agency as exposing them to the homeless population, and through that experience they "got to see more of a holistic or 360 degree focus" on negative health outcomes and inequalities related to socio-economic factors. Additionally, S1 went on to address humility in the realization that service learning exposed them to situations where they now "have an idea of what they (population served) may be going through" and how they may be able to approach these individuals with dignity and worth in the future encounters. Elaborating on how they were humbled by the experience, S2 stated: "It was a shock to see the things that I take for granted, that people don't have and they don't have the money to buy it." Similarly, S6 was impacted by the service learning and working with the elderly population and noted how important it was to:

> learn how to approach this generation and earn their respect by sitting down with them to hear their story, to show compassion for their needs, to provide a caring environment for them, and to become a more sensitive nurse from the experience.

Reflecting on a desire to learn, S3 stated:

> I was there to help these people and not because it was a requirement for my class. I think that had a greater value than if I had gone in looking at as if I just needed to get it done because I was a student.

Additionally, S7 expressed a desire to learn in that they felt the curriculum:

> lacked a cultural approach other than in the 15 hours of service learning that is required, and it impacted me in the fact that a lot of my future patients will be

elders so it is essential that I know how to carry myself differently around this

generation.

Cultural awareness. Campinha-Bacote (2007) described cultural competence as

one's commitment to cultural openness through cognition and emotion, as well as self-

awareness. In supporting the second theme, cultural awareness, S1 alluded to how service

learning exposed them to cultural groups and enhanced their ability to relate to future

patients; therefore, avoiding the pitfalls of cultural ignorance by stating the experience,

"enabled me to help someone that needed help or helped me direct people to resources

that needed help." S2 spoke of how service learning exposed them to socio-economic

factors and cultural awareness by stating:

> It was sad to see that those with minimum wage jobs or living on social security
>
> that they didn't have resources to take care of themselves or their kids. So it
>
> means we need to be a little bit more pro-active in our outreach.

Finally S3 related to cultural awareness as, "I definitely learned to ask about their cultural

or spiritual needs that they may have had that I would need to be aware of" in caring for

them in the hospital or community.

Cultural knowledge. Cultural knowledge is described by Campinha-Bacote

(2007) as obtaining a sound education base about various cultural groups. In supporting

the third theme, cultural knowledge was described by S3 in that the service learning

experience offered another avenue of learning that extended beyond the traditional

classroom setting, stating "you learn so much that you cannot get from textbooks."

Additionally, S4 noted how the experience addressed their learning style by stating: "I am

a hands- on learner, so seeing it myself helped me learn what they tried to teach us in class. I was able to apply the classroom to the practice setting." The point of view S2 made regarding knowledge acquisition related to the service learning experience was that in addition to new knowledge, "these experiences did not shed new light, it reaffirmed what I had done before". While S1 elaborated on how the knowledge acquired during the service learning experience could be carried over into practice and had made them aware of resources in the community that could benefit or help patients by stating: "If someone comes in the ER for example, and they are homeless, I can now say I had an experience with this population and I can hook them up with social work."

For the nursing course, students described the poster presentations as an opportunity to educate the senior citizens on specific disease processes that were covered in the course such as lung disease, heart disease, diabetes, and hypertension. In addition, many of these diseases plagued the local community and were prevalent in the population served. S3 described the project as follows:

> My presentation was on COPD and there were smokers in the room. Quite a few had COPD. I asked if they smoked or if they had oxygen at home. I had to educate them with pamphlets, and they were all older… I definitely learned to ask about their cultural or spiritual needs that they had that I would need to be aware of.

The service learning experience within the nursing course was described by S4 as:

> It was interesting to see firsthand the person's perceptions, meaning like lack of knowledge or education, regarding their health or things that they could do to

promote a healthier lifestyle. It was more prevalent in someone in the lower

economic bracket compared to someone who had more means to acquire that

knowledge.

The educational aspect of service learning in the nursing course was elaborated on by S2

as "we had to present the project at the one agency on a specific disease process, so

getting us out there and providing them with resources was actually a good benefit to

them." Providing additional support for knowledge acquisition through service learning,

S6 indicated that "we had to focus on COPD as the disease process, assess the knowledge

of the seniors on that specific disease, and then educate them in general all while taking

into consideration social and cultural factors."

     Cultural skill. Cultural skill is described by Campinha-Bacote (2007) as the

"ability to collect cultural data and perform culturally based" (p. 49) assessments in a

sensitive manner. In supporting the fourth theme, cultural skill, ASN students who had

graduated described how service learning allowed them to assess the needs of the

population served through preparation of educational poster presentations at the senior

center, as well as through various service learning hours completed in the religious

studies course at non-profit agencies. The Reduction Assessment to Ascertain Level of

Cultural Influence is a model of care Campinha-Bacote (2007) described and the

assessment focuses on the health care provider's ability to assess patients' resources,

skills, and knowledge to guide communication. Through the nursing course project,

students were responsible to assess community resources, as well as utilize acquired

knowledge and skills to navigate health disparities, and the health care system, as to

guide the population served through resource allocation. Resource allocation was discussed by S1 in that the service learning experience had helped them in "understanding the different groups out there and will enable me to help someone that needed help or help me direct people to resources that needed help." The theme of resource identification was mentioned by S2 when stating, "at least with the senior center, it really opened up your eyes to seniors in that they do not have the access to get to the resources that are needed, and that we as younger adults take for granted." Furthermore, S3 added that service learning exposed them to an array of community resources available for vulnerable population and that through the experience they can now recognize "the people that can directly help them with their wishes or provide needed resources." Service learning was perceived by S4 as an added value and component of the curriculum, and it influenced the development of cultural competence in stating "my prior coursework made be culturally aware, so the service hours helped that." Finally, S6 added that through the service learning hours they "became aware of other community agencies that provide the less fortunate with meals, clothing, and shelter free of charge and it is important that I take that with me in my practice as a nurse."

Cultural encounters. Cultural encounters are described by Campinha-Bacote (2007) as interacting with individuals from diverse backgrounds. S1 described the encounters as enriching and that, "the families I worked with were Caucasian, there were some African Americans I worked with as well. I also worked with Hispanics." Furthermore, S1 described the population encountered during the service learning hours completed in the religious studies course as "folks" and the population encountered

during the service learning hours completed in the nursing course as a "pre-populated audience" of older adults. Elaborating on the diverse population served, S3 described the population as "African American and Hispanics" living in poverty and being homeless. In addition, S3 noted how they were exposed to cultural beliefs related to blood products administration with Jehovah Witnesses stating what they learned, "was that some religions did not want to receive blood products; that shocked me a little bit." Similar to other participant's recollections, S7 described the population they served as "mostly elderly individuals that were either African America, Jewish, or Caucasian who were not affluent and seemed to lack financial resources or appropriate income." In terms of the ethnic backgrounds experienced during the nursing course, S4 described those encounters as "there were a variety of ethnic backgrounds that came through."

Overall, the ASN students who had graduated perceived service learning as influencing their level of cultural competence, and knowledge of social and cultural factors. Graduated ASN students described how they were exposed to various socio-economic issues and cultural factors, and how those exposures contributed to their personal and professional growth as a health care provider. As noted by S3:

> I definitely learned that there were cultural variations and each person liked to do things in their lives a different way. For instance, how some people choose to live on a daily basis, and I was unaware of those types of things.

Furthermore, S2 described the encounters with the Christmas box deliveries as offering opportunities to work with individuals such as the "elderly Caucasian males and varying levels of poverty".

Research Question 2: How do ASN faculty members at the local college perceive service learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors?

When examining perceptions of ASN faculty members regarding the influence of service learning on student's level of cultural competence, and knowledge of social and cultural factors, results among the interview responses, and subsequent codes, were aligned with the five constructs of cultural competence embedded within Campinha-Bacote's (2007) culturally competent model of care. This allowed for triangulation of data within and across participant groups. The same five themes used in RQ 1 were utilized here as well. These themes focus on cultural competence as a journey and not merely as a single event and that it is dynamic rather than static (Campinha-Bacote, 2007). Specific questions on an interview protocol were used to ensure participants were asked the same questions to elicit responses that would answer research question 1. For example, the following sub-questions were asked, "From your experience, how did service learning influence your ability to learn about social and cultural factors in nursing practice?" and "From your experience, how did service learning help influence your ability to perform culturally competent nursing care?"

Cultural desire. In supporting the first theme, cultural desire, ASN faculty described the service learning experience in ways that showcased how service learning required an awareness of social disparities, social justice, and caring and how they were affected by the experiential learning in which humility was gained. Awareness of social disparities was noted by F1 in that: "They understand where the patient is coming from

and then they can anticipate the patients' needs better." Expanding on social disparities and caring, F2 stated: "The students realized the importance of going out into the community to help… the students get a lot out of it." Elaborating on the development of sensitivity for the students and how that transcends to clinical practice, F3 noted "the majority of students truly value helping other people and so that goes from the bedside to the community and from the community to the bedside, so I think that it is a good relationship." In conclusion, F4 highlighted how service learning was "one activity that is a little bit of an eye opener for the students" in relation to their exposure and knowledge acquisition of various socio-economic factors and cultural differences.

Cultural awareness. In supporting the second theme, cultural awareness, F5 discussed how students "need to be aware of different cultures and be non-judgmental…they need to be cognizant of their own opinions, values, or beliefs and of those from different cultures." Experiences at the senior center were noted by F4 as exposing the students to "different cultures that come into the center…it helps them understand that different cultures have different beliefs and values." The students need to then take that into consideration when presenting their posters and providing education to the older adults regarding health promotion activities and disease prevention strategies. In addition, F6 noted how the experience at the senior center opens their own eyes to cultural awareness and stated: "It definitely opens up my own eyes so I think anything we could get the students to do…. I think would help."

Cultural knowledge. In supporting the third theme, cultural knowledge was described by F1 as: "This helps students identify community resources that are available

for patients/community while admitted into the healthcare facilities." Expanding on knowledge of resources, F2 stated:

> It was good for the students because they had to say, 'Ok, what is the population, are the resources free? Are they not free? Do they have to go anywhere? Do they have the transportation to get there?' So they had to think about those types of things of what service to the population are they giving.

Enhanced communication skills were an outcome of the service learning engagements as noted by F3: "I think they broadened some of their communication skills- such as the things they share and maybe took for granted that they didn't share " while F2 explained how:

> [students] are seeing relationships between disease processes and races, especially in this area, and I think this will make them better nurses when they are in the hospital when they see these patient in hospital, so they think let's start to check blood pressures.

Furthermore, F2 was correlating the prominent disease of hypertension and the prevalence of hypertension in the African American population in local community.

Cultural skill. In supporting the fourth theme, cultural skill, ASN faculty described how service learning allowed students to assess the needs of the population served through preparation of educational poster presentations at the senior center. As with the ASN students who had graduated, resource identification and resources allocation was frequently discussed amongst faculty members. Through the nursing course project, students were required to assess community resources and provide the

seniors with information regarding those resources. Resource allocation was explained by F7 in that students had "to locate resources related to topics such as heart failure or exercise and provide those to the community at the senior center" as a requirement for their nursing course presentations. Whereas F4 elaborated on how the students offered the residents in the senior center resources that related to the disease processes presented, by stating students handed out "little pamphlets that they made up by getting information from different websites that were credible, and then passed those out to seniors so they had something to take home with them."

Cultural encounters. Several faculty members mentioned how the students were exposed to an array of socio-economic factors during their engagement in service learning. F1 described how the community experiences carry over into the hospital setting when caring for victims of domestic violence: "Well for residents of the community, if the students have seen battered women in the community agencies and then they can have a heightened alert of their needs and what they are going through if encountered in the hospital." Various races were encountered as well as language barriers during the service learning experiences as discussed by F2: "There were some Caucasian, some Hispanic, but the largest portion was African American in this area; and then some language barriers too, such as Spanish." Students were predominately exposed to older adult while at the senior center in the nursing course and this was reinforced by F3's comment, "Ages… I don't think anybody was probably under 70" and elaborated further by F4's comment of "the experiences they have are all with the geriatric population, so they have experienced the different socio-cultural levels with the senior citizens."

Cultural encounters were viewed as exposure to not only individuals served, but also the experiences encountered by individuals running the agencies where service learning occurred through F5's statement of "there are cultural differences between the patients they serve as well as with the staff that they work with." To close out the impact that service learning has on the development of culturally competent practice, F6 highlighted how: "I think if you are exposed to someone that is culturally different from you, then definitely it would be a benefit as when they interact with that population as a healthcare worker."

Overall, the faculty perceived service learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors. Faculty described how students were exposed to various socio-economic issues, and cultural factors, which contributed to their personal and professional growth as a health care provider. As noted by F1: "They understand where the patient is coming from and then they can anticipate the patient's needs better… it allows the student to become 'sensitive' to patients. We (as nurses) definitely need to be sensitive to patients' needs and values".

Research Question 3: How do graduated ASN students at the local college perceive the impact of service learning on the local community?

When examining perceptions of ASN students who had graduated regarding the impact service learning had on the local community four themes emerged: (a) a positive community impact, (b) a valued curriculum requirement, (c) life lessons, and (d) resource allocation. The questions on the interview protocol that were used to ensure each participant was asked the same questions to elicit responses that would answer research

question 3, the following sub-questions were asked, "From your experience, how do you perceive the impact of service learning on the community?" and "From your experience, how can you describe the value of service learning for the service learning site?"

A positive community impact. From the first theme, a positive impact, graduated ASN students described positive impacts in terms of the local community, the community of clients served, and the community of students and how service learning had a positive impact on each entity. All responses from ASN students who had graduated were consistent in describing positive community impacts. S1 reflected on the positive community impact in that it was exhibited in the level of appreciation and praise received from the agencies served in stating: "Everyone was ecstatic throughout…they always said thank you for helping their people, and for giving our time…they were super appreciative of it." In addition, S2 described how delivering Christmas boxes to the community served had brought hope and happiness to those individuals during the holiday and stated: "The Christmas boxes definitely helped…it has been proven to help families get through hard times and provides them with a little bit of hope that they need to get through that season." Reflecting on time spent at the senior center, S2 noted that it "helped the community but in a small form…as I think they need more reinforcement than what our time there offered." In addition, S3 also elaborated on the impact service learning had on the community served and stated: "Just talking to them made a difference, as many don't have family or anyone to talk with…just simply having a conversation and asking them their story lets them know someone cares." Furthermore, S4 felt that the impact of service learning on the community of residents at the senior

center may have been limited, but described the overall impact of service learning on the community as "beneficial no matter how you look at it." Expanding on the positive impacts, S6 added:

> it is good for the elderly because it lets them know that young students have to take time to reach out, and they get to know the younger student nurses in the community before they encounter them as a RN…it lets them see that the younger generation is giving a piece of themselves to others.

