

EXPLAINING COMMUNITY COLLEGE FACULTY MEMBERS' USE OF SERVICE  
LEARNING IN THEIR TEACHING

by

SEAN ANDREW BRUMFIELD

(Under the Direction of Patricia Kalivoda)

**ABSTRACT**

One challenge of institutionalizing service learning in community colleges is understanding the factors that affect a faculty member's decision to use the pedagogy. This quantitative study used a 71-item survey instrument to explain community college faculty members' use of service learning in their teaching. The survey was centered on three theoretical constructs: "support" and "benefits" of service learning and "barriers" to the use of service learning. The survey was designed to answer the following research questions: (1) What factors serve as support to faculty members' use of service learning; (2) What are the perceived benefits of service learning to faculty members; (3) What factors serve as barriers to faculty members' use of service learning; (4) To what extent do these three variables (support, benefits, barriers) explain faculty members' use of service learning; and (5) To what extent do institutional and personal characteristics explain faculty members' use of service learning?

Using Survey Monkey, email invitations to participate were sent to 235 community college faculty members. The 142 completed surveys resulted in a 60.4% response rate. The findings of this study showed that "barriers" can be used to explain 13.5% of the observed variance and "years of teaching experience" can be used to explain

6.2% of the observed variance in community college faculty members' "extent of use of service learning." The highest ranked "support" items include support from key personnel internal and external to the college; the lowest ranked include tangible programmatic support items. The highest ranked "benefit" items include those that benefit the school, the community, and the student; the lowest ranked include those related to the faculty member. The highest ranked "barrier" items include those that deal with resources; the lowest ranked include those that deal with attitudes.

Three major conclusions are drawn from this study. The first is that Survey Monkey is an inexpensive yet highly effective online data-gathering tool. The second and third major conclusions indicate that community college leaders can increase the number of service learning opportunities for students if they employ a service learning coordinator and if they target faculty development efforts toward senior faculty members.

**INDEX WORDS:** Service learning, civic engagement, experiential education, American Association of Community Colleges, *Horizons* grant, community colleges, two-year colleges, faculty, Survey Monkey, on-line surveys, quantitative research.

EXPLAINING COMMUNITY COLLEGE FACULTY MEMBERS' USE OF SERVICE  
LEARNING IN THEIR TEACHING

by

SEAN ANDREW BRUMFIELD

B. S., Kennesaw State University, 1995

M. A. P. W., Kennesaw State University, 1997

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial  
Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2009

© 2009

Sean A. Brumfield

All Rights Reserved

EXPLAINING COMMUNITY COLLEGE FACULTY MEMBERS' USE OF SERVICE  
LEARNING IN THEIR TEACHING

by

SEAN ANDREW BRUMFIELD

Major Professor: Patricia Kalivoda  
Committee: Thomas Valentine  
Libby Morris  
Shannon Wilder

Electronic Version Approved:

Maureen Grasso  
Dean of the Graduate School  
The University of Georgia  
August 2009

## DEDICATION

This dissertation is dedicated to my family: Mom and Dad (Michelle and Bruce Brumfield); Jen, Scott, and Katie; Jeff, Lucy, and Fitz. Without your support and understanding, I couldn't have finished.

It is also dedicated to my grandmothers, Shirley and Rose—Shirley Brumfield, who taught me a long time ago that it is okay to be different and who shows me by example what it means to be a strong, independent person and Rose Chesnut (1912 – 2003), whom I miss dearly and remember fondly.

## ACKNOWLEDGEMENTS

Dear Reader,

The physical act of writing is a solitary endeavor, yet the art of writing is an entirely collaborative experience. While I wrote each word of this dissertation alone, reflecting on the experience now, I realize that I couldn't have written even one word without the support, assistance, and guidance of the many people. My purpose here is to thank the folks instrumental to my completion of this project.

First and foremost, I must thank my advisor and major professor, Dr. Patricia Kalivoda. Dr. K. agreed to serve as my major professor several years ago. If not for her, I would not have finished my degree and would have joined the ranks of the many ABDS. Trish took me on as her student and supported me when I asked for help, encouraged me when I was on the brink of quitting, prodded me when I was stuck, set deadlines when I needed inspiration to write, talked to me on the phone for hours, read countless versions of my work, painstakingly edited my writing, and most importantly, stood with me every step of the way. Even though I never sat in a classroom with her, Dr. Kalivoda is one of the best teachers I have ever had.

I would be remiss if I didn't recognize the assistance of Dr. Thomas Valentine. Tom was my teacher many years ago for a review of the literature course and agreed to be my teacher once again when I asked him to serve as my methodologist. A brilliant survey researcher and kind-hearted professor, Tom refused to let me conduct a less-than-perfect study. He devoted countless hours to my education, meeting with me week after week, hour after hour, in his office. On the more than few occasions when I felt I

couldn't move forward, Tom's kind words and warm, hearty laughter reassured me that I could do this.

Dr. Libby Morris and Dr. Shannon Wilder also graciously agreed to serve on my committee. It was Dr. Morris who introduced me originally to Dr. Kalivoda. Dr. Morris was my professor for several courses that I took in the Institute of Higher Education and was also my original major professor. Dr. Shannon Wilder, director of service learning at the University of Georgia, provided technical expertise and guidance to my project. She pointed to me resources and suggested readings. Although I knew Dr. Wilder the least amount of time, her presence rounded out my committee.

Gail Robinson, program director for service learning at the American Association of Community Colleges (AACC), piqued my interest in service learning six years ago when my college, Chattahoochee Technical College (CTC), was awarded a *Horizons* mentee grant to establish a service learning program. Three years ago, CTC was again awarded a grant from AACC—this time, we were awarded a *Horizons* mentor college grant, and I served as the mentor. It was Gail who first invited me to speak at a national conference, and it was Gail who listened to me and provided feedback about my project every step of the way. Gail helped keep me on track and in addition to her nationally recognized and renowned expertise in service learning provided much needed diversions – Pisco Sours and margaritas, the 12 days of Habermas, 24 parties, Guido wine, Russian Cabbies, hours of phone conversations, trips to fabulous locations, chocolate, and friendships. I am fortunate to be able to call Gail Robinson a friend for life.