A valued curriculum requirement. The second theme that emerged was that service learning was a valued component of the curriculum; therefore it had a positive impact on the community of students and the collegiate community. The service learning requirement in the religious studies course was described by S1 as being "with different agencies, but other agencies partnered with them so I got to see more of a holistic or 360 degree focus", but went on to say that the service learning requirement in the nursing course was not as beneficial as "there was minimal interaction". Furthermore, S1 then went on to describe the benefits of the nursing course requirement on the community served at the senior center and stated: "If they had experienced or were affected by that particular condition, my goal was to reinforce their learning or education on that disease or provide new insight to them." In addition, S2 noted that "These experiences did not shed new light, it reaffirmed what I have done before" and went on to also concur that limitations existed in the nursing course "due to the fact that we are only there one day." In expressing gratitude for the service learning component, S3 stated: "I had fun, I loved every bit of it, and I am glad that one community agency has that for students to do... I

was there to help these people and not that it was a requirement for my class."

Satisfaction with the service learning requirement was described by S4 as it intrinsically

motivated them to "get back into volunteering as it makes a difference and it makes you

feel good too, to give back." In conclusion, S7 recognized that service learning "took the

learning beyond the course and it made you realize how important personal relationships

are with the elderly." Responses from ASN students who had graduated expressed

sympathies to the community in regards to the needs of individuals served and how the

service learning requirement had some form of a positive impact on the community,

which included the community of students, agencies, and/or individuals served.

Life lessons. The third theme, life lessons, emerged and focused on the impact

service learning had on the community of students. Life lessons were described by S1 as

"it allowed me to help people right then and there" and for the community agencies

"anytime they gain a resource, even for a limited time, it is very helpful to them." In

addition, S2 elaborated on how the experience at the senior center really "opened up your

eyes to seniors in that they do not have access to get to the resources that are needed, and

that we as younger adults take for granted" and how delivering Christmas boxes to those

in need was "a shock to see the things that I take for granted, that people don't have and

they don't have the money to buy." Furthermore, S3 emphasized the difference between

reading about societal issues and actually experiencing them, while refereeing to the

service learning experience as: "You learn so much that you cannot get from textbooks."

Each student expressed insights related to giving back and paying it forward, as well as

how the service learning experience was an eye opening experience to the realities of

individuals in need, and how they (individual served) face daily struggles and unmet needs. As S4 stated, "It was a beneficial relationship for the sites and for me…this has motivated me to get back into volunteering as it makes a difference and it makes you feel good too, to give back." In conclusion, S6 noted: "It opened my eyes to the elderly and how important it was to provide therapeutic communication (without text messaging or e-mail) and to build a relationship with them…it was about compassion, caring, and becoming sensitive."

Resource allocation. The final theme that emerged was resource allocation. Reflecting on the lack of resources within agencies served, S1 noted they "found that the community churches did not have many resources, so anytime anyone could step in and lend a hand for anything, it was huge." In addition, S1 recognized the fiscal benefits of service learning to the agencies in that " a lot of them are run on shoe string budgets or scarce public funding, so anyone that can step in and lend a hand is gold to them; it is platinum to them." Elaborating upon the importance of volunteers contributing to the Christmas box deliveries and resource allocation, S2 noted:

> for the church it is a great value and it is good to teach not only the community
>
> that there are more resources; it is also good to teach those providing the
>
> Christmas boxes about the needs in the community---to humble them.

Furthermore, S3 reflected on time spent at the homeless shelter as well as at the senior center recognizing the importance of resource allocation and management when it comes to service learning and day-to-day activities at agencies serving those in need by stating: "I think everything we did at the homeless shelter helped them in terms of all the

resources we provided to them. It really helps them as they don't have all the support that they should have." Adding to that, S7 stated: "We provided free volunteer services for the agency, in various capacities, and by doing so we were able to brighten the day for some just by playing a simple game of bingo!"

Overall, the students perceived service learning as beneficial to the local community which included the community of ASN students who had graduated, the community served, and the agencies of the local community. Students personally benefited as they were exposed to lifestyles and situations vastly different than their own, and encountered the true day-to-day struggles to meet essential needs by many residents in the community. The value of service learning to the educational endeavors of nursing students was unraveled, as well as the importance of volunteering and giving of one self to help others. As S1 noted, "I have actually been real close with the one community agency and I was recruited to come on board as a medical liaison after graduation." While S2 ended with: "It is making a positive impact!"

Research Question 4: How do ASN faculty members at the local college perceive the impact of service learning on the local community?

When examining perceptions of ASN faculty members regarding the impact service learning had on the local community, the same four themes emerged as in RQ 3. The questions on the interview protocol that were used to ensure each participant was asked the same questions to elicit responses that would answer research question 4, the following sub-questions were asked, "From your experience, how do you perceive the

impact of service learning on the community?" and "From your experience, how can you describe the value of service learning for the service learning site?"

A positive community impact. From the first theme, a positive community impact, faculty members described positive impacts in terms of the local community, the community of clients served, and the community of students and how service learning had a positive impact on each entity. Responses from faculty member were consistent in describing positive community impacts. Positive impacts were described by F1 as "Service learning is a huge benefit to the community and the individual" while F2 expressed that "I think they really enjoy us every semester and they loved that we came over there, the students told me they had a great experience; they felt they had an impact." Adding to the positive impacts, F3 focused on the win-win impact of service learning by stating: "The majority of students truly value helping other people and so that goes from the bedside to the community and from the community to the bedside, so I think that it is a good relationship." As for the community of individuals served, F3 stated:

> The residents or people that participate at the other end are so joyful when we are around, and happy… They have stories to tell and they get someone to listen to their stories. Whether it is good or bad, or lonely or happy or sad, they get to tell their stories.

Socialization becomes a key factor for individuals served and service learning enables students to engage in meaningful and therapeutic relationships with community members.

Reflecting on the community at the senior center, F4 felt that service learning had a "small impact on the community around the general vicinity of the college as it helped to educate the seniors" but then added "I feel that it has an impact on the seniors that come to it." Adding to the positive impacts, F5 empathetically stated: "Whatever service learning that a student can do definitely impacts the community and those that are underserved." Furthermore, F6 addressed the benefits to the agencies and clients served by stating "they are actually doing a service for a vulnerable population, then I would think that would only benefit the facility that they are at" and for the students "service means work and learning means they are actually learning something." Focusing on the impact that service learning has on the college, the students, and the individuals served F7 noted: "When students from the local college come, then the college becomes a resource for those community sites… I think it impacts students as it opens up their horizons… I know that the community members had a great time."

A valued curriculum requirement. The second theme that emerged was service learning was a valued component of the curriculum; therefore it had a positive impact on the community of students and the collegiate community. Expressing how the service learning component allowed students to continue their development with therapeutic communication, which is an essential skill in nursing, F1 stated:

It allows the student to practice therapeutic communication. For example the one community agency and the nursing homes where students provide community education… Maybe the patient is embarrassed to communicate about their needs,

and the students can be sensitive to those needs if they have seen this in their

service learning experience.

In addition, F2 stated: "I think service learning is very valuable in their curriculum... It

reinforces disease processes; it was worth it." Reflecting on the curriculum and how

service learning impacts the development of students into the role of the nurse, F3

explained that "service learning helps their (students) roundedness as an individual

person and also as a nurse… it allows them to think differently and they are open to

things in ways that they wouldn't have thought about before." Contemplating the

curriculum requirement of service learning, F4 felt that service learning helped "the

students understand that different cultures have different beliefs and values" which is

integral to the practice of nursing. In addition, according to F5 service learning has its

purpose in the curriculum, big or small, "whatever service learning can be in the

curriculum is a plus for the student to learn and to grow as a nurse, but it also makes them

aware of these underserved populations that may be in the community." In conclusion, F7

linked clinical practice and service learning by emphasizing that "they (students) come

away with a better appreciation or necessity of patient education."

Life lessons. Life lessons was the third theme that emerged and focused on the

impact service learning had on the community of students, as noted by F1: "They

understand where the patient is coming from and then they can anticipate the patients'

needs better." Furthermore, F1 went on to say "This also allows the student to see things

through the patient's eyes", which contributes to intellectual growth and maturity. In

addition, F2 expanded on the knowledge acquisition related to preventive nursing

measures and patient outcomes by stating: "They now understood the importance of educating the community on chronic problems such as COPD and diabetes, to prevent that from happening." Focusing in on how life lessons were encountered by all involved in service learning, including instructors, F3 stated:

I am not sure who gets more out of it, them or me. I have to admit that I get a lot out of it; I cannot imagine the students that are in nursing not getting a lot out of it too. They learn some valuable lessons. . . . It is very rewarding.

Finally, clinical nursing practice was connected to service learning as F7 highlighted that "it broadens their valuing of patient education in the hospital… about how important it is."

Resource allocation. The final theme that emerged was resource allocation. "The student is providing a service that is comparable to volunteer services" according to F1, which refers to the monetary value and cost savings measures service learning affords to the local agencies. In turn these agencies can now reallocate money to serve more individuals in need rather than on recruitment of volunteers. One faculty member highlighted how the student's knowledge of community resources was limited and by engaging in service learning they became a resource of knowledge for individuals served by stating: "They noticed that the lower income patients don't have the resources; they don't have the education that a lot of them do" (F2). Furthermore, F3 noted that: "The agencies providing the service, o' my gosh, could not do it without us, as far as volunteerism or whatever you like to call it- service learning as a concept." Rather than listing out specific resources, F4 stated, "they really value the students coming over there

and find it very beneficial for their seniors that come to that site, they definitely value the information they provide and the experience that the seniors get." Another faculty member (F5) expanded upon the volunteering nature of service learning and expressed how that benefit was a vital resource for the agencies served; "they can almost be another employee or another part that helped the staff." In addition, students are a vital resource for agencies as they offer "another pair of non-judgmental ears and they can offer support and can pass along what the needs of the client are to the staff or whoever is running the agency" according to F5. In conclusion, F7 emphasized the importance of how information was communicated between students and individuals served by stating: "The students presented old information in a new way that had a big impact".

Overall, the faculty members perceived service learning as beneficial to the local community which included the community of ASN students who had graduated, the community served, and the agencies in the region. Faculty felt that students personally benefited from the service learning requirement. In addition, faculty felt that the exposures encountered during service learning contributed to their real life experiences as nurses and intellectual growth and development. As identified by F3: "I think they don't learn the value of what they have as a person until they work with people that have nothing."

Research Question 5: How do key community informants perceive the impact of service learning on the local community?

When examining perceptions of key community informants regarding the impact service learning had on the local community, the same four themes emerged as in RQ 3

and RQ 4. The questions on the interview protocol that were used to ensure each participant was asked the same questions to elicit responses that would answer research question 5, the following sub-questions were asked, "From your experience, how do you perceive the impact of service learning on the community?" and "From your experience, how can you describe the value of service learning for the service learning site?"

A positive community impact. From the first theme, positive community impact, key community informants described positive impacts in terms of the local community, the community of clients served, and the community of students and how service learning had a positive impact on each entity. Key community informant's responses were consistent in describing positive community impacts. Focusing on the direct impacts to the community in the hands-on aspect of service learning, C1 stated:

> They may be distributing food to the clients that come, or tutoring or working in a recreation type after school program like basketball, or they may be interviewing clients that either have cancer themselves or have cancer in their family.

In addition, C2 elaborated upon the connection and investment students make with the community through the service learning by stating: "I think the students that I have worked with have some level of investment in the community so they are enjoying that direct service." In discussing the positive impacts, C3 disclosed:

> The students truly bring another slice of our society in general, in terms of who they are and what their interest in life are and what they do; this brings opportunities for our individuals to learn too—so it goes two ways.

Furthermore, C3 described that the impact and value of service learning to those served

may not be measurable by providing this moving statement:

> You cannot measure the smile on someone's face. They may walk in with a t-shirt
> on from a concert they attended and an individual served is here and they loved
> that group too, so they start to talk about that and an immediate common bond
> forms due to that common interest. It is that value that you cannot measure and
> that is huge here.

Another community member, C4, described how students who have completed service

learning hours at the agency were called to the field of oncology nursing by stating, "a

couple students who have spent time here have pursued careers in the oncology field

because of the experiences that they had at our agency and how they gain a different

perspective" on cancer and care for those patient. In describing the importance of

younger students interacting with individuals from various generations, C6 noted:

"Having younger individuals come out and visit with them is a huge impact on them and

brings a lot of joy to their day. So in general, just that interaction between generations is

very important." In conclusion, C7 reiterated how the agency would "not be able to meet

all our demands if it were not for the students completing service learning hours, and

giving of themselves to help others in need."

A valued curriculum requirement. The second theme that emerged was that

service learning was a valued component of the curriculum. In supporting this, C4 stated:

> We are honored to be part of the program, and I love the fact of the students are in the community and it is completely different than the hospital setting—they gain a different perspective. It benefits us and the students, I have seen it firsthand.

Going beyond the cognitive aspects of learning, C1 reflected on key emotional aspects that students gain and learn from service learning in that: "Then comes the time that the service is over and they leave, and there is that sense of abandonment. Those are all good things for our students to become aware of and learn, and how to deal with it." Expanding on the personal and professional growth opportunities, C2 stated: "It gives college students an opportunity to live outside their small bubble which is a reality." Overall, C4 found that service learning was a win-win situation as "It benefits us and the students, I have seen it firsthand... we are honored to be part of the program." Service learning in the curriculum was noted to benefit both students and the agencies through the perspective of C3: "The students truly bring another slice of our society in general, in terms of who they are and what their interest in life are and what they do and brings opportunities for our individuals to learn too----so it goes two ways." As developing nurses serving the local community, C5 highlighted the experiences at one community agency and how that impacted the students by stating:

> They will usually have stereotypes turned on their ears when they realize that people that are un-housed are you and me. That perception leads to a lifelong recognition, as you learn something it is really hard to let go of it.

This experience is not something they can learn in the classroom or in a controlled environment. In conclusion, C6 described how the knowledge acquisition of resources

available in community for individuals in need is vital in a professional health care role so "if they do continue on the path of being a nurse, they are seeing those individuals firsthand every day that may qualify for our service."

   Life lessons. Life lessons was the third theme that emerged and focused on the impact service learning had on the community of students. As captured by C1: "I think it opens up their world to the reality of what some people have to deal with day after day." In addition, C2 highlighted how the service learning experience can become a transformative experience by stating:

> I hope that it does translate to them being able to talk to anyone anywhere because now they can relate to them on a human level, which is huge, that they have that respect and human dignity for every person.

Furthermore, C4 recognized the life lessons that relate to being able to identify community resources, which may assist patients in need by stating: "As they go through these different processes they are learning more about those local and national resources." Focusing on the impact students make with the developmentally disabled clients, C3 noted they "make those important emotional and social connections with the individuals served" and how they need "people willing to share their hearts, heads, and hands with individuals with developmental disabilities." Elaborating on the element of touching ones life, C5 discussed the power of caring through the comment, "the bottom line is they come and make someone feel as though they matter. They love them up and provide them with what they need. They deliver their capacity as students to the people they are serving" while C6 stated:

Many students have been surprised to see how many individuals live. So that is an

eye opener for the students, especially for those going into the medical field. To

see what the home environment is like and what they have to deal with.

Resource allocation. The final theme that emerged was resource allocation.

Several key community informants used the term service learning and volunteerism with

the same realm as both are offering the agency man power for free, but many identified

that the difference was that service learning was connected to specific course work. C1

stated that the students from the local college, "…are providing a service for the agency

that they do not have to pay for. So the students are giving them the man power or

women power that relieves them from having to hire someone to do the same work",

while C2 elaborated on the how service learning could potentially impact the agency long

after the service is completed for a particular course by stating:

It allows us to tell our story to more people and they can go on and share our story

and it kind of creates this community awareness so potentially to come back and

serve, to be a donor, or to have some kind of investment in our organization

specifically.

In addition, C2 added: "Having consistent volunteers is a huge asset to us and that

translates into dollars essentially for us as then we spend less dollars and time trying to

reach out and recruit to get people to help and contribute." Furthermore, C3 elaborated on

how the agency would be unable to fulfill their mission without the students completing

hours and noted: "The volunteers are so important to us because we could not complete

our mission and vision without volunteers---they are huge." Further, C3 went on to say:

So as we have grown and increased in the number of individuals served, our

staffing has stayed relatively even. In the most recent economic times we all are

experiencing a decrease in funding. So again, the need and importance and how

much we value volunteers here is huge and is really important.

Expanding on how vital volunteers were to the mission of the agency, C6 added:

From an organizational standout, just having volunteers in general is astronomical

because if we had to pay drivers to go out and deliver to 500–700 clients every

day, you are talking about a huge cost to the organization… Just having

volunteers in general who are able to use their own vehicle or donating their time

to make the deliveries, the monetary value of that is huge for us.

Reflecting on daily functions of the agency that students contribute to while at the

agency, and how students can take the knowledge acquired and carry it throughout their

nursing practice, C4 stated:

It benefits us because we have people here who can help with the assessments and

appointments, and things like that and they go through these different processes

they are learning more about those local and national resources. Not all are

specific to cancer so they can definitely take this information with them and

utilize it in whatever capacity they decide to in their nursing career.

Furthermore, C6 discussed how students are able to utilize knowledge acquired while at

the agency and pass along that information to others, which in turn directs volunteers and

potential clients to their organization by stating: "So I think that once they have done the

volunteer aspect with us, they not only know about us but they also know about other resources and they are able to learn about other programs that we work with."

Overall, the key community informants perceived service learning as beneficial to the local community which included the community of ASN students who had graduated, the community served, and the agencies of the local community. Key community informants felt that students personally benefited from the service learning requirement, as well as the agencies and the local community. In addition, key community informants felt that the exposures encountered during service learning contributed to their real life experiences as nurses and intellectual growth and development. In conclusion, as identified by C3: "We welcome that opportunity to train these students and it is very, very important to us and the quality of life to the individuals served."

Interpretation of Findings from Data Analysis

The goal-based evaluation findings for RQ1 and RQ2 indicated that ASN students who had graduated and ASN faculty members at the local college perceived service learning as positively influencing a student's knowledge of social and cultural factors, as well as their ability to deliver culturally competent care. The qualitative data provided a rich and contextual view of service learning outcomes and adds depth to the findings. The results among the interview responses were aligned with the five constructs of cultural competence that were grounded in Campinha-Bacote's (2007) model, which allowed for triangulation of data within and across participant groups. The findings in this study corroborated with evidence from existing literature in terms of service learning outcomes. I sought to extrapolate the perceived outcomes of service learning as experienced by

ASN students who had graduated and ASN faculty members. Overall, the program evaluation addressed the research questions by describing stakeholders perceptions and concluding that service learning was an effective experiential learning activity that was effective in influencing students' knowledge of social and cultural factors, their ability to deliver culturally competent care, and positively impacting the community at large. Participants described the development of critical consciousness and professional growth for ASN students who had graduated, and contributed those factors to the service learning experiences. Furthermore, participants described social justice through the volunteer hours of service learning and the core values of caring and compassion to the community served through the experiential learning engagements. The evaluation also identified variations in service learning perceptions in the two courses where it is required. The major weakness was the lack of faculty knowledge regarding service learning activities that are completed within the curriculum, such as in the religious studies course. In addition, there was a lack of student understanding of the desired outcomes of service learning in the nursing course, which impacted their perception of that experience.

Evaluation findings for the research questions that explored the perception of community impacts related to service learning indicated that there is a positive impact on the community. The community includes the community of ASN students who had graduated, the community served, and the local community. Data analysis did provide evidence that the students perceived the outcomes differently between the nursing course and the religious studies course, but overall viewed the outcomes as positive. In addition, the data analysis provided evidence that faculty perceived the community impact as

positive and that community stakeholders perceived the community impact as positive and huge. Themes were consistent across the three groups and included (a) a positive community impact, (b) a valued curriculum requirement, (c) life lessons, and (d) resource allocation. The combined findings for the impact on the community fully support service learning as an activity that engages students in the learning process, contributes to their professional growth and intellectual development, and fosters life lessons and humility.

For agencies served, the service learning hours equated to free volunteer hours for that agency so that resources could be spent on other needs rather than on recruitment and training. Furthermore, the financial implications of having students deliver a free service saved agencies thousands of dollars in labor cost, and allowed resource allocation in other areas of need for the agencies. The intangible benefit was the exposure or "word of mouth" advertising and return of volunteerism once the service learning hours were completed. In regards to the community served, students provided a "breath of fresh air" to their daily routines and were exposed to additional information regarding health promotion and wellness interventions. Students also served the community by being an extra set of "eyes and ears" for those in need and/or underserved. Although students and faculty alike felt that the outreach of community impacts in the nursing course were limited, the overarching theme for the 15 hours of service was that the impacts on the community were huge and often times immeasurable.

Research Question 1: How do graduated ASN students at the local college perceive service learning as influencing their level of cultural competence, and knowledge of social and cultural factors?

This question examined the perceptions of ASN students who had graduated regarding the influence service learning had on their level of cultural competence, and knowledge of social and cultural factors. Conclusions from the analysis indicate that service learning positively influenced their knowledge of various social issues and cultural factors, as well as enhancing their perceived level of cultural competence. ASN students who had graduated were required to complete 5 hours of service learning in the nursing course and 10 hours of service learning in the religious studies course. What I discovered was that students perceived the two experiences differently. While enrolled in the nursing course all ASN students conducted their service learning hours at one of two senior centers. Students were asked to create a poster presentation on a disease process that was specific to the content in the didactic portion of the course, which included chronic obstructive pulmonary disease, hypertension, cardiac disease, and/or diabetes. Students were expected to educate seniors regarding these health disparities while also remaining cognizant of cultural influences related to diet or religious customs. The students consistently reported that the time was limited and their view of educating older adults on health promotion and illness prevention was not viewed in the same light as the service learning hours completed in the religious studies course. All students voiced that they liked the service learning hours in the religious studies course better as they were able to choose the agency that was interesting to them, and that one specific element

intrinsically motivated them to serve the community in need and their perceptions of those encounters.

All students described the difference between the hours in the nursing course and the religious studies course in viewing the religious studies course hours as hands-on with one-on-one client interaction. Students consistently identified those activities as more influential in their perception of helping others and in knowledge acquisition. In reflecting on knowledge of social issues and cultural factors, students identified that they were exposed predominately to two marginalized populations (African Americans and Hispanics) during their service learning hours. In addition, they identified that they were exposed to extreme levels of poverty, homelessness, older adults, both physical and mental disabilities, and various religious beliefs, but no one felt that the experiences exposed them political issues or in-depth knowledge of religious customs. As mentioned in the literature review, Stewart and Webster (2011) noted that through service learning students learn to work with many different cultural groups, socio-economic groups, and populations; this is a critical component in evaluating program Goal 5.

From the first theme, cultural desire, participants described their service learning experiences in ways that showcased how service learning necessitated an awareness of social disparities and how they were affected by the experiences. Participants described a desire to become culturally competent and to engage with marginalized citizens in the community. ASN students who had graduated described cultural awareness through their commitment to cultural openness by means of their cognitive knowledge of cultural competence as gained through didactic coursework and through emotions experienced

during service learning engagements. Participants described the experiences as opening

their eyes to issues and racisms, and S1 added that the experiential learning that occurred

in the form of service learning made them aware that "not everybody or everything has a

happy ending." Cultural knowledge was detailed through the recollection of their sound

education base through prior course work such as cultural diversity or nursing specific

courses. Service learning offered participants an opportunity to become knowledgeable

about various ethnic groups and to incorporate that knowledge into the delivery of care.

Students consistently referred to knowledge recognition of available resources and how

they will now be able to apply that foundational knowledge in clinical practice, and assist

those in need to local resources. Perceptions regarding cultural skill included descriptions

of how participants were able to collect cultural data and perform culturally based

assessments in a sensitive manner. Participants expressed how they were able to

communicate with clients and how the service learning allowed them to positively impact

the lives of individuals served. Through the various one-on-one interactions in the

nursing and religious studies course, it was identified that the service learning helped

them learn to ask about cultural and spiritual needs so that they would be aware of the

client's desires (S3). Cultural encounters were thoroughly addressed with every

participant as they each described interacting with patients from culturally diverse

backgrounds over the course of the 15 hours. Participants consistently reveled in the one-

to-one interactions with individuals served, and sought those sacred encounters. Each

construct in Campinha-Bacote's (2007) culturally competent model of care could be

subjectively described by participants, even though objective measures were unattainable.

Overall, the participants perceived service learning as a valuable learning strategy in the curriculum and found the connection to humility through the experiences. Furthermore, participants were able to employ didactic knowledge to real life practical situations through experiential learning. Service learning was described as influencing cultural competence, however it was not the standalone entity in the process of becoming a culturally competent health care provider, but as noted in Campinha-Bacote (2007) "cultural competence goes beyond knowing the values, beliefs, practices, and customs of ethnic groups and encompasses the various faces of cultural diversity such as gender, age, disability, sexual orientation, political orientation, socio-economic status, and geographic location to name a few" (p. 85). As described by the participants, the service learning experiences offered exposures to the various faces of cultural diversity and reinforced course content and knowledge acquisition while exposing them to the real life disparities. S4 summed up the perception with, "It was not the end all be all, but it helped reinforce knowledge and skill." As mentioned in the literature review, service learning reinforces course content and increases student learning (Trail Ross, 2012) and allows students to develop stronger skills and civic responsibility (Chan, 2012) which is consistent to findings in this study.

Research Question 2: How do ASN faculty members at the local college perceive service learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors?

This question examined the perceptions of ASN faculty members regarding the influence service learning had on student's level of cultural competence, and knowledge

of social and cultural factors. Conclusions from the analysis indicate that service learning

positively influenced student's knowledge of various social issues and cultural factors, as

well as enhancing their perceived level of cultural competence. What I discovered was

that faculty members were well informed and knowledgeable of the hours within the

nursing course, but lacked knowledge regarding the service learning requirements in the

religious studies course or where students were completing those hours. In reflecting on

knowledge of social issues and cultural factors, ASN faculty members also identified that

students were exposed predominately to two marginalized populations (African

Americans and Hispanics) during their service learning hours. In addition, they identified

that they were exposed to poverty, homelessness, older adults, both physical and mental

disabilities, and various religious beliefs, but no one felt that the experiences exposed

them political issues or in-depth knowledge of religious customs. As mentioned in the

literature review, Bassi (2011) concluded that service learning met outcomes by

enhancing students' social, personal, and academics success, as well as their knowledge

and skills related to social and cultural factors. Porter (2011) also maintained that service

learning experiences results in increased awareness of social issues which is consistent to

findings in this study.

From the first theme, cultural desire, ASN faculty members described service

learning experiences in ways that showcased how service learning necessitated an

awareness of social disparities and how students were affected by the experiences.

Faculty members consistently noted how the experiential learning experience would

allow students to anticipate patients' needs better and it was one activity that offered

students a chance to be exposed to socio-economic issues and cultural differences. ASN faculty members described cultural awareness in regards to the cultural exposure experienced at the senior centers and how that enhanced the student's understanding of diverse beliefs and values. Furthermore, faculty perceived the acquisition of cultural knowledge as the student's ability to be exposed to various ethnic groups and disease processes, and being able to identify appropriate resources to meet the needs of individuals served. As with the ASN students who had graduated, faculty members referenced the importance of a sound didactic base through prior course work, such as cultural diversity or nursing specific courses that assess cultural knowledge in the development of graduate nurses who then can perform culturally competent care. In addition, faculty members consistently acknowledged how service learning offered students an opportunity to become aware of various ethnic groups, as well as skilled in the field of nursing. Perceptions regarding cultural skill included descriptions of how students were able to collect cultural data and perform culturally based assessments in a sensitive manner through poster presentations in the nursing course. ASN faculty members also noted how students were able to practice therapeutic communication with clients and how the service learning allowed them to positively impact the lives of individuals served, which is consistent with the literature review in that Kearney (2013), Porter (2011), and Vogt et al. (2011) found that service learning experiences indicated growth in communication and collaboration skills. Cultural encounters were thoroughly addressed with every participant interview as faculty described students interacting with patients from culturally diverse backgrounds over the course of the 15 hours. A quote by

F2 summed up the interpretation: "Service learning may even help students understand the population in the hospital better and it may help students identify community resources that are available for patients while admitted into healthcare facilities." Themes noted in the literature review were caring, communication, self-awareness, and social responsibility (Schofield et al. (2013), which are also reflected throughout the findings for research question 1 and research question 2. As with the ASN students who had graduated, each construct in Campinha-Bacote's (2007) culturally competent model of care could be subjectively described by ASN faculty, even though objective measures were unattainable.