Dawn Hodges and Jodie Vangrov are colleagues and friends at Chattahoochee Technical College—they have been with me every step of the way. On occasions when I

felt like giving up, Dawn and Jodie would help me get back on track. Both of them served as sounding boards for my ideas, and both of them provided expert guidance and advice. When Dawn was my supervisor, she added “successful progress on dissertation” to my list of things to accomplish for the upcoming year. Jodie helped me understand statistics and taught me how to write up statistical findings. When I didn’t feel like writing or reading, Jodie would set aside time to sit with me, and we would write and read together. It was Jodie who made me *believe* I could finish when I felt like giving up on so many occasions. To both of them, I am grateful. They are *top people; well, the top people, really. Full stop.*

I have to thank Mom, who served as my proofreader and editor, reading every word I wrote and finding every mistake I made. I have to thank Dad, who is my rock—my foundation. I also must thank Jeff Little, my partner and best friend, who understood when I had to write instead of doing something far more interesting, who took care of me and our household when I was writing, and who loved me even though I was often tired and grumpy.

Gail Jessen and Jennifer Alkezweeny (service learning coordinators extraordinaire) have shown me what it means to be a service learning coordinator. They are extraordinary women who impress me with their abilities, individualism, work ethic, and independence. More importantly, they are great friends.

I also have to thank other friends and colleagues who gave me words of wisdom and encouragement along the way: Mickey Austin, Samantha Bragg, Sally Cole, Rudy Garcia, Wandra Hunley, Mary Ann Herlitzke, Janet Myszkowski, Mary Prentice, Lucylle Shelton, Mimi Taylor, and Georgie Wentz.

I must thank my supervisors at Chattahoochee Technical College: Dr. Sanford Chandler, Dr. Trina Boteler, Dr. Harlon Crimm, Dr. Pat Tipton, Dr. Dawn Hodges, and Dr. Mickey Austin. Each of them encouraged me to complete my degree and allowed me to travel to Athens whenever I needed to do so. I also need to thank my students who are really the ones who taught me that service learning works. Their enthusiasm for service learning is what motivates me to use service learning in all of my classes every term.

Finally, I have to thank my big, brown, bear-of-a-dog—a chocolate lab named Fitzgerald (Fitz for short). In 1997, when I was completing my master's degree, Fitz was a young pup, but he sat with me as I typed every word then. Now, in 2009 as I am completing my doctorate, Fitz is an old dog, but he still sat with me as I typed every word just as he is sitting here now as I type this—only seeking in return a scratch behind the ears every now and then.

Sincerely,

Sean A. Brumfield

July 20, 2009

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	v
LIST OF TABLES.....	xii
LIST OF FIGURES .....	xiv
<b>CHAPTER</b>	
1    INTRODUCTION .....	1
Service Learning .....	2
AACC's <i>Horizons</i> Service Learning Grant Initiative.....	3
Justification of the Study .....	5
Problem and Purpose Statement .....	7
Overview of the Study.....	10
Assumptions .....	11
2    REVIEW OF THE LITERATURE.....	13
A Theoretical Framework for Service Learning.....	13
Benefits of Service Learning.....	18
Faculty Motivations for and Deterrents to the Use of Service Learning.....	19
Theories of Motivation .....	23
Summary of the Review of the Literature .....	35
3    METHODOLOGY .....	37
Conceptual Framework .....	37
Instrumentation .....	40

Pilot Study .....	48
Data Collection .....	49
Data Preparation .....	53
Data Analysis .....	57
Limitations .....	58
<b>4 FINDINGS .....</b>	<b>60</b>
Findings Related to Research Question #1 .....	60
Findings Related to Research Question #2.....	63
Findings Related to Research Question #3.....	65
Findings Related to Research Question #4.....	67
Findings Related to Research Question #5.....	68
Ancillary Findings .....	71
Summary.....	76
<b>5 INTERPRETATION OF FINDINGS.....</b>	<b>78</b>
Summary of the Findings .....	78
Implications for Practice .....	85
Limitations and Recommendations for Future Study.....	88
Conclusions.....	90
<b>REFERENCES .....</b>	<b>94</b>
<b>APPENDICES</b>	
A Permission to Use Abes, Jackson, & Jones' Survey Instrument.....	102
B Pilot Survey Instrument Facsimile.....	104
C Revised / Final Survey Instrument Facsimile.....	116
D Consent / Human Subjects.....	132

E	Permission to Use AACC Email Distribution List.....	135
F	Initial Email Contact / Invitation to Participate.....	137
G	Follow-Up Email.....	140
H	Final Reminder to Participate .....	142
I	Rank Order of Means of Theoretical Constructs .....	144
J	Support, Benefits, and Barriers Item Frequency Table .....	149
K	Full Text Responses of Open-Ended Questions.....	155

## LIST OF TABLES

	Page
Table 1: Modification of Survey Instrument .....	41
Table 2: Definition of Constructs .....	42
Table 3: Introductory Items and Open-Ended Questions .....	45
Table 4: Items Related to Institutional and Collegial Support.....	45
Table 5: Items Related to Perceived Benefits .....	46
Table 6: Items Related to Barriers .....	46
Table 7: Items Related to Institutional and Personal Characteristics.....	47
Table 8: Personal Characteristics of Study Respondents .....	52
Table 9: Distribution and Reliability of Key Measures.....	56
Table 10: Intercorrelations among Construct Scales.....	56
Table 11: Rank Order of Items Related to Institutional and Collegial Support .....	61
Table 12: Rank Order of Items Related to Perceived Benefits .....	63
Table 13: Rank Order of Items Related to Barriers .....	65
Table 14: Results of Simple Regression Analyses.....	67
Table 15: Type of Statistical Analysis Performed.....	69
Table 16: Results of Analysis of Interval Predictor Variables .....	70
Table 17: Results of <i>t</i> -Test Analyses for Dichotomous Predictor Variables .....	70
Table 18: Results of ANOVA for Categorical Predictor Variables .....	70
Table 19: Percentage of Faculty Who Attended Workshops .....	72
Table 20: Descriptive Statistics for Perceived Helpfulness of Workshops .....	72