Research Question 3, 4, and 5 explored perceptions of graduated ASN students, ASN faculty, and key community informants and how they perceive the impact of service learning on the local community.

Evaluation findings for the research questions that explored the perception of community impacts related to service learning indicate that there is a positive impact on the community. Themes were consistent and comparable across the three groups and included (a) a positive community impact, (b) a valued curriculum requirement, (c) life lessons, and (d) resource allocation. ASN students who had graduated consistently noted the appreciation and accolades received from the agencies. They also described the impact on individuals served as making a difference in their lives by simply having a conversation with them and showing them someone cares by listening. ASN faculty members expanded on this theme by further noting the win-win impact for the agency and the students. Faculty also described the perception of feeling welcomed and valued

by the agencies served. The agencies served praised the service learning program at the local college and consistently spoke highly of it. In addition, the agencies noted the impacts the experience had on the student's growth as a health care provider, the positive impacts for the agency, and how individuals served experienced joy and happiness as recipients of the service learning engagements.

Service learning was viewed as a valuable component of the curriculum by ASN students who had graduated as it helped reinforce content learned in the classroom. They also consistently reflected on how the experiences encountered during service learning engagements made them feel good, and allowed them to give back. ASN faculty consistently noted how service learning reinforced course content and allowed students the opportunity to experientially apply course content and reflect upon those experiences as depicted in Kolb's (1984) model of experiential learning theory. Furthermore, faculty highlighted how these experiences influences a student's personal and professional growth as a nurse, and to give back to the community. Key community informants also felt that the service learning allowed students to engage in the community and with individuals served through avenues that are different than the classroom setting or clinical setting. In addition, the community members described the service learning as beneficial for students to learn and offered opportunities for the agencies to learn too. Beard and Wilson (2011) also described experiential learning as active engagement between the student and the environment, and how it can be based in pedagogy as implemented at the local college. As noted by Trail Ross (2012) in the literature review, service learning

connects didactic requirements with a service provided to the community for free, thus validating that it is more than volunteerism which corroborates findings in this study.

Life lessons as described by ASN students who had graduated revolved upon the eye opening opportunities in that they were consistently exposed to undesirable living situations and extreme levels of poverty. ASN students who had graduated also described how service learning reconnected them to the core values of caring, compassion, human dignity, service, sacredness for life, and social justice; which are the core values reflected in the mission and vision of the local college and the nursing profession. Faculty also identified these life lessons as eye opening experiences for the students, and how service learning impacts their ability to anticipate patients' needs better or those who they are serving. This was also tied into the core values of the local college and the profession of nursing. Key community informants consistently highlighted the value of human dignity and caring as essential life lessons of service learning engagements and outcomes; furthermore, as being able to identify needed resources and anticipating the needs of individuals served.

Resource allocation was described by ASN students who had graduated as allowing them to learn of various local resources that they can provide to patients who are in need of essential resources for survival such as food, shelter, clothing, money, transportation, and medical care. ASN students who had graduated also described the benefit to the agencies as students offered a free service to the agency through the completion of their service learning hours comparable to that of volunteer work. Faculty members were also consistent in describing how the service learning experience

benefited the agencies through monetary avenues and how it opened the students' eyes to

the numerous resources in the community. Key community informants highlighted the

monetary value to the agency that service learning provided. In addition, community

members noted how service learning offered the agency to tell their story to others and

that "word of mouth" was essential to spreading their message and knowledge related to

their agency and mission. Overall, ASN students who had graduated, ASN faculty

members, and key community informants perceived service learning as having a positive

impact on the community. As mentioned in the literature review, Butin (2010) described

service learning as an ideal methodology to support civic engagement, increase

awareness of societal concerns, and enhance a student's sense of community while

Cipolle (2010) concluded that through service learning students become moral and

ethical contributors to the community, all of which were in alignment with the results of

this study.

Recommendation for Action

This qualitative goal-based program evaluation resulted in several conclusions

about how ASN students who had graduated, ASN faculty members, and key community

informants perceived service learning outcomes. These conclusions can aid in improving

the ASN curriculum and the overall evaluation process at the local college. It may also be

used to aid the BSN program at the local college in implementing useful suggestions

related to service learning requirements embedded in that curriculum. These

recommendations will be disseminated in an executive summary report to the president of

the local college and the dean of nursing. I plan to meet with leadership members of the

local college to discuss the results of the study as well. The following recommendations will be presented:

1. Use the established program goals, but develop a process for monitoring each goal and tracking the outcomes that can then be linked to curriculum changes and/or graduation requirements. All stakeholders including ASN students who had graduated, ASN faculty members, and key community informants should be involved in the evaluation process.

2. A general recommendation for the nursing course would be to develop concise purpose statement for the service learning experience that details expectations and desired outcomes of the stated activity. Students did not have a clear understanding of the overall purpose of service learning in the nursing course as compared to the religious studies experience. A clear and definitive purpose guides all learning activities, and facilitates proper assessment of outcomes.

3. A general recommendation is the development of a service learning handbook for faculty and students that defines service learning as an experiential learning activity, and guides students and faculty in their understanding of service learning. The handbook should also delineate expected benchmarks and outcomes as related to the overall purpose of service learning, attainment of program goals, and achievement of institutional learning outcomes.

4. Provide professional development for faculty to enhance their knowledge of service learning and how it is utilized throughout various courses or programs

at the local college. Such professional development includes attending workshops, webinars, conferences, in-house staff development exercises, and/or peer observation. Nursing faculty were consistently unaware of all the agencies used in the religious studies course and the activities that students were engaged in.

5. Utilize assessments at the beginning, middle, and end of the curriculum to assess student achievement of benchmarks and track student progress in meeting outcomes.

Limitations

Program evaluation has its challenges and advantages. The most important issues to consider are truth telling, validity, data control, protection of individual rights, and perspective of the evaluator (Savin-Baden & Howell-Major, 2013). Program evaluation differs from research in that findings are not generalizable (Fitzpatrick et al., 2004) due to the sampling method, and the overall focus of the study on one specific ASN program in one specific area. Program evaluations have advantages such as facilitating change and improvement (Savin-Baden & Howell-Major, 2013), but only when follow-up formative assessments are conducted by primary stakeholders. Therefore, a limitation of the study is the follow- through of the outcomes. In this study, the results will be provided to administrators to guide data-driven decisions in regards to the curriculum, but in essence, there is no guarantee any changes will be made if indicated in the research findings. Another limitation was waiting for participants to respond to the e-mail invitation that was sent three times and obtaining sufficient numbers of participants for the study. ASN

students who had graduated, and participated in the study, expressed that each of them were newly hired and working in residency programs that impeded their commitment to participate. In addition, some expressed concern that they did not receive the initial invitation in their college e-mail account, thus indicating possible technology or e-mail filtering issues. In addition, the study took longer to complete related to the lack of participation and interest, and the time it took me to transcribe the interviews was extended beyond the anticipated 2 to 3 day turn-around time, which was due to my juggling of multiple responsibilities. Lastly, several key community informants noted how their perception of impacts of service learning on individuals served may not be as accurate as if I were to interview the actual individuals served. Perceptions of outcomes could be expanded if I were to have interviewed direct recipients of the service provided. Further research may need to be conducted to replicate these findings.

Conclusion

The goal-based program evaluation used a qualitative case study design to organize the project study. The method allowed the researcher to address specific research questions in a subjective manner in order to gather rich data to formulate a thorough and sound evaluation of program Goal 5. The role of the researcher and protection of participant rights were outlined, in addition to limitations of the design. Section 3 of this paper discusses the project of this project study.

Section 3: The Project

Description and Goal

This project focused on a program evaluation of Goal 5 of the ASN program at a local college in the Midwest. The purpose of this program evaluation was to specifically evaluate outcomes of the service learning requirement in the ASN curriculum and whether or not that requirement met program Goal 5. A goal-based, summative evaluation employed a qualitative case study approach to explore perceptions of ASN students who had graduated, ASN faculty members, and key community informants in regards to how service learning influenced a student's learning of cultural competence, their knowledge of social and cultural factors, and the impact service learning had on the community. The evaluation utilized various groups of stakeholders in order to triangulate findings; the groups consisted of six ASN students who had graduated, seven ASN faculty members, and seven key community informants who were interviewed individually. The evaluation report is presented in Appendix A, which is the synthesis of the project study, and includes an executive summary that features the purpose of the study, key findings, as well as recommendations to improve the program.

The major goal of the study was to evaluate outcomes of the service learning component of the ASN curriculum and determine whether the experiential learning experiences influenced a student's level of cultural competence and knowledge of social and cultural factors. In addition, the evaluation sought to determine the impact of service learning on the community, which included the community of students, the agencies served, and individuals served. In-depth qualitative data were collected through

interviews with six ASN students who had graduated, seven ASN faculty members, and seven key community informants to gain a deeper understanding of the program's outcomes and impacts. Inclusion criteria for ASN students who had graduated were that they completed the program within the last 12 months. The time frame ensured that graduates would still be able to reflect upon their service learning experience to communicate the strengths and weaknesses in detail. Faculty inclusion criteria were that faculty had been employed at the local college for a minimum 2 years in the ASN program and had a minimum of a master's degree. The 2 years of working experience in the curriculum ensured that interviews would be conducted with experienced faculty and those familiar with the curriculum, rather than novice instructors. Inclusion criteria for key community informants were that the community member had supervised an ASN student completing service learning hours in the last 12 months. Recent experience supervising students ensured participants could accurately recall the engagements and the impacts of service learning.

Analysis of the study results suggested that service learning is an effective methodology for enhancing a student's level of cultural competence and knowledge of social and cultural factors. Every ASN student who had graduated and ASN faculty member interviewed identified service learning as enhancing a student's level of cultural competence and knowledge of social and cultural factors. In terms of knowledge of social issues and cultural factors, participants identified that students were exposed to marginalized populations during their service learning hours. In addition, they identified that they were exposed to extreme levels of poverty, homelessness, older adults, people

with both physical and mental disabilities, and various religious beliefs, but no one felt

that the experiences exposed them to political issues or in-depth knowledge of religious

customs.

Results among the participants' responses were aligned with the five constructs of

cultural competence that were grounded in Campinha-Bacote's (2007) culturally

competent model of care, which allowed for triangulation of data within and across the

two participant groups. Each construct in Campinha-Bacote's (2007) culturally

competent model of care was subjectively described by ASN students who had graduated

and ASN faculty members, even though objective measures were unattainable.

Furthermore, service learning was described as influencing cultural competence but was

not the standalone entity in the process of becoming a culturally competent health care

provider.

ASN students who had graduated, ASN faculty members, and key community

informants all indicated that service learning had a positive impact on the community.

Themes were consistent and comparable across the three groups and included (a) a

positive community impact, (b) a valued curriculum requirement, (c) life lessons, and (d)

resource allocation. Graduated ASN students consistently and repeatedly spoke about

how "eye opening" the experiences were to the realities of life. ASN faculty and key

community informants also expressed how service learning exposed students to

experiences that "opened their eyes" to the needs of the less fortunate and the ability to

recognize resources for those in need within the region. Each participant indicated how

essential service-leaning was to the functioning of the agency in term of free service, and

the agencies would not be able to fulfill their mission without the students conducting

hours within the establishment.

In conclusion, the overall perspective of the service learning requirement from all

participants was that it was an effective methodology to enhance a student's knowledge

of social and cultural factors and their level of cultural competence. In addition, it was

perceived by all participants that service learning positively impacted the community.

The evaluation report in Appendix A will be provided to assist the local college in

making decisions regarding the service learning requirement in the ASN curriculum. The

recommendations of the report were developed to guide leadership at the local college in

maximizing the impact service learning has not only with the nursing students, but also

the college community as a whole. Service learning is embedded in the mission, vision,

and core values of the local college as well as embedded within institutional learning

outcomes and program learning outcomes. Although the findings from the interviews

indicated that the service learning component was effective in meeting program Goal 5,

formative and summative data need to be continually collected and analyzed to determine

if outcomes are consistent. Objectives are also recommended in relation to service

learning outcomes to measure a student's level of cultural competence before and after

service learning engagements and across the curriculum.

Rationale

In previous sections of this project study, the main problem with the service

learning component was centered on the lack of a summative evaluation of service

learning outcomes, as well as with the lack of evaluation of program Goal 5. Therefore, a

goal-based program evaluation was chosen to identify outcomes through the perspectives of key stakeholders through the qualitative case study design. The evaluation report will give administrators at the local college summative data upon which to base decisions regarding the service learning component of the curriculum and whether ASN program Goal 5 is being met through this teaching pedagogy. Furthermore, the results of the program evaluation may be used by the local college in accreditation reports to demonstrate that ongoing assessment of student learning is being conducted and that the worth and value of the program is substantiated with research. The findings that are outlined in the report consist of reflections from all stakeholders, and the recommendations are based on the content analysis and interpretation of findings.

Review of Literature

The literature review for the project included terms relevant to the project and the program evaluation genre. The databases used in the literature search were from the Walden University Library and included Education Research Complete, ERIC, Academic Search Complete, Teacher Reference Center, and CIHAHL. Key search terms used included *adult learning, cultural competence, evaluation reports, executive reports, formative assessments, goal-based evaluations, objectives-oriented evaluations, outcomes, professional development, program evaluation + qualitative, service learning, service learning programs,* and *summative assessment.* Boolean operators were used to narrow the search such as full text and scholarly peer-reviewed journals, as well as articles with publishing dates from 2010 to 2015.