Table 21: Frequencies for Use of Service Learning..... 73

Table 22: Content Analysis of Open-Ended Survey Items ..... 75

## LIST OF FIGURES

	Page
Figure 1: Kolb's Learning Cycle (Cress, Collier, & Reitenauer, 2005) .....	17
Figure 2: Maslow's Hierarchy of Needs Model.....	25
Figure 3: ERG Theory.....	26
Figure 4: Herzberg's Dual Factor Theory .....	28
Figure 5: Equity Theory .....	31
Figure 6: Expectancy Theory .....	33
Figure 7: Pavlov's Conditioning Experiments .....	34
Figure 8: Conceptual Model of the Study .....	39
Figure 9: Distribution of Institutional and Collegial Support.....	55
Figure 10: Distribution of Perceived Benefits.....	55
Figure 11: Distribution of Barriers .....	56
Figure 12: Contingency Table for Past and Present Use of Service Learning .....	74

## CHAPTER I

### INTRODUCTION

At its core, service learning is a teaching methodology/pedagogy that allows students and faculty members to draw connections between service hours provided to non-profit community based organizations and course objectives. The term “service learning” dates to ca.1967 and evolved out of the writing of Robert Sigmon and William Ramsey. For twenty-five years after the term was created, most writing was devoted to agreeing upon a common definition of the term and to collecting a list of best practices (Giles & Eyler, 1994).

Holland and Robinson (2008) remarked that since the inception of the community college in 1901, community colleges have integrated experiential-based activities into course work. Regarding the evolution of service learning in the community college, they stated, “the remarkable growth in establishing new community colleges in the 1960s and 1970s paralleled an increase in community based learning. But the majority of service learning programs, more than 80% among community colleges for example, began in 1990 or later” (p. 20).

In his article “Creating the New American College,” Boyer (1994) argued that colleges and universities have moved away from providing service to their communities. To remedy this, he suggested that the “New American College would organize cross-disciplinary institutes around pressing social issues. Undergraduates at the college would participate in field projects, relating ideas to real life” (p. A48). Ultimately, Boyer suggested that “the New American College, as a connected institution, would be

committed to improving, in a very intentional way, the human condition” (p. A48).

While Boyer did not specifically mention service learning, certainly service learning helps to fulfill Boyer’s vision of the new American college.

Suggesting service-learning as a revolutionary paradigm shift in higher education pedagogy, Zlotkowski (1998) commented, “Although I do not believe there exists any single strategy capable of bringing about academic renewal, I do believe the educational paradigm latent in what has come to be called ‘service-learning’...may represent a key to our moving forward” (p. 3).

### Service Learning

Many definitions for the term “service learning” exist (Jacoby, 1996); however, all definitions share the following key components: classroom instruction, community service, reflection, and civic engagement. Jacoby (1996) defined service learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning” (p. 5).

Prentice and Garcia (2000) offered this description of the pedagogy: “Service learning is based on a reciprocal relationship in which the service reinforces and strengthens the learning and the learning reinforces and strengthens the service” (p. 20). According to Furco (1996), on a continuum with volunteerism on one side and learning on the other, service learning falls directly in the center. Clarified by Robinson (2000), “The student serves while learning, and learns while serving” (p. 8). The American Association of Community Colleges (Robinson, 2001) defined service learning

as a pedagogy that “combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility” (p. 1).

Each year, millions of college and university students participate in service learning activities, a component of which is volunteer community service. The most recent data as cited in “College Students Helping in America” (Corporation for National and Community Service, 2006) indicate that “the number of 16 to 24 year-old college students who volunteered has increased...to nearly 3.3 million in 2005” (p. 5). Furthermore, the American Association of Community Colleges (AACC) publication “Facts 2007” stated, “community college students constitute 46% of all U.S. undergraduates” (p. 4). Based on a 2003 survey of community colleges (Prentice, Robinson, & McPhee, 2004), 71% of community colleges offered some form of service learning. Therefore, while the exact number of community college students who volunteer or participate in service learning activities is not known, one can assume that the number is significant.

#### AACC’s *Horizons* Service Learning Grant Initiative

The American Association of Community Colleges (AACC) is a Washington, DC based advocacy group representing some 1,200 associate degree granting institutions of higher education in the US. In 1994, AACC, through a Learn and Serve America grant from the Corporation for National and Community Service (formerly the Corporation for National Service), began its endeavor to promote service learning on community college campuses (Robinson & Barnett, 1996).

AACC’s efforts, spanning the last fifteen years, continue today under a grant program called Community Colleges Broadening Horizons through Service Learning (also known as *Horizons*). According to Robinson (2001),

The overall goals of the project are to build on established foundations to integrate service learning into the institutional climate of community colleges and to increase the number, quality, and sustainability of curriculum-based service learning programs through model grant projects, training, and technical assistance. (p. 7)

Continuous funding, since 1994 from Learn and Service America, has allowed AACC, through a mentor-based training and technical assistance program over a series of five grant cycles, to directly promote service learning at 54 colleges across the United States. Of these 54 colleges, 12 received two or more grants as both “mentee” and “mentor” colleges. Because the grant was not named “*Horizons*” until the second grant cycle (1997 – 2000), the initial ten mentee and five mentor colleges are not labeled *Horizons* colleges. As of June 30, 2009, the *Horizons* initiative concluded its fourth grant cycle with seven mentee colleges and four mentor colleges (Prentice, 2002; Robinson, 1999, 2001, 2004, 2007; Robinson & Barnett, 1996, 1998).

In 1995, as part of its initial service learning grant cycle, AACC (Robinson & Barnett, 1996) researchers surveyed 1,100 member community colleges to determine “the extent to which community colleges offered community service and service learning programs and resources” (p. 2). That initial survey revealed great interest (80%) “in service learning, either by actively using the methodology or wanting to do so” (p. 1). Of the colleges that reported using service learning (31%), most reported that they do so with five or fewer faculty members teaching no more than ten courses per academic year. The survey also revealed that “faculty support is the most important reason service learning programs succeed” and that “insufficient funding and faculty release time are the two most significant impediments” (p. 1).

A similar survey was again distributed in 2003. From that study (Prentice, Robinson, & McPhee, 2003), AACC found that 90% of community colleges were interested in service learning and that 72% of colleges offered service learning. On average, 20 faculty members (16 full time; 4 part time) taught with the methodology and 18 courses using service learning were offered per academic year. The authors stated, “The increases in courses and participating students [from the 1995 study] can be linked to an increase in total participating faculty members” (p. 12) suggesting that faculty members play a key role in the success of service learning in the community college classroom.

Prentice (2002) suggested that administrative support is also a key factor to the successful institutionalization of service learning on the community college campus and acknowledges that both administrative and faculty support combined will more greatly result in the institutionalization of service learning as opposed to programs with support from only one of the two groups. Recognizing the importance of faculty participation and administrative support, AACC’s *Horizons* initiative includes training and technical assistance for faculty and staff as well as training and support for chief academic officers in its efforts to promote service learning in community colleges.

### Justification of the Study

Without faculty support and participation, service learning will not persist regardless of the wishes of college administrators. Recognizing this, AACC has devoted millions of federal grant dollars from the Corporation for National and Community Service’s Learn and Serve America program toward training faculty members in the benefits and uses of service learning, yet some faculty members who receive this

carefully constructed training and support are reluctant to, or do not, use the methodology.

Considering the importance of faculty involvement in service learning toward the institutionalization of service learning, further inquiry into the factors that not only motivate some faculty members to include service learning in their courses, but also deter others from using the methodology should be of interest to researchers, service learning program administrators, college administrators, and funding agencies. Yet, most of the limited research that exists in this area is focused on those factors that motivate faculty members with little research focusing on factors that deter faculty participation.

In fact, according to Garcia & Robinson (2005), most research about service learning falls into one of three areas:

1. Documenting students' perceptions of the impact that service learning placements have had on them,
2. Assessing long-term outcomes on specific constituencies of students,
3. Delineating the impact of service learning experiences on students' learning of course content and fulfillment of course goals. (p. 1)

One study focusing on factors that motivate and deter faculty members to use service learning in their courses was conducted by Abes, Jackson, & Jones (2002). Surveying more than 500 faculty members at 43 public and private colleges and universities in Ohio through the Ohio Campus Compact, the purpose of their study was to describe the factors that motivate and deter faculty members who do and do not integrate service learning into their courses.

Their study (Abes et al. 2002) indicated five outcomes that most strongly motivated faculty members' use of service learning. These outcomes include

1. "Increased student understanding of course material,"
2. "Increased student personal development,"
3. "Increased student understanding of social problems as systematic,"
4. "Provided useful service in the community," and
5. "Created university-community partnerships" (p. 9).

This study also revealed several deterrents to service learning use. These include

1. "Anticipate having logistical problems coordinating the community service aspect of the course,"
2. "Do not know how to use service learning effectively,"
3. "Service learning is not relevant to the courses I teach," and
4. "Have not been given or do not anticipate being given release time to develop a service learning course" (p. 11).

### Problem and Purpose Statement

Considering the many benefits of service learning to students, faculty members, the college, and the community, administrators from community colleges across the United States recognize the importance of encouraging faculty members to use service learning in their classes when appropriate. In addition to funds set aside by college administrators for service learning faculty development workshops, millions of dollars in the form of Learn and Serve America sub-grants from organizations like the American Association of Community Colleges and the Community College National

Center for Community Engagement have been devoted to promoting service learning on community college campuses.

Using these resources to develop workshops designed to expose community college faculty members to not only the benefits of service learning across the college community, but also to the general use of service learning has resulted in many community college faculty members adopting the pedagogy for repeated use in their classes. However, despite this exposure, some faculty members remain reluctant to use or simply refuse to use the pedagogy. Others may use service learning for a while and then reduce their commitment or stop using it completely.

In an attempt to gain insight into this problem, a review of the literature revealed that studies conducted thus far focus almost exclusively on the factors that motivate faculty members to include service learning in their courses with few addressing deterrents. Hammond (1994) tangentially identified deterrents through her examination of faculty motivation and satisfaction, finding that “issues of time and task” and “little financial support” were key factors leading to faculty dissatisfaction with service learning (p. 26). Hammond’s research was confirmed by a 1995 study (Robinson & Barnett, 1996) that found that “insufficient funding and faculty release time” (p. 1) are barriers to faculty implementation of service learning in their courses in community colleges. These findings were once again confirmed by more recent research (Abes et. al, 2002; Garcia, 2004; Lynch, 2007; Satterfield, 2007).

While Abes et al. (2002) identified factors that motivate faculty members to use and/or deter faculty members from using service learning in their courses, their findings cannot be applied broadly or reliably to community college faculty members. In an endeavor to apply their work in such a manner, two major limitations exist, both

concerning the selected sample. First, the researchers surveyed faculty members from 43 member colleges of the Ohio Campus Compact, with 29 colleges responding. The sample included faculty members from institutions ranging from two-year colleges to research institutions. Of those who responded, however, only 18 faculty member respondents were from institutions granting the associate degree.

Because Abes et al. limited their study to college faculty members in Ohio and because of the small number of responses from two-year college faculty members (18), the results cannot reliably be applied to the national corps of community college faculty. Second, the research did not discern between faculty members who have participated in faculty development workshops focusing on service learning and its benefits to students, faculty members, the college, and the community and those faculty members who have not participated in such training.

Given the importance of the role faculty members play in the institutionalization of service learning within the community college setting, it becomes critical to examine those factors that support community college faculty members' use of service learning in the classroom as well as those factors that serve as barriers to community college faculty members' use of service learning in the classroom. Furthermore, an examination of the perceived benefits of service learning in the community college setting is necessary.