The review of the literature for this section was conducted to explore

methodologies used in qualitative program evaluations and whether or not case study

designs were common. The next step was to identify in the literature the difference

between formative and summative assessments and to justify why a summative approach

was chosen for the goal-based program evaluation. Finally, I wanted to explore what

information was common in evaluation reports and to justify why I was including the

information in my specific evaluation report, whereas the prior literature review in

Section 1 focused on the importance of program evaluations, theoretical frameworks to

support service learning as a teaching pedagogy, and exploration of prior research to

identify outcomes of service learning.

Qualitative Program Evaluations

Program evaluations can be conducted using either quantitative, qualitative, or

mixed-methods research designs (Creswell, 2012). The methodology for the research

study associated with this project employed a qualitative, case study approach; therefore,

I focused the literature search on qualitative program evaluations to explore designs and

analysis methods. Yüksel (2010) examined qualitative program evaluation methods and

mentioned how qualitative approaches "highlight the importance of looking at issues in

their usual setting and collecting comprehensive data through techniques such as case

studies, participant observation, descriptive narratives, focus groups, and in-depth

interviews" (p. 78). The current study was conducted in the setting of the local college

where faculty members were employed and students were enrolled in the ASN program,

and one-on-one interviews were conducted to collect data. A case study design was used

to study perceived outcomes as related to the service learning component of the ASN curriculum, and the findings were presented though a descriptive narrative. Qualitative program evaluations focus on the words so that "the product and process of the program can be evaluated and criticized from larger, diverse perspectives, independent from the number limitations" (Yüksel, 2010, p. 82). This directly related to the ability to examine service learning outcomes by interviewing various stakeholders to collect data regarding their diverse perceptions and to present findings through a narrative process.

According to Yüksel (2010), qualitative studies could be used to enlighten key decision makers on the future of such programs and to educate them on evaluation processes and results. Rodriguez et al. (2013) used a mixed method program evaluation to evaluate a nutritional education program where direct quotes were used in the study to substantiate findings, and the interpretation of the study reflected participants' experiences with the program that could not be measured through quantitative tools. The qualitative findings in the study were similar to the service learning findings in that they informed ways to make the program more relevant. Ricahrdson, Goldsamt, Simmons, Gilmartin and Jeffries (2014) sought to inform decisions regarding a clinical teaching model through a qualitative program evaluation through semi-structured interviews with key stakeholders to evaluate perceptions related to outcomes. Priest and Donley (2014) used a case study program evaluation methodology to evaluate outcomes from a mentoring program in order to inform program best practices and make improvements to the program. Both studies embraced how reflective interviews allowed for an exploration of participants' perceptions of the programs under study and how the narrative data

contributed to a deeper understanding of participant's experiences and program outcomes (Priest & Donley, 2014).

Another example of a case study approach to a qualitative program evaluation was how Solomon (2011) sought to examine students' perceptions of their learning in a patient-facilitated interprofessional education model by collecting data through focus group sessions rather than one-on-one interviews. The goal of that study was also meant to inform decisions regarding program changes based upon perceived outcomes through the perspective of key stakeholders. This goal directly related to the chosen methodology of the program evaluation completed for this project study and how the implications of this study could lead to the decision to (a) continue the implementation of service learning in the program as is; (b) continue the service learning requirement with adjustments; or (c) discontinue the service learning component of the program. A limitation to the case study design and data collection through interviews is the interpretive judgments that can occur from the researcher's subjectivity or stake in evaluation findings. To address this limitation, Richardson et al. (2014) hired an outside evaluator to address such biases. Credibility of the project study was maintained through the use of IRB approval, informed consent, an interview protocol, audio-taping of interviews, triangulation, and member checking of interview transcripts.

So far the literature review has focused on qualitative program evaluations in general, in which I explored various programs that were not specific to service learning. The common denominator in all the program evaluations thus far was that each one had a qualitative component that shed light on program outcomes. In the current study, service

learning was the teaching pedagogy under study as a contributing factor to ASN students

achieving program Goal 5. It is imperative that educators explore best practices and

implement evidence-based teaching and learning strategies that align with theory, best

practices, and outcomes. As noted by Marks (2013), "The world is in the midst of a

tremendous transformation. The future is uncertain and higher education must prepare

students with the skills they will need to adapt and thrive in the new world" (p. 39).

Service learning provides students with the needed skills to enhance learning of social

disparities and to enhance their cultural skill and awareness; therefore, by conducting

program evaluations, achievement of student learning outcomes can be assessed,

analyzed, and shared with administrators to guide and/or influence decisions regarding

service learning requirements in the ASN curriculum.

Objectives-Oriented Evaluations

This program evaluation was conducted to support or refute the fact that the

service learning component of the ASN curriculum supported the achievement of

program Goal 5. According to Fitzpatrick et al. (2004) an objectives-oriented evaluation

can be used for assessment procedures that are meant to determine the achievement of

program goals, and it has been one of the most widely used evaluation approaches in

educational settings since its development in the 1930s by Ralph W. Tyler. The Tylerian

evaluation approach consists of seven steps. The first four steps have been accomplished

and determined by the ASN program under study, which consists of goal development

and behavioral definitions. As previously stated, the program is lacking measurement

techniques specific to program Goal 5, data collection related to program Goal 5, and

data analysis to determine the extent to which the goal is being attained. A noted strength of an objectives-oriented evaluation is its ability to produce information that program directors find relevant to their mission, and a limitation is that the method lacks standards to judge observed discrepancies and tends to be linear (Fitzpatrick et al., 2004). The most notable benefit is that an objectives-oriented evaluation approach focuses on outcomes (Fitzpatrick et al., 2004), which directly coincides with the case study design. Various other evaluation methods exist such as management-oriented, consumer-oriented or expertise-oriented approaches but these approaches do not align with the purpose or intention of this study in a way that the objectives-oriented approach does. According to Creswell (2012), evaluation objectives may guide summative data collection using both quantitative and qualitative methods, and the findings are compared with the study objectives.

For this program evaluation, summative data collection was sought to address how service learning hours completed in the program of study influenced program outcomes. Evaluation objectives, research questions, and interview protocol questions were directly linked to the overall purpose of the study. The following evaluation objectives were used to formulate the research questions: (a) to gather graduated ASN student's perceptions of how service learning influenced cultural competence, and knowledge of social issues and cultural factors; (b) to gather faculty perceptions of how service learning influenced a student's cultural competence, and knowledge of social issues and cultural factors; (c) to gather graduated ASN student's perceptions of how service learning impacted the community; (d) to gather faculty perceptions of how

service learning impacted the community; and (e) to gather perceptions of key community informant on how service learning impacted the community. In summary, summative data collection allowed me to gather outcome specific data to determine whether or not specific program goals are being met.

Summative Assessments

This program evaluation used a summative approach as I was interested in knowing if outcomes from the service learning component of the ASN program influenced the student's ability to meet program Goal 5. Qualitative and quantitative data can be used for summative program evaluations for the purpose of measuring outcomes and judging the worth of a program (Creswell, 2012). Effective teaching strategies can be found in numerous textbooks as well as student learning strategies that are grounded in theory. In the current study, service learning was the teaching strategy implemented to impact student learning as grounded in experiential learning theory. What was lacking was a formal assessment of the service learning component of the ASN program. Formative assessments sustain the continuous improvement process whereas summative assessments aim to measure outcomes in terms of proficiency (Kealey, 2010). Service learning was assessed via formative methods in the nursing course and the religious studies course, but the deliverable of the project for this program evaluation is an executive summary of the findings which reflect mastery and/or proficiency, thus validating the use of the summative goal-based approach to the program evaluation. According to Kelting-Gibson (2013), assessment enables educators to collect and analyze data regarding student achievement of outcomes; therefore, allowing educators to base

decisions regarding instructional practices upon evidence. Furthermore, Story et. al (2010) noted that "Summative evaluations are used primarily for determining the overall quality of a program and whether the program regularly meets its mission, goals, objectives, and outcomes" (p. 351). Thus, a summative evaluation approach fit the goals of the program evaluation, implications of outcomes, and the recommendations as described in the executive summary.

Evaluation Reports

The use of an executive evaluation report was determined to be the best format to disseminate findings to the president of the local college and the dean of nursing. This decision was based on the purpose of the study and research regarding dissemination of findings. One of the goals of the program evaluation was to be able to offer administrators at the local college data to support accreditation reports that would reflect the ongoing assessment of student learning, as well as to offer recommendations for decisions regarding the implementation of service learning as a teaching pedagogy. The report includes the purpose of the program evaluation along with the design, significant findings, and my recommendations.

Reporting of findings from program evaluations can take place through oral presentations, e-mails, or executive reports (Creswell, 2012). Furthermore, evaluation reports can be delivered by several alternative formats such as videotapes, PowerPoint, photo essays, hearings, simulations, or web-based presentations (Fitzpatrick et al., 2004), but the deliverable chosen for this study was a written executive summary as a way to communicate findings and recommendations to key college administrators, followed by a

PowerPoint presentation. An executive summary was chosen in respect of time

constraints faced by college administrators as this form of a written report will take less

time and energy to read versus a comprehensive evaluation report (Patton, 2002).

Executive summaries in the form of executive abstracts should be between one and two

pages in length, and should contain organized major findings and bulleted

recommendations while executive summaries are between five and seven pages in length

(Fitzpatrick et al., 2004) which coincides with the deliverable in this study. This will

enable administrators to share the report with faculty at the local college, as shorter

reports are often the most widely disseminated (Patton, 2002). Regardless of the layout of

the report, the common theme for evaluation reports is to provide data to administrators

to base decision regarding changes or improvements to programs.

Recommendation 1. The first recommendation suggests that the ASN program

use the established program goals, but develop a process for monitoring each goal and

tracking the outcomes that can then be linked to curriculum changes and/or graduation

requirements. According to personal communications with the director of service

learning (personal communication, July 6, 2014) and the ASN program chair (personal

communications, July 6, 2014), quantitative or qualitative evaluation was missing to

support or link the attainment of program goals to outcomes of the service learning

curriculum requirement. As previously discussed, when goals of a program are assessed

they become the primary outcome criterion (Waltz et al., 2005), which turn becomes the

criteria on which judgments are drawn. Service learning has been in the ASN curriculum

since 1993 and recent discussions have taken place at the local college to mandate that all

graduates are required to complete a set number of service learning hours, yet evaluation of outcomes of current practices are lacking to support such large scale decisions. The fifth institutional learning outcome at the local college was that graduates would display an understanding of cultures. Each outcome or goal statement directly relates to the graduates ability to understand cultures and cultural factors that exist in the community that impact experiences or practices. Findings from the study indicate that key stakeholders perceived service learning at enhancing student's knowledge of social and cultural issues, and graduates perceived level of cultural competence. Furthermore, Bassi (2011) concluded that "service learning can contribute to students' growth and development…while helping impart the skills and values that students will need as they graduate and seek professional nursing roles" (p. 66). Linking documented outcomes of service learning to requirements at the program or college level is critical so that students perceive the value of their service learning experiences and/or projects right away if overall outcomes are to be maximized (Lester, 2015). In conclusion, Hildenbrand and Schultz (2015) highlighted the complexity of service learning and how essential the assessment and reporting process is, as well as the need to be consistent in obtaining results from all stakeholders that then can be used to make appropriate changes.

Recommendation 2. The second recommendation focuses on the nursing course in which the service learning component is partially fulfilled. The recommendation focuses on instructors assigned to teach that specific nursing course, in that they develop a concise purpose statement for the service learning experience that details expectations and desired outcomes of the stated activity. Students lacked an apparent understanding of

the purpose of service learning in the nursing course as compared to the religious studies course. A clear and definitive purpose guides all learning activities, and facilitates proper formative assessment of outcomes (Hildenbrand & Schultz, 2015; Lester, 2015). As noted by Barreneche (2011) service learning tasks need to be matched to course objective and program goals. Furthermore, Bettencourt (2015) concluded that when student learning goals align with course outcomes and are plainly defined, and:

> When students are provided with a range of tasks by means of which they can gain knowledge and skill as well as demonstrate their learning in directly observable ways, service learning supports programs and extends students' learning opportunities in ways that cannot be accomplished within the classroom. (p. 487)

In addition, Hildenbrand and Schultz (2015) indicated that service learning was powerful in helping students learn course material and meet measurable outcomes that were aligned with specific tasks and expectations. In conclusion, service learning can be an option to assist in student acknowledgement that service is part of our civic duty and should be in alignment with clinical nursing outcomes when used as an alternate to traditional clinical experiences (Bassi, 2011), but it is imperative that students are aware of the purpose and objectives of such engagements.

Recommendation 3. The third recommendation calls for the development of a service learning handbook for faculty and students that defines service learning as an experiential learning activity, and guides students and faculty in their understanding of service learning. The handbook should clearly identify how service learning is

differentiated from volunteerism, in that student learning is the focal point as they make contributions to the local agencies and the community served, and the community served contributes to the learning process (Pedersen, Meyer, & Hargrave, 2015). In addition, the handbook should delineate expected benchmarks and outcomes as related to the overall purpose of service learning, attainment of program goals, and achievement of institutional learning outcomes. If the goal is to fully institutionalize a service learning program at the local college and alter graduation requirements, then measurable service learning outcomes should be developed and a defined implementation and assessment plan should be used to guide the process and all methods for tracking outcomes (Austin & Rust, 2015). By investing the time to create a service learning handbook, communication of requirements and assessments methods can be communicated to all stakeholders along with identifying a concrete assessment plan and providing a means for reporting outcome measures.

Recommendation 4. The forth recommendation suggests that the college provide professional development for faculty to enhance their knowledge of service learning and how it is utilized throughout various courses or programs at the local college. Such professional development includes attending workshops, webinars, conferences, in-house staff development exercises, and/or peer observation. Furthermore, Donovan, Porter, and Stellar (2010) share several strategies on how to implement a successful service learning program and one such strategy is seeking outside experts to educate faculty and staff through activities such as guest speakers and conferences. Faculty at the local college could gain knowledge and expertise in relation to service learning activities that could

impact the achievement of expected outcomes. Furthermore, professional development activities also address a core faculty expectation, which requires faculty to attend scholarly engagements to enhance ones knowledge and area of expertise. By providing faculty with opportunities to attend such conferences or workshops, administrators of the local college can showcase their support for the inclusion of service learning as an experiential learning option and show support for faculty growth and development. According to Austin and Rust (2015), administrators can support experiential learning programs within higher education by providing faculty with educational opportunities in relation to acceptable practices.