Therefore, the purpose of this study was to understand the factors that explain community college faculty members' use of service learning in their courses. The associated research questions follow:

1. What factors serve as support to faculty members' use of service learning in their teaching?
2. What are the perceived benefits of service learning to faculty members?

3. What factors serve as barriers to faculty members' use of service learning in their teaching?
4. To what extent do these three variables (support, benefits, barriers) explain faculty members' use of service learning in their teaching?
5. To what extent do institutional and personal characteristics explain faculty members' use of service learning in their teaching?

### Overview of the Study

An existing survey instrument designed by Abes, Jackson, & Jones (2002) was deconstructed, categorized, and reformatted into a 71-item survey instrument centered on theoretical constructs. This instrument was used for the purpose of answering this study's five research questions by collecting data from community college faculty members employed in community colleges around the United States. The online questionnaire was designed to measure the effect of four predictor variables ("support," "benefits," "barriers," and "personal and institutional characteristics") on the one outcome variable ("extent of use of service learning in the classroom"). The questionnaire consisted of 16 items related to support, 18 items related to benefits, 15 items related to barriers, 17 items related to personal and institutional characteristics and training workshops, and 5 open-ended questions.

A national group of 235 community college faculty members comprised the study sample. Participants for this study were either faculty from American Association of Community Colleges funded *Horizons* colleges (Community Colleges Broadening Horizons through Service Learning grantees) who had participated in one or more service learning training sessions, or faculty from a college that while not an AACC

funded *Horizons* college, still received benefit of AACC training tangentially. This affiliated group was selected because all participants were exposed to the same treatment—service learning training.

Of the sample, 142 responded to the study, and 5 were unreachable (returned letters). The raw response rate was 60.4%, and the adjusted response rate was 61.7%. The data collection plan consisted of an emailed invitation to participate, a follow-up reminder, and a final follow-up reminder.

The data from the 142 surveys was entered into SPSS 16.0 for statistical analysis. The statistical analysis included both descriptive and inferential statistics. Specific inferential analyses include linear regression, independent sample *t*-Test, and ANOVA. To address the first three research questions, the item means were calculated and rank-ordered. To answer the fourth research question, three separate simple regression analyses were performed to determine the bivariate relationship between the predictor variables and “the extent to which faculty members use service learning in their courses” (outcome variable). The following statistical analyses were employed in response to the fifth research question: simple regression was used for the interval variables “age” and “number of years teaching,” *t*-Test was used for the dichotomous variables “gender” and “Is ‘service’ part of the mission statement?” and ANOVA was used for the categorical variables “race,” “faculty classification,” and “academic discipline.”

### Assumptions

The following assumptions guided the development of this study and the creation of the survey instrument.

1. Community college faculty members who have participated in service learning faculty development workshops are exposed to the benefits of service learning to students, faculty members, the college, and the community.
2. Community college faculty members who have participated in service learning faculty development workshops are more likely to incorporate service learning into their courses than community college faculty members who have not participated in such a workshop.
3. Service learning faculty development workshops for community college faculty members are led by competent, knowledgeable facilitators.
4. Service learning faculty development workshops for community college faculty members at their most basic level are consistent from one college to the next.
5. Faculty members want to identify and use innovative teaching methods that will not only invigorate their teaching but also positively affect the achievement of student learning outcomes.

## CHAPTER II

### REVIEW OF THE LITERATURE

This section reviews pertinent service learning and other related literature. Topics include a theoretical framework for service learning, benefits of service learning, faculty motivation for the use of service learning, and a summary of motivational models.

#### A Theoretical Framework for Service Learning

Fundamental to the theoretical development of service learning are the writings and research of John Dewey and David Kolb. Dewey's philosophy provides a theoretical foundation for experiential education, and Kolb provides a viable, replicable model to ensure academic rigor and effectiveness.

#### *John Dewey's Educational Philosophy*

John Dewey's writings and philosophy of education are often cited in service learning research. Indeed, his philosophy of education and the importance of experience in education compose the foundation of service learning. According to Cummings (2000), Dewey believed that "education must center on society's most pressing problems, particularly the reconstruction of democratic community, that it engage students in community service and prepare them for lifelong commitment to civic involvement and social reconstruction" (p. 97). Dewey's beliefs ultimately inform the core practices and philosophy of service learning. Furthermore, Eyler (2000) stated,

“they [Dewey’s beliefs] create social arrangements that lead to motivation and a sense of agency and serve as a strength of service learning” (p. 12).

According to Saltmarsh (1996), “Dewey’s writings reveal five specific areas of contribution to service learning:

1. Linking education to experience,
2. Democratic community,
3. Social service,
4. Reflective inquiry, and
5. Education for social transformation” (p. 13).

Later in his review of the works of Dewey, Saltmarsh stated, “service, in other words, is defined as one’s place of privilege in society and a relationship to those less privileged defined by a sense of justice” (p. 17). Commenting on the importance of reflection in service learning, Saltmarsh included this quotation of Dewey’s: “When we reflect upon an experience instead of just having it, we inevitably distinguish between our own attitude and the objects toward which we sustain the attitude” (p. 18).

In their 1994 seminal article “The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning,” Giles and Eyler argued for the development of service learning theory to act as a guide for the practice. Then, in an effort to respond to their own call for theory, Giles and Eyler presented two themes based on Dewey’s work: Dewey’s relevance to learning in service learning and Dewey’s relevance to service in service learning. Giles and Eyler (1994) cited Dewey’s four criteria necessary for experiential learning to be educative. Learning “projects,” in according to Dewey (1933),

1. Must generate interest,
2. Must be worthwhile intrinsically,
3. Must present problems that awaken new curiosity, and
4. Must cover a considerable time span and be capable of fostering development over time (p. 217).

Regarding experience, they cited Dewey's 1938 book Experience and Education:

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.

Experience and education cannot be directly equated to each other. For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience.