Recommendation 5. The fifth recommendation focuses on the utilization of assessments at the beginning, middle, and end of the curriculum to assess student achievement of benchmarks and track student progress in meeting outcomes that would provide both formative and summative assessments. As noted by Hullender, Hinck, Wood-Nartker, Burton, and Bowlby (2015) students should be given ample reflection time in order to form conclusions from various service engagements before they can exhibit growth and change from transformational learning. Thus, measuring outcomes at various points in time may capture that growth and development that occurs from transformational learning throughout a student's program of study, and from multiple service learning experiences. A limitation to this recommendation is the time commitment and financial commitment of the local college to invest in the development of such tracking measures. According to Austin and Rust (2015), to successfully

implement a service learning program that is institutionalized, substantial time must be dedicated to planning, implementation, and evaluation.

Project Description

Potential Resources, Existing Supports, and Barriers

To implement my project, I plan to schedule an appointment with the president of the local college and the dean of nursing. Scheduling of the appointment will include a time and place to present the executive summary and PowerPoint presentation. Resources required for my presentation will include a conference room and copies of the executive summary. The report will include the purpose of the study, findings, and recommendations while the emphasis will be on the significant finding that service learning is an effective teaching and learning methodology in meeting program Goal 5, and its positive impacts on the community.

The first recommendation is that nursing faculty and leadership develop a monitoring system for each program goal so that outcomes can be tracked and then linked to program changes and/or requirements. This would require the dean of nursing to discuss the recommendation with faculty, and then work with the nursing assessment committee (an existing standing committee) to develop strategies for tracking outcomes. Barriers may be a lack of knowledge by faculty members in how to conduct formative assessment, summative assessments, and program evaluations. Time devoted to conduct thorough program evaluation may require faculty release time which could impede the recommended change.

The second recommendation would require faculty assigned to teach the nursing course to develop a purpose statement and definitive service learning outcomes for that component of the course. This would require no additional resources and would need monitored by the ASN program chair. Barriers would be non-compliance of faculty in investing the time and energy to develop the outcomes statements, or follow thorough of the completion of the recommendation by leadership.

The third recommendation would require an extensive time commitment by the director of service learning in creating a service learning handbook for the college which could be used as a point of reference for students and faculty. Collaboration between the director of service learning, the director of institutional assessment and strategic planning, and the chair of nursing assessment would be essential as measurable benchmarks should developed and established. Establishing benchmarks and approval of them would then progress through academic council, executive council, faculty senate, and finally to the college board of trustees. Navigating through the various committees' and council could be a potential barrier, as the final product would need to be approved by all stakeholders.

The fourth recommendation would require resources such as time and a financial commitment by leadership to support professional development endeavors. As previously stated, service is embedded in the mission and vision of the local college as well as in the institutional outcomes and the core values. The recommendation is to increase funding for professional development for faculty to attend conferences, webinars, or workshops to further their knowledge related to service learning, and how to use it as a teaching

pedagogy to achieve desired outcomes. Barriers to this would be the reluctance of faculty

to complete professional development as related to service learning or for faculty to find

the interest in attending such educational and informative activities. Service is a required

function of all faculty at the local college and faculty are evaluated annually on teaching,

scholarship, and service. This would then be an identified support since service is

established as an important criterion in fulfillment of faculty roles at the local college.

Overall, the college has existing resources and committees (supports) in place to achieve

the recommendation. Barriers across all the recommendations include time, funding,

perspectives on importance, personnel commitments, and faculty and staff beliefs.

The fifth recommendation focuses on the utilization of assessment across a

student's program of study and would require resources such as time and a financial

commitment by leadership to support. Development of such a plan would require

collaboration between ASN faculty, a statistician, and the college assessment committee.

Barriers to this would be the reluctance of stakeholders to embark on such an endeavor

without workload release or additional pay as faculty have limited time to engage in

activities above and beyond current expectations.

Proposal for Implementation and Timetable

Upon approval of my project study, I will notify the college president and the

dean of nursing by phone. I will then work with the executive assistant to schedule a date,

time, and location for the meeting. I plan on the meeting to take place within 1 month of

project approval, which is anticipated to be in February 2016. I will ensure that I have

professional copies of the executive summary available for each stakeholder in

attendance. I will begin the meeting by thanking leadership for their support of the study, and then I will begin with the purpose and progress into the findings and I will end with the recommendations. During the recommendations I will highlight the support systems that are in place at the local college and discuss some of the potential barriers and resources needed to meet each recommendation. The meeting will be 1 hour in length. Projections for work to begin on the recommended changes would be one academic year, with full compliance and implementation of recommendations by the 2017–2018 academic year.

Roles and Responsibilities

My main responsible is to submit the study findings in the form of an executive summary to the president of the local college and the dean of nursing. Through the presentation of the report, it will be my responsibility to clearly articulate the purpose, findings, and recommendations in a professional and scholarly manner. If the recommended changes are implemented, I will fully support and participate in professional development activities and assist in any aspect of the recommendations if asked to do so. It will be the role of the leadership team to ultimately decipher what recommendations to implement and who shall guide those recommendations. Faculty will ultimately be responsible and accountable for their due diligence in abiding to the approved recommendation from leadership, and leadership will be responsible for evaluating compliance. Community members will be responsible for continuing to serve on advisory boards and working with faculty in arranging service learning experiences and reporting outcomes. Student roles in service learning will be guided by stated

outcomes, goals, and activities, and it will be their responsibility to complete evaluations set forth by the college in assessing learning outcomes

Project Implications

Social Change: Life Lessons and Civic Engagement

This project study was important because the goal-based program evaluation that was completed provided evidence that service learning was a contributing factor in students meeting program Goal 5. The evaluation provided evidence through the perceptions of key stakeholders including ASN students who had graduated, ASN faculty members, and key community informants that service learning enhanced student's level of cultural competence, and knowledge of social and cultural factors. In addition, perceptions indicated that there were positive impacts on the local community as an outcome of service learning engagements. If nursing programs like the one at the local college opted to incorporate service learning as an experimental learning activity, the health care system in the United States could be impacted by this added value of enhanced knowledge related to social issues, cultural factors, and an increased level of cultural competence by health care providers. All participants contributed service learning to a student's professional growth, civic engagement, and awareness of social justice. Each participant reiterated the importance of the "eye opening" transformation that takes place as students become aware of poverty, physical, mental, and emotional disabilities, homelessness, cultural variations and beliefs, and knowledgeable of community resources available for those in need.

In terms of civic engagement, participants repeatedly equated service learning to the likes of volunteerism in that it provided a free service. Several agencies indicated that over the course of a year, service learning provided them with reliable and trustworthy volunteers which then allowed the agencies to redirect monetary resources to obtain resources for individuals in need rather than on recruitment and training of volunteers. Key community informants consistently noted the tangible and intangible benefits and how service learning allowed them to fulfill the mission and vision of the agency. The informants also indicated that individuals served were moved as the students impacted human life, because they took the time to "care" and to show someone that their life "matters"! If this type of program could be expanded to all programs at the local college, the impact in the community would only be increased. If programs across the United States implemented service learning, similar impacts could be made. Ultimately, outcomes of service learning were not directly connected to outcomes of patient care, but were restricted to perceptions as held by key stakeholders and how it has impacted their direct nursing practice.

Social Change: Accountability with Outcomes

The positive social change implications could also include knowledge useful for nursing and college leaders searching for a means to provide data-driven evidence for decision-making and validation of program evaluation. Evaluation of outcomes as they relate to teaching strategies will entice faculty to self-reflect on academic practices and course design. In addition, rigorous summative evaluation of program goals will add to the strength of the local nursing program, and enhance the self-study process. Evaluation

is a vital component in education and is a means of providing institutions or programs an avenue to validate that they are providing quality services to individuals and stakeholders (Fitzpatrick et al., 2004). This summative, goal-based evaluation fulfills the call for thorough program evaluation as set forth by the following accrediting agencies: HLC, ACEN, and OBN. Service learning is foundational to the mission of the college and embedded in the current ASN curriculum. This program evaluation provided the college and the ASN program with data on which to base decisions regarding service learning and its effect on learning outcomes and achievement of program goals.

Conclusion

Section 3 of this study included a detailed explanation of the project study, which was a program evaluation report in the form of an executive summary. The service learning component of the ASN curriculum at the local college lacked thorough evaluation that provided the rationale for this summative qualitative program evaluation. The literature review included summaries of other qualitative program evaluations, a discussion of summative assessment methods and strategies, and formatting and delivery methods of evaluation reports. Potential resources, existing supports, and potential barriers to implementing the project were discussed, as well as implications for social change. After completion of my project study, I plan on presenting my findings to administrators at the local college. The next section of this study, section 4, focuses on the projects strengths and weaknesses, an analysis of what was learned about research and about my professional growth, and concludes with implications and directions for further research.

Section 4: Reflections and Conclusions

Introduction

This study was conducted in an attempt to provide a thorough summative goal-based evaluation of program Goal 5 at the local college. An attempt was made to determine whether the service learning requirement in the ASN curriculum influenced students' level of cultural competence and knowledge of social and cultural factors; the study was also intended to reveal community impacts. Perceptions were sought from various stakeholders including ASN students who had graduated, ASN faculty members, and key community informants in order to formulate conclusions through a qualitative case study approach. Qualitative data were collected to measure perceptions of specific outcomes related to service learning in the ASN program at the local college. Section 4 of this project study speaks to the strengths and limitations of the program evaluation process and recommendations for alternative approaches. I also address scholarship, my project development, and leadership and change. I reflect on the importance of my work as well as possible directions for future research in nursing education and service learning. Section 4 concludes with my key message that captures the essence of the study.

Project Strengths

My project was a summative evaluation report in the form of an executive summary that was created for the president of the local college and the dean of nursing. One of my project's strengths was addressing the lack of formal summative evaluation of program Goal 5 at the local college. In order to determine perceptions of outcomes, qualitative data were collected through a case study approach that explored perceptions of

outcomes from various stakeholders that included ASN students who graduated, ASN

faculty members, and key community informants. One-on-one interviews were conducted

with various stakeholders that summarized their in-depth perceptions. The data from the

interviews were examined for similarities and differences and triangulated to ensure

credibility of findings in addition to member checking. The research design aligned

appropriately with the structure of the research questions and the purpose of the study.

My project includes an executive summary to describe the purpose of the study,

findings, and recommendations for program improvement. I believe that my project will

be useful to key stakeholders at the local college when they make decisions regarding the

future of service learning in the ASN program, as well as any future graduation

requirements that may include service learning for any program within the local college. I

also believe my project will be useful in writing future accreditation reports for HLC,

OBN, and ACEN because it will showcase how student learning is being assessed and

evaluated, which is an essential element in the accreditation process (Fitzpatrick et al.,

2004). An additional strength of the project was that administration was interested in the

study as the results have a potential benefit for the college, in addition to the fact that I

was a vested employee of the college.

Project Limitations

One limitation of my project was in the scope of the evaluation. For instance, my

study explored perceptions of outcomes but did not include any quantitative data

collected with an objective instrument. Data collected with an instrument might have

augmented the findings by either solidifying or challenging them. In addition, students

are exposed throughout their entire curriculum to concepts of cultural diversity. This exposure comes from the didactic instruction of the curriculum, as well as from the clinical experiences and service learning hours. To pinpoint the achievement of program Goal 5 solely on service learning is impossible, but it definitely was a contributing factor to the achievement of that goal.

Another limitation was the lack of ASN students who had graduated willing to engage in the study. Graduates of the program may not have a true understanding and appreciation for research and the measurement of program goals. In addition, the graduated students who participated were all busy with new jobs and had limited time to interview, which at times felt as though they were rushed to complete the interview; therefore, they may not have completely reflected upon experiences or articulated their perceptions thoroughly. To remedy this, I could have broadened the scope of student participants and offered an incentive for opting to participate.

Another limitation was that I interviewed only ASN faculty rather than collecting perceptions from professors teaching in the medical ethics course. ASN faculty gave in-depth perceptions of the service learning hours within the nursing course, but lacked knowledge related to the 10 hours of service learning completed in medical ethics, which is a required course in the ASN curriculum. Lastly, community members who were direct recipients of the service learning activities were not included so those impacts were discussed through the eyes of the key community informants as it related to the population served at that particular nonprofit agency. Key community informants

recommended that in future studies the researcher focus on the individuals served to gain a deeper understanding of the far-reaching impacts that service learning offers.

Recommendations for Alternative Approaches

Throughout the development of my study, I explored and considered several alternative approaches for the program evaluation. One such approach would have been to conduct a sequential mixed-methods design that would have measured cultural competence with a reliable and proven research instrument. The instrument could be coded so that the researcher could interview students who scored along the continuum from culturally competent to culturally incompetent. Then interviews could be conducted to explore perceived outcomes. Another approach could have been a concurrent triangulation design where outcomes were measured objectively and interviews were conducted concurrently to explore similarities and differences across the stakeholders. The most desirable method was restricted by time to complete the degree, and that would have been to perform a longitudinal study that measured students' levels of cultural competence at the beginning of the program and again at the end of the program, followed by qualitative data collection to further validate or refute quantitative findings.

Scholarship, Project Development, and Leadership and Change

Scholarship

Throughout the project study process, I learned about qualitative research and how to conduct a program evaluation using a case study design. Prior to this experience, I had only conducted one other research study in which a quantitative design was implemented. I now have a true appreciation for the exhaustive amount of hours needed

to perform qualitative research, which flows from data collection through interpretation. The amount of data to manage is enormous, and I had to learn how to remain organized and proficient with my time. In addition to adapting to new research methods, I had to learn how to conduct two extensive literature reviews. In the process of conducting and writing the literature reviews, I had to learn to navigate various resources and databases as well as consulting with librarians. Because my project study was a program evaluation, I was able to learn a new set of skills that I could use as the chair of a nursing program. I was also able to present new ideas to the program's assessment committee on how to measure outcomes through formative and summative assessment techniques. I now have a deep appreciation for scholars who dedicate their careers to conducting research and providing educators with best practices and effective ways to measure outcomes.