An experience may be such as to engender callousness; it may produce lack of sensitivity and responsiveness. Then the possibilities of having richer experience in the future are restricted. (p. 25)

A chronological review of Dewey's writings reveals a wide range of support for experiential learning and for many of the aspects of service learning. To link education to experience, Dewey (1897) stated, "I believe, finally, that education must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same" (p. 13). Commenting on the necessity of reflection and value of experience, Dewey (1916) said, "When an activity is continued into the undergoing of consequences, when the change made by action is reflection back into change made in us, the mere flux is loaded with significance. We learn something" (p. 139); he continued: "Two conclusions important for education follow: (1) Experience is an active-passive affair; it is not primarily cognitive. But (2) the measure of value of an experience

lies in the perception of relationships or continuities to which it leads up" (p. 140). In 1938, he reconfirmed the connection between experience and learning, cementing the relationship: "I take it that the fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relationship between the processes of actual experience and education" (p. 7).

### *David Kolb's Cycle of Experiential Learning*

David Kolb (1984) defined learning as "the process whereby knowledge is created through transformation of experience" (p. 38). Describing the theoretical foundation of David Kolb's work, Atkinson and Murrell (1988) stated:

Kolb primarily built on the work of Dewey (1938), who recognized the importance of experience in the process of learning; Lewin (1951), who emphasized active participatory learning; and Piaget (1970), who conceived of intelligence as largely a result of the interaction of the individual with the environment. (p. 274 – 275)

Kolb created a four-step cycle (see Figure 1) comprised of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984).

Atkinson and Murrell (1988) offered this description of the cycle:

A learner moves through the cycle by first having an immediate experience (CE), which becomes the basis for observations and reflections (RO). These observations and reflections are assimilated and distilled into a concept or theory (AC), even if highly informal, from which new implications for action can be generated. The newly developed ideas can then be tested actively (AE) and can serve as guides for creating new

experiences. The cycle begins anew, but at a higher level of complexity. (p. 275)

According to Kolb (1984), in order for learning to occur, each of the elements of his learning cycle must be present since experience alone is not enough to cause learning and since reflection cannot cause learning without some experience to reflect upon.

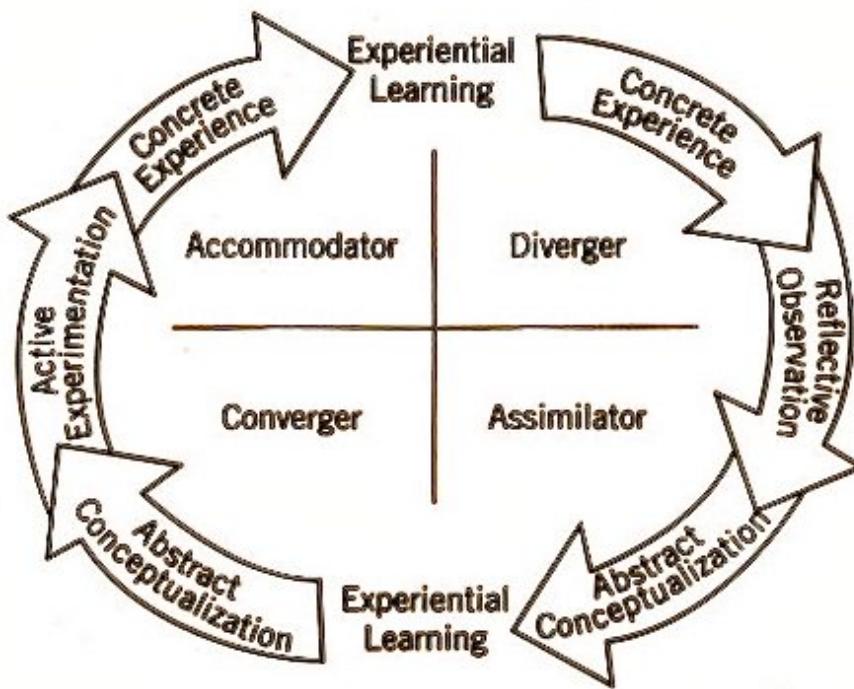


Figure 1. *Kolb's Learning Cycle* (Cress, Collier, & Reitenauer, 2005)

Kolb's model directly relates to service learning. Service learning experiences include a community service experience (concrete experience), reflection (reflective observation), connecting new ideas with existing ideas (abstract conceptualization), and applying the knowledge gained (active experimentation). Petkus (2000), stated that there are three general implications of Kolb's model for service learning:

Most important, the service learning experience should involve all stages of the cycle. Second, Kolb's model highlights the general importance of

reflection in the learning process. Third, the cyclical nature of Kolb's model facilitates the integration of the direct learning experience and the abstract generalization, with reflection as the linking function. (p. 65).

### Benefits of Service Learning

In community colleges, the 1990s marked a steady increase in the popularity of service learning among students, faculty members, college administrators, and community leaders (Holland and Robinson, 2008). As a result, studies designed to evaluate the effectiveness of service learning began to appear in the literature in the mid to late 1990s. This section of the literature indicates that service learning results in significant benefits to students, to faculty members, and to the institution.

Astin, Vogelgesang, Ikeda, and Yee (2000) concluded that "service participation shows significant positive effects" (p. 5) on a variety of student learning outcomes measures including GPA, leadership, self-efficacy, critical thinking, and writing. Research indicates that service learning has a positive effect on students' academic learning (Astin & Sax, 1998; Cohen & Kinsey, 1994; Driscoll et al. 1996; Eyler & Giles, 1999), application of knowledge to the real world (Cohen & Kinsey, 1994; Driscoll et al., 1996; Eyler & Giles, 1999; Kendrick, 1996; Markus, Howard, & King, 1993), personal development (Astin & Sax, 1998), interpersonal development (Astin & Sax, 1998; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999), sense of civic engagement and civic responsibility (Astin & Sax, 1998; Batchelder & Root, 1994; Driscoll et al., 1996), and commitment to service (Astin & Sax, 1998; Driscoll et al., 1996).

Research suggests (Batchelder & Root, 1994; Kendrick, 1996; Miller, 1994; Parker-Gwin & Mabry, 1998) that student participation in service learning has an impact on cognitive development, problem analysis, critical thinking, and demonstrated complexity of understanding. In their longitudinal study, Bernacki and Bernt (2007) concluded that students who participate in service learning courses are more likely to participate in other campus activities such as alternative spring breaks, advocacy work, and leadership retreats.

Faculty members who use service learning indicate satisfaction with the quality of student learning (Cohen & Kinsey, 1994) and a commitment to research (Driscoll et al., 1996). They also report feelings of invigoration and a renewed commitment to teaching and developing relationships with students (Eyler & Giles, 1999). Both faculty members and students routinely indicate that participating in a course that uses service learning results in a positive impact on a student's academic performance (Astin & Sax, 1998; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999).

For the college, service learning has been linked to increased student retention (Astin & Sax, 1998) and enhanced community relationships (Driscoll et al., 1996). Community based organizations, satisfied with student participation (Cohen & Kinsey, 1994; Driscoll et al. 1996), indicate that service learning students help fulfill real community needs (Cohen & Kinsey, 1994; Driscoll et al., 1996) and report enhanced college relations (Driscoll et al. 1996).

#### Faculty Motivations for and Deterrents to the Use of Service Learning

Faculty influence as a critical role in the sustainability of service learning on college campuses has been acknowledged repeatedly (Abes et al., 2002; Bringle &

Hatcher, 1995, 1997, 2000; Driscoll, 2000; Furco, 1996; Giles & Eyler, 1998; Hammond, 1994; Hesser, 1995, 1998; Henry, 1998; Holland, 1997; Prentice, 2002; Robinson, 2000; Ward, 1998). Bringle and Hatcher (1995) noted that service learning is a course-driven component of the curriculum; therefore, faculty support and adoption of the methodology is essential if service learning is to become widespread at a given college. The prominent features of a quality service learning experience (i.e. meaningful and adaptive placements, connections between academics and community need, critical reflection, and preparation for diversity, and conflict) depend on, for the most part, the faculty (Eyler & Giles, 1999).

A 1995 survey conducted by the American Association of Community Colleges (AACC) showed that faculty members are motivated to include service learning in their courses by praise, recognition, and peer influence (Robinson & Barnett, 1996). Robinson and Barnett's survey results suggested that a supportive faculty is a strong contributing factor to the success of service learning programs. Furthermore, Robinson and Barnett found that insufficient funding is the highest-ranking barrier to faculty use and support of service learning.

In one of the first studies to examine faculty motivators for using service learning, Hammond (1994) examined motivation and satisfaction of faculty who use service learning in member colleges and universities of the Michigan Campus Compact. Hammond's study focused on faculty motivations for adopting service learning and on their satisfactions and dissatisfactions with the resulting courses. Hammond found that the most significant motivator for faculty inclusion of service learning in their courses lies in a set of curricular motivators. This set of motivators includes, "brings greater relevance to course materials," "encourages self directed learning," "improves student

satisfaction with education,” “is an effective way to present disciplinary content material,” and “is an effective form of experiential education” (p. 24).

In 2004, Garcia designed a study to examine the factors that motivate community college faculty to include service learning in their courses. Garcia’s study resulted in data collected from 200 faculty members from 40 community colleges that participated in service learning grant projects sponsored by either the American Association of Community Colleges (AACC) or the Community College National Center for Community Engagement (CCNCCE). Garcia found that

The primary person to have motivated faculty to include service learning in their courses was the service learning coordinator (51.1% of the responses). Faculty were not motivated by institutional support such as course releases, extra compensation, or institutional praise and recognition, but by the benefits students gain from service learning (61.7%). Faculty members were motivated by service learning improving the student learning of core competencies (40.7%). The primary reward that motivated faculty to include service learning in their courses was the civic responsibility of students (48.2%). (pg. vii)

In 2007, Satterfield replicated Garcia’s study on a small scale at one Florida community college. From the results, Satterfield (2007) concluded, “the approach to implementing a service-learning initiative must be carefully planned and formulated before it is presented to the faculty and should be viewed as another teaching tool to be utilized rather than a mandatory program” (p. v). Parkins (2008), in her attempt to identify motivational factors for using service learning among faculty at research

institutions, found “the influence of ethnicity, rank, and teaching goals as significant factors on the use of service learning” (p. 1).

Even though service learning benefits students, faculty, and the institution, the pedagogy is not widely used across the curriculum in most colleges and universities (Bringle & Hatcher, 2000; Holland, 1997). According to Ward (1998), many variables affect the use of service learning in the academy but faculty participation is perhaps the most problematic: “The institutionalization of service learning requires garnering support from people throughout the campus community and involves the following challenges:

1. Administrative support
2. Familiarity with course-based service
3. Funding, and
4. Faculty involvement” (p. 74).

Ward (1998) argued that since faculty control the curriculum and since service-learning is a function of academics, faculty support and participation in service learning is critical.

Eyler and Giles (1999) stated, “Although faculty might agree that community service contributes to students’ personal and social development and that it makes them better citizens, many are dubious about its value in the academic program, where the most important goal is learning subject matter” (pp. 57 – 58). Without documenting well the effects of service learning on student learning, more and more faculty and administrators will become critical of service learning’s role in higher education (Cohen & Kinsey, 1994). Zlotkowski (2001) suggested encouraging faculty participation through faculty development and faculty rewards. Regarding faculty development, he suggested

offering faculty development opportunities college-wide or at a minimum, department wide. Zlotkowski discussed faculty rewards in great detail focusing primarily on tenure and promotion, stating that the work faculty devote to developing service learning course components should be considered during the review process.

Hammond (1994) suggested that factors relating to student learning outcomes and student development are more influential than faculty-member related factors. Abes, Jason, & Jones (2002) suggested that faculty recognize service learning's ability to strengthen problem solving and analytical thinking skills in students. According to Hesser (1995), service learning is gaining in popularity among faculty members because faculty members recognize the importance of experiential education and active learning. Bringle, Hatcher, and Games (1997) suggested that early adopters of service learning (e.g. those from the 1980s and early 1990s) were predominantly risk-taking instructors who were willing to experiment with a new pedagogy. Bringle, et al. (1997) furthermore suggested that current users (e.g. those from the late 1990s to the present) are focused on the concrete outcomes of service learning. In an effort to more clearly understand those factors that motivate faculty to use service learning in their courses, an exploration of motivation theories follows.