Project Development

When I decided on a program evaluation for my project study, I felt fearful and anxious, but I knew it was an area where I needed further development and this type of project would benefit my professional role. I originally had planned on conducting a mixed-methods program evaluation, but later the design was changed to a case study as this design aligned better with the research questions. This process required a considerable amount of revisions, an extensive amount of time, and immense collaboration of my committee members and methodologist. Once the design was changed, I had to re-align how I would conduct the analysis, report findings, and write up the interpretation. Due to the nature of my project study being a program evaluation, my project was an evaluation report that highlighted the purpose of the study, study findings,

and recommendations. The goal was that the executive summary report would be beneficial to the college community and provide the college with data to inform decisions and supplement accreditation reports. I am confident that results of the study will help college stakeholders make decisions regarding service learning requirements and to write future self-study reports for accrediting bodies.

Leadership and Change

As a nurse, I was aware of my leadership skills in the hospital setting. When I transitioned into education, it became abundantly clear that leadership skills were of the essence. These skills were needed in the classroom to facilitate learning and evaluate outcomes. They were also apparent in college committees such as strategic planning and nursing assessment where doctoral prepared professors are needed to guide the process of evaluation and knowledge of research methods.

Change was another critical component. I value change as it showcases one's ability to accept imperfections and ones desire to improve upon existing flaws. Furthermore, change is inevitable and an integral part of an organization's success, including institutions of higher education. This project was implemented with the understanding that outcomes could indicate a need for change. Implications of this study could lead to the decision to (a) continue the implementation of service learning in the program as is; (b) continue the service learning requirement with adjustments; or (c) discontinue the service learning component of the program. Findings from this program evaluation could lead to future research that explores various other teaching strategies

that are directly linked to the attainment of course objectives, level objectives, or program learning outcomes.

<div align="center">**Analysis of Self as a Scholar, Practitioner, and Project Developer**</div>

Analysis of Self as a Scholar

Throughout this journey of earning my doctoral degree, I experienced feelings of ineptness and intimidation as I transitioned from student to scholar. Time management skills were of the essence as I learned to balance my personal life, professional career as a nurse educator, and my studies in the doctoral program. I learned that my research was a daily activity in my life and that completing the study took perseverance, patience, flexibility, and determination in addition to enhanced coping skills. Throughout this journey, I have realized that I had the ability to collaborate with my classmates, professional scholars, and the community of the local college in reaching my goals. I had to rewrite my methodology three times, and each time I gained valuable insight and knowledge of the research process as well as research designs. It was through a collaborative effort with my committee that ultimately a case study approach to the program evaluation was chosen. In addition, I had to learn to accept denials and delve deeper into the research process to thoroughly examine every internal threat to validity to ensure my study would be plausible. As a developing scholar, I learned to work diligently with my chair and other committee members, become knowledgeable in efficient ways to conduct literature reviews, and adapt my ways of articulating my thoughts to meet the project requirements.

Analysis of Self as Practitioner

During my 3.5 years at Walden University, I had spent 2 years as the BSN

program chair at the local college. I was able to apply my knowledge related to

evaluation processes to my doctoral project, but, more importantly, I was able to employ

a research study that forced me to step out of my comfort zone of quantitative research

and gain a deeper understanding and respect for qualitative research. Furthermore, I feel

that I had the ability to connect with all participants due to our mutual vested interest of

the local college and employ my leadership skills to maintain professionalism, respect,

and ethics involved in the study process. In addition, I was able to provide the college

with a summative evaluation of the service learning component of the ASN program,

which was an assessment measure that was missing. Because of this, I was able to make

an impact on the college and provide the program with information needed to strengthen

the worth and validity to the pathways used for students to attain program goals.

Analysis of Self as a Project Developer

In functioning as the program chair for the local college in the baccalaureate

program, it was my responsibility to manage all aspect of that nursing program. This

meant that I was responsible, or partially responsible, for tracking outcomes and

conducting program evaluation. I was able to use those skills as I worked on the

development of this project study. Due to my status at the local college, I was able to

garner the support of the executive council and leadership in the nursing division. Even

though I had gained the support of leadership, I had to ensure that my duties related to

discipline, rank and promotion, and faculty or student evaluations were not influenced by

my role as a researcher. I was able to maintain confidentiality and conduct my study while protecting all rights of participants. The research process was clearly delineated in the rubrics provided by Walden University, and I was able to follow the steps of the process through each phase. I was ultimately able to develop guiding research questions, implement the program evaluation, and interpret the findings as outlined in the proposal. Throughout this journey, I have gained a wealth of knowledge and experience as related to summative program evaluations and the commitment and time needed to conduct research.

Reflection on the Importance of the Work

This project study was important because the summative goal-based program evaluation provided the evidence necessary to support service learning as a methodology that enhances a student's knowledge of social and cultural factors, their level of cultural competence, and positively impacts the community. The evaluation also provided evidence that the service learning component of the ASN curriculum could be linked to student attainment of program Goal 5. By linking teaching methodologies to student outcomes, findings from this study may be used by leadership at the local college to write self-study reports for accrediting bodies, which will further support the worth and value of the program in conjunction with other reported measures. On a global level, nursing programs across the nation can be encouraged to include service learning as a learning activity that engages students in service to the community, while enhancing their level of knowledge related to various social and cultural factors. The impacts on the local community were both tangible and intangible, but most importantly, the overall local

impact was described as "huge." Imagine the benefit to not only the agencies served, but the potential lives that could be impacted by nursing students providing health promotion and disease prevention information to those in need. In addition, individuals served have an opportunity to connect one-on-one with a student nurse and they have the ability to reap the benefits of the care and compassion that are foundational to the profession of nursing, as they are exposed to nursing students. In the end, it is about making lives matter!

Implications, Applications, and Directions for Future Research

Implications of this program evaluation for future research would include the recommendation to study an ASN program that is accredited in a non-faith based college. Service is an embedded core value of the Catholic college, which may have impacted some of the perceptions and outcomes of the experiential learning experiences. I would also recommend that the study be replicated with baccalaureate nursing students within the local college to determine if findings are conclusive or not. In term of research designs, this study employed a qualitative case study approach and I would recommend that future research utilize mixed-method or quantitative approaches to objectively measure a student's level of cultural competence. A sequential explanatory mixed-method design would allow the researcher to examine quantitative data first, and then qualitative data could be collected to corroborate quantitative findings. I also recommend that sample sizes be larger to yield better outcomes.

For the local college, program evaluation should be an ongoing process that involves all members of the college, and benchmarks should be set to determine

achievement of outcomes. The ASN program faculty should be fully aware of all requirements within the curriculum and how experiential learning is being used to meet program outcomes. Furthermore, this program evaluation was a summative evaluation whereas a formative evaluation process could be used for tracking of outcomes. Future research could be conducted to develop tools that would objectively measure intended outcomes, as well. It is imperative that professors implement teaching and learning strategies that are based in evidence, and influence the achievement of course and program outcomes. It was through my full immersion in this program evaluation that I was able to gain a clear understanding of the importance of the evaluation process. Presenting findings to the college president and dean of nursing in an executive summary, showed that service learning was a contributing factor in graduates meeting program Goal 5. Meeting minutes from the ASN program will indicate whether or not change occurs related to this project study, as well as minutes from college assemblies.

Conclusion

I was able to reflect upon my project study in section 4 by analyzing my doctoral journey at Walden University, specifically the project study experience. Through the self-analysis process I believe I have evolved as a scholar, leader, and a change agent. I have made significant strides in becoming a researcher, and now I am a valuable resource for the local college in my knowledge and experience with program evaluation. I believe the knowledge gained through this process has equipped me to be a voice of reason within the baccalaureate program at the college regarding the service learning requirement, and will allow me to evaluate how program outcomes are being achieved within that program.

An outcome of this study is that I strongly agree that service learning not only influences a student's level of cultural competence and knowledge of social and cultural factors, but transforms the student and contributes to their professional growth as a nurse. It is the responsibility of nursing educators to ensure the public that gradate nurses are culturally competent and that they have the ability to provide nursing care in light of social issues and cultural difference. Lastly, service learning connects students to civic responsibility and awareness for social justice; it provides nursing students a chance to make an impact on the community. Service learning allowed nursing students to see what the patients in the hospital may be dealing with on a daily basis and enlightened them to the disparities faced by many, but at the same time made them aware of how the act of caring, communicating, and listening can make a difference on mankind. In terms of the evaluation process for program Goal 5, the process should be continuous and sharing of outcomes should be reported to all stakeholders on an annual basis. Evaluation will underscore academic accountability and guarantee that learning and teaching methodologies are rooted in evidence, and that they flow from course objectives, to level objectives, to program outcomes and ultimately tie into institutional learning outcomes. This further supports the congruency of the ASN program to the foundational underpinnings of the local college.

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Appendix A: Evaluation Report

Dates of Project: July 2014-October 2015

Date of Report: February 2016

By: Valerie Pauli MSN, RN, ACNS-BC, CNE

Executive Summary

Section 1: The Purpose

A Goal-based Qualitative Program Evaluation

I conducted a goal-based program evaluation to determine whether or not the service learning component of the ASN curriculum at the local college was influencing student achievement of program Goal 5. This evaluation was conducted because no prior study had been developed to assess whether or not this component of the curriculum was meeting its goals. I conducted a qualitative case study program evaluation to assess outcomes of service learning.   The data were collected through one-on-one semi-structured interviews with key stakeholders who consisted of six ASN students who had graduated, seven ASN faculty members, and seven key community informants. Analysis of data was completed using content analysis procedures followed by interpretation of the findings and recommendations. Qualitative results indicated that key stakeholders perceived that service learning enhanced a student's knowledge of social issues and cultural factors and their level of cultural competence. Furthermore, stakeholders perceived service learning as positively impacting the local community. Recommendations from the evaluation involve the educational infrastructure as related to the service learning program and how it can be continually assessed. The deliverable of the program evaluation is the executive summary and dissemination of findings.

Section 2: Significant Findings

Subjective Outcomes

Analysis of the study results suggested that service learning is an effective methodology for enhancing a student's level of cultural competence and knowledge of social and cultural factors. Every ASN student who had graduated and ASN faculty members interviewed identified service learning as enhancing a student's level of cultural competence and knowledge of social and cultural factors.   In terms of knowledge of social issues and cultural factors, participants identified that students were exposed to marginalized populations during their service learning hours. In addition, they identified that they were exposed to extreme levels of poverty, homelessness, older adults, both physical and mental disabilities, and various religious beliefs, but no one felt that the experiences exposed them political issues or in-depth knowledge of religious customs. In terms of cultural competence, results among the participant's responses were aligned with the five constructs of cultural competence that were grounded in Campinha-Bacote's (2007) model, which allowed for triangulation of data within and across the two participant groups. Each construct in Campinha-Bacote's (2007) culturally competent model of care could be subjectively described by ASN students who had graduated and ASN faculty, even though objective measures were unattainable. Furthermore, service learning was described as influencing cultural competence but was not the standalone entity in the process of becoming a culturally competent healthcare provider. ASN students who had graduated, ASN faculty members, and key community informants all indicated that service learning had a positive impact on the community. Themes were

consistent and comparable across the three groups and included: (a) a positive community impact, (b) a valued curriculum requirement, (c) life lessons, and (d) resource allocation. ASN graduate students consistently and repeatedly spoke about how "eye opening" the experience was to the realities of life. ASN faculty and key community informants also expressed how service learning exposed students to experiences that "opened their eyes" to the needs of the less fortunate and the ability to recognize resources for those in need within the region. Each participant indicated how essential service-leaning was to the functioning of the agencies related to the free service provided, and highlighted how the agencies would not be able to fulfill their mission without the student participation.

In conclusion, the overall perspective of the service learning requirement from all participants was that it was an effective methodology to enhance a student's knowledge of social and cultural factors, and increase their level of cultural competence. In addition, it was perceived by all participants that service learning positively impacted the local community.

Section 3: Recommendations

Recommendations

I recommend that the service learning component of the ASN program at the local college continue to be implemented within the curriculum.   To ensure that the service learning component of the curriculum continues to meets its goals, I recommend that administration provide the college community with sound service learning resources and professional training related to service learning pedagogy and assessment of student learning outcomes. The complete list of recommendations is as follows:

1. Use the established program goals, but develop a process for monitoring each goal and tracking the outcomes that can then be linked to curriculum changes and/or graduation requirements.   All stakeholders including ASN students who had graduated, ASN faculty, and key community informants should be involved in the evaluation process.

2. A general recommendation for the nursing course would be to develop concise purpose statement for the service learning experience that details expectations and desired outcomes of the stated activity. Students did not have a clear understanding of the overall purpose of service learning in the nursing course as compared to the religious studies course. A clear and definitive purpose guides all learning activities, and facilitates proper formative assessment of outcomes.

3. A general recommendation is the development of a service learning handbook for faculty and students that defines service learning as an experiential learning activity, and guides students and faculty in their understanding of service learning.   The handbook should also delineate expected benchmarks and outcomes as related to the overall purpose of service learning, attainment of program goals, and achievement of institutional learning outcomes.

4. Provide professional development for faculty to enhance their knowledge of service learning and how it is utilized throughout various courses or programs at the local college. Such professional development includes attending workshops, webinars, conferences, in-house staff development exercises, and/or peer observation. Nursing faculty were consistently unaware of all the agencies used

in the religious studies course and the activities that students were engaged in that would impact achievement of program goals.

5. Utilize assessments at the beginning, middle, and end of the curriculum to assess student achievement of benchmarks and track student progress in meeting outcomes which would provide both formative and summative assessments.

By incorporating the recommended changes at the local college it might enable the service learning program at the local college to become more effective, as well as increase faculty knowledge regarding teaching pedagogy and best practices. Furthermore, by establishing student achievement benchmarks and continuous tracking of student learning outcomes, the value and worth of the program and the local college will be highlighted and justified. Program evaluation is essential to demonstrate compliance with standards set forth by accrediting bodies such as ACEN, OBN, and HLC to show that competencies are not just taught, but that they are met (Morris & Hancook, 2013). In addition, accreditation assures the consumer of the quality of the program and holds the institution accountable to the public.