### Theories of Motivation

Understanding what factors motivate faculty to include service learning in the curriculum is important to service learning coordinators or anyone working with service learning programs wishing to recruit faculty to use the pedagogy. Understanding the driving force behind motivating factors can provide for a better understanding of the type of environment necessary for successful integration of faculty into service learning programs. The following theories of motivation are discussed in this section: Maslow's

Hierarchy of Needs, ERG Theory, Herzberg's Dual Factor Theory, McClelland's Trichotomy of Needs, Equity Theory, Expectancy Theory, and Reinforcement Theory.

*Maslow's Hierarchy of Needs.*

Abraham Maslow proposed the Hierarchy of Needs Model (Maslow, 1943) through which he defined human needs as physiological, safety and security, belongingness and love, esteem, and self-actualization (see Figure 2). This model suggests that a person will attempt to fulfill lower-level needs before attempting to fulfill higher-level needs. Terpstra (1979) stated, "a need that is relatively satisfied loses its importance as a motivator, causing the next higher level need to come into play and motivate the individual" (p. 376).

The lowest level, physiological needs, includes the need for food, shelter, sex, and safety. The second level, safety and security needs, includes safe work, job security, and safety from threat. Included the third level, the belongingness and love needs, are the needs for friendship, affiliation, interaction, and love. The fourth level, esteem needs, includes the need for status and recognition. The highest level, self-actualization needs, includes the becoming a better person, increasing one's confidence, and developing one's full potential (Daft, 2008).

Criticizing Maslow's theory, Terpstra stated, "very little evidence exists to support this notion of hierarchical progression" (p. 376). Identifying some value in Maslow's model, Terpstra continued, "the primary value of Maslow's need hierarchy theory appears to be its focus on the recognition and identification of individual needs for the purposes of motivating behavior" (p. 376)

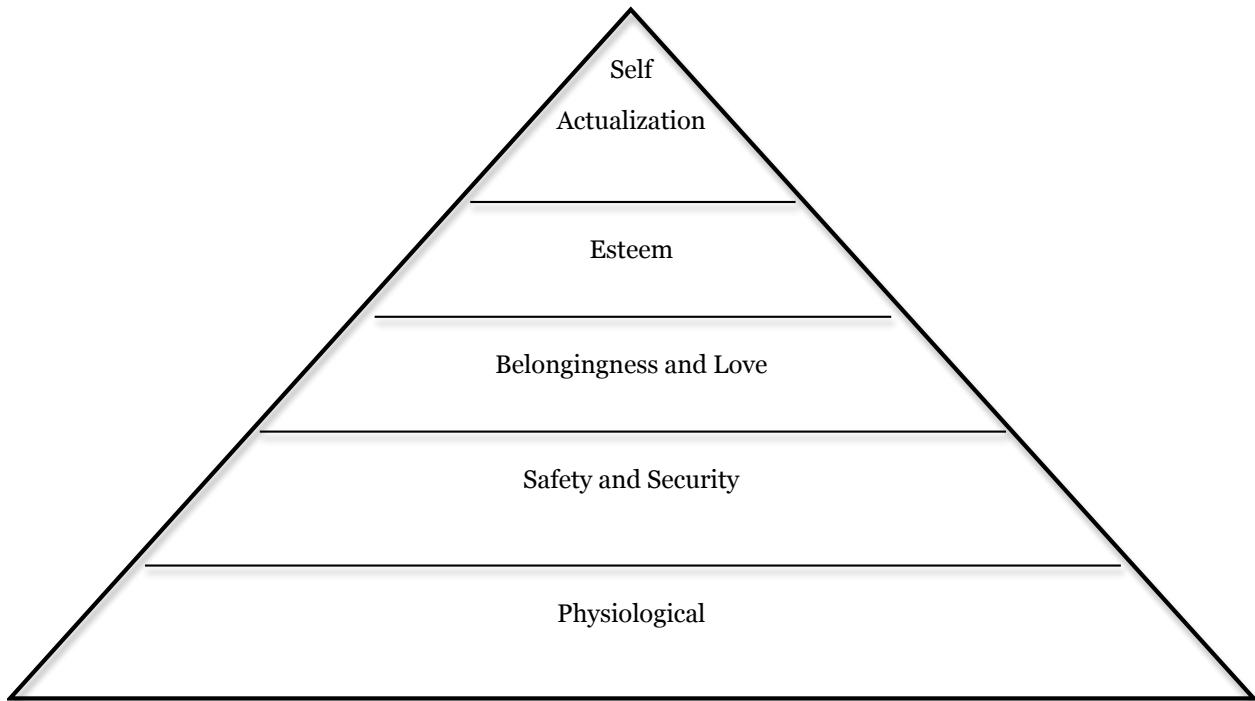


Figure 2. *Maslow's Hierarchy of Needs Model*

### *ERG (Existence, Relatedness, and Growth) Theory.*

Refining Maslow's Hierarchy of Needs Theory, Clayton P. Alderfer, developed and tested the ERG Theory of Motivation. As presented in Figure 3 and according to Shriberg, Shriberg, & Kumari (2005), "Alderfer postulated that the main needs of humans are *existence, relatedness, and growth*" (p. 74). Alderfer suggested that people can do things to satisfy more than one type of need at a time. As stated by Shriberg, et al. (2005),

A person who has unmet relatedness needs (self-esteem in Maslow's model) may still look toward growth experiences (Maslow's self-actualization). In addition, the ERG theory notes that when an individual

is frustrated in achieving a higher-level need, he or she might look to satisfying a lower-level one. (p. 75)

He defined existence as needs satisfied by factors such as food, air, water, salary, and working conditions. Relatedness is defined as needs satisfied by an individual in making creative or productive contributions to society. Alderfer's existence needs are similar to Maslow's psychological and safety categories. Alderfer's relatedness needs are similar to Maslow's belongingness, social, and love category, and the growth