Project Presentation

EXECUTIVE SUMMARY:
AN EVALUATION OF SERVICE-LEARNING FOR ASSOCIATE DEGREE NURSING STUDENTS

Presented by: Mrs. Valerie Pauli
2016

INTRODUCTION

○ I conducted a qualitative case study program evaluation to assess outcomes of the service-learning component of the ASN curriculum.

○ This evaluation was conducted because no prior study had been developed to assess whether or not this component of the curriculum was meeting its goals.

RESEARCH QUESTIONS

- RQ1: How do graduated ASN students at the local college perceive service-learning as influencing their level of cultural competence, and knowledge of social and cultural factors?
- RQ2: How do ASN faculty members at the local college perceive service-learning as influencing a student's level of cultural competence, and knowledge of social and cultural factors?

RESEARCH QUESTIONS (CONTINUED)

- RQ3: How do graduated ASN students at the local college perceive the impact of service-learning on the local community?

- RQ4: How do ASN faculty members at the local college perceive the impact of service-learning on the local community?

- RQ5: How do key community informants perceive the impact of service-learning on the local community?

PARTICIPANTS

- 6 ASN students who had graduated within the past twelve months from the local ASN program.
- 7 full-time ASN faculty at the local college with two or more year teaching experience.
- 7 key community informants who had supervised an ASN student within the past twelve months while completing their service-learning hours.

DATA COLLECTION

- Data collection methods included one-on-one interviews with key stakeholders to explore their perceptions of service-learning outcomes as related to the research questions.
- The interviews lasted between 20-30 minutes
- Interview protocols were used to guide all interviews
- Interviews were transcribed verbatim and member checks were conducted

DATA COLLECTION: ASN STUDENTS WHO HAD GRADUATED

ASN students who had graduated Interviewing Dates and Methods

ASN Graduate Student	Interview Date	Method
S1	July 28, 2015	Phone
S2	August 19, 2015	Phone
S3	August 22, 2015	Phone
S4	August 28, 2015	Phone
S5	September 9, 2015	Phone
S6	September 11, 2015	Phone

DATA COLLECTION: ASN FACULTY

ASN Faculty Interviewing Dates and Method

ASN Faculty Member	Interview Date	Method
F1	June 24, 2015	Face-to-Face
F2	June 29, 2015	Face-to-Face
F3	June 29, 2015	Face-to-Face
F4	June 30, 2015	Face-to-Face
F5	July 17, 2015	Phone
F6	July 28, 2015	Phone
F7	August 28, 2015	Face-to-Face

DATA COLLECTION: KEY COMMUNITY INFORMANTS

Community Stakeholder Interviewing Dates and Method

Community Stakeholder	Interview Date	Method
C1	June 29, 2015	Face-to-Face
C2	July 1, 2015	Face-to-Face
C3	July 22, 2015	Phone
C4	July 30, 2015	Face-to-Face
C5	August 21, 2015	Phone
C6	August 26, 2015	Face-to-Face
C7	August 28, 2015	Phone

ANALYSIS

- The evaluation utilized various groups of stakeholders in order to triangulate findings
- The data were coded and then broken down into major themes
- Qualitative content analysis was the analytic method used in the study
- A narrative discussion was the written passage that summarized the findings from the qualitative data analysis, and thus linked program goals and outcomes of service-learning

QUALITATIVE RESULTS: RQ1 AND RQ2

- These themes were centered around Campinah-Bacote's (2007) Model of Cultural Competence
- The 5 themes included:
  - cultural desire
  - cultural awareness
  - cultural knowledge
  - cultural skill
  - cultural encounters.

CULTURAL DESIRE

Graduated ASN Students	ASN Faculty
- S1 went on to address humility in the realization that service-learning exposed them to situations where they now "have an idea of what they (population served) may be going through" and how they may be able to approach these individuals with dignity and worth in the future encounters.	- F4 highlighted how service-learning was, "one activity that is a little bit of an eye opener for the students" in relation to their exposure and knowledge acquisition of various socio-economic factors and cultural differences.

CULTURAL AWARENESS

Graduated ASN Students

- S3 related to cultural awareness as, "I definitely learned to ask about their cultural or spiritual needs that they may have had that I would need to be aware of" in caring for them in the hospital or community.

ASN Faculty

- F5 discussed how students "need to be aware of different cultures and be non-judgmental…they need to be cognizant of their own opinions, values, or beliefs and of those from different cultures."

CULTURAL KNOWLEDGE

Graduated ASN Students

- S4 noted how the experience addressed their learning style stating, "I am a hands-on learner, so seeing it myself helped me learn what they tried to teach us in class. I was able to apply the classroom to the practice setting."

ASN Faculty

- F2 explained how "They are seeing relationships between disease processes and races, especially in this area, and I think this will make them better nurses when they are in the hospital when they see these patient in hospital, so they think let's start to check blood pressures." F2 was correlating the prominent disease of hypertension and the prevalence of hypertension in the African American population of Northwest Ohio.

CULTURAL SKILL

Graduated ASN Students

ASN Faculty

- S6 added that through the service-learning hours they "became aware of other community agencies that provide the less fortunate with meals, clothing, and shelter free of charge and it is important that I take that with me in my practice as a nurse."

- F7 explained that during service-learning in NUR 232 students had "to locate resources related to topics such as heart failure or exercise and provide those to the community at the senior center."

CULTURAL ENCOUNTERS

Graduated ASN Students

ASN Faculty

- S7 described the population they served as "mostly elderly individuals that were either African America, Jewish, or Caucasian who were not affluent and seemed to lack financial resources or appropriate income."

- Various races were encountered as well as language barriers during the service-learning experiences as discussed by F2, "There were some Caucasian, some Hispanic, but the largest portion was African American in this area; and then some language barriers too, such as Spanish."

QUALITATIVE RESULTS: RQ3, RQ4,AND RQ5

- When examining perceptions of stakeholders regarding the impact service-learning had on the local community four themes emerged among all three participant groups.
- The 4 themes included:
  - a positive community impact
  - a valued curriculum requirement
  - life lessons
  - resource allocation.

A POSITIVE COMMUNITY IMPACT

Graduated ASN Students	ASN Faculty	Key Community Informants
S3: "Just talking to them made a difference, as many don't have family or anyone to talk with…just simply having a conversation and asking them their story lets them know someone cares."	F1 described the positive impact as "Service-learning is a huge benefit to the community and the individual."	C3 expanded on the positive impact by revealing that "The students truly bring another slice of our society in general, in terms of who they are and what their interest in life are and what they do; this brings opportunities for our individuals to learn too----so it goes two ways".

A Valued Curriculum Requirement

Graduated ASN Students	ASN Faculty	Key Community Informants
S2 noted that "These experiences did not shed new light, it reaffirmed what I have done before" and went on to also concur that limitations existed in nursing course "due to the fact that we are only there one day."	F2 stated that "I think service-learning is very valuable in their curriculum... It reinforces disease processes; it was worth it."	C2 expanded on personal and professional growth opportunities by stating, "It gives college students an opportunity to live outside their small bubble which is a reality."

Life Lessons

Graduated ASN Students	ASN Faculty	Key Community Informants
S4 stated, "It was a beneficial relationship for the sites and for me…this has motivated me to get back into volunteering as it makes a difference and it makes you feel good too, to give back."	F3: "I am not sure who gets more out of it, them or me. I have to admit that I get a lot out of it; I cannot imagine the students that are in nursing not getting a lot out of it too. They learn some valuable lessons…. It is very rewarding."	C4 recognized the life lessons that relate to being able to identify community resources that may assist patients in need by stating, "As they go through these different processes they are learning more about those local and national resources."

RESOURCE ALLOCATION

Graduated ASN Students	ASN Faculty	Key Community Informants
S7 added, "We provided free volunteer services for the agency, in various capacities, and by doing so we were able to brighten the day for some just by playing a simple game of bingo!"	F7 emphasized the importance of how information was communicated between students and individuals served by stating, "The students presented old information in a new way, that had a big impact".	C6 also commented on how vital volunteers were to the mission of the agency, by stating, "From an organizational standout, just having volunteers in general is astronomical because if we had to pay drivers to go out and deliver to 500-700 clients every day, you are talking about a huge cost to the organization… Just having volunteers in general who are able to use their own vehicle or donating their time to make the deliveries, the monetary value of that is huge for us."

INTERPRETATION

- Service-learning was an effective experiential learning activity that was effective in:
  - influencing students knowledge of social and cultural factors
  - Influencing their ability to deliver culturally competent care
  - positively impacting the community at large.
- Others areas of development and growth for students:
  - Professionalism
  - Nursing
  - Critical Consciousness
  - Social Justice
  - Caring and Compassion

RECOMMENDATIONS IN GENERAL

- Continue the service-learning program within the ASN curriculum
- Increase service-learning resources for students and faculty
- Support professional development related to service-learning
- Develop assessment plan for tracking service-learning outcomes for the college and the nursing program

RECOMMENDATION #1

- Use the established program goals, but develop a process for monitoring each goal and tracking the outcomes that can then be linked to curriculum changes and/or graduation requirements.   All stakeholders including ASN students who had graduated, ASN faculty, and key community informants should be involved in the evaluation process
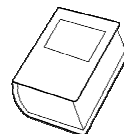
RECOMMENDATION #2

○ A general recommendation for the nursing course would be to develop concise purpose statement for the service-learning experience that details expectations and desired outcomes of the stated activity. Students did not have a clear understanding of the overall purpose of service-learning in the nursing course as compared to the religious studies experience. A clear and definitive purpose guides all learning activities, and facilitates proper formative assessment of outcomes

Objectives

RECOMMENDATION #3

○ A general recommendation is the development of a service-learning handbook for faculty and students that defines service-learning as an experiential learning activity, and guides students and faculty in their understanding of service-learning.   The handbook should also delineate expected benchmarks and outcomes as related to the overall purpose of service-learning, attainment of program goals, and achievement of institutional learning outcomes.

RECOMMENDATION #4

○ Provide professional development for faculty to enhance their knowledge of service-learning and how it is utilized throughout various courses or programs at the local college. Such professional development includes attending workshops, webinars, conferences, in-house staff development exercises, and/or peer observation. Nursing faculty were consistently unaware of all the agencies used in the religious studies course and the activities that students were engaged in that would impact achievement of program goals.

○ TRAINING   Webinar   Conference
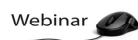
RECOMMENDATION #5

○ Utilize assessments at the beginning, middle, and end of the curriculum to assess student achievement of benchmarks and track student progress in meeting outcomes which would provide both formative and summative assessments.

Assessments

CONCLUSION

○ The evaluation described perceptions of outcomes of service-learning such as (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) positive impacts of service-learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty, and key community informants.

Thank You

REFERENCES

Campinha-Bacote, J. (2007). *The process of cultural competence in the delivery of healthcare services: The journey continues.* Cincinnati, OH: Transcultural C.A.R.E. Associates.

CONCLUSION

○ The evaluation described perceptions of outcomes of service-learning such as (a) an increased level of cultural competence, (b) enhanced knowledge of social and cultural factors, and (c) positive impacts of service-learning on the community from key stakeholders, including ASN students who had graduated, ASN faculty, and key community informants.

Thank You

REFERENCES

Campinha-Bacote, J. (2007). *The process of cultural competence in the delivery of healthcare services: The journey continues.* Cincinnati, OH: Transcultural C.A.R.E. Associates.

Appendix B: Interview Protocol for ASN Second Year Students

Research Questions: How do ASN students at the local college perceive service learning as enhancing their level of cultural competence, and knowledge of social and cultural factors? How do ASN students at the local college perceive the impact of service learning on the local community?

Purpose of the Study: The purpose of this project study is to evaluate the outcomes of the service learning requirement of the ASN curriculum at the local college; therefore, allowing for the evaluation of program Goal 5.

My name is Valerie Pauli and I would like to thank you for participating in this

interview and the study. As indicated in the letter, I am a doctoral student and am

completing this study in partial fulfillment of my degree. Would you please tell me more

about your experience with service learning? I may ask you more specific questions if

there are area's that I would like to know. The following questions are the core interview

questions:

- From your experience, how did service learning influence your ability to learn

  about social and cultural factors in nursing practice?

- From your experience, how did service learning help influence your ability to

  perform culturally competent nursing care?

- From your experience, how do you perceive the impact of service learning on the

  community?

- From your experience, how can you describe the value of service learning for the

  service learning site?

Prompts:

- Would you give me an example?

- Would you explain further?

- What do you mean when you say _____?

- Could you tell me more?

Appendix C: Interview Protocol for ASN Faculty

Research Questions: How do ASN faculty members at the local college perceive service learning as enhancing a student's level of cultural competence, and knowledge of social and cultural factors? How do ASN faculty members at the local college perceive the impact of service learning on the local community?

Purpose of the Study: The purpose of this project study is to evaluate the outcomes of the service learning requirement of the ASN curriculum at the local college; therefore, allowing for the evaluation of program Goal 5.

My name is Valerie Pauli and I would like to thank you for participating in this interview and the study. As indicated in the letter, I am a doctoral student and am completing this study in partial fulfillment of my degree. Would you please tell me more about your experience with service learning? I may ask you more specific questions if there are area's that I would like to know. The following questions are the core interview questions:

- From your experience, how has service learning influenced a student's ability to learn about social and cultural factors in nursing practice?

- From your experience, how has service learning influenced a student's ability to perform culturally competent nursing care?

- From your experience, how do you perceive the impact of service learning on the community?

- From your experience, how can you describe the value of service learning for the service learning site?

Prompts:

- Would you give me an example?

- Would you explain further?

- What do you mean when you say _____?

- Could you tell me more?

Appendix D: Interview Protocol for Community Key Informants

Research Question: How do key community informants perceive the impact of service learning on the local community?

Purpose of the Study: The purpose of this project study is to evaluate the outcomes of the service learning requirement of the ASN curriculum at the local college; therefore, allowing for the evaluation of program Goal 5.

My name is Valerie Pauli and I would like to thank you for participating in this interview and the study. As indicated in the letter, I am a doctoral student and am completing this study in partial fulfillment of my degree. Would you please tell me more about your experience with service learning? I may ask you more specific questions if there are area's that I would like to know. The following questions are the core interview questions:

- From your experience, how do you perceive the impact of service learning on the community?

- From your experience, how can you describe the value of service learning for the service learning site?

Prompts:

- Would you give me an example?

- Would you explain further?

- What do you mean when you say _____?

- Could you tell me more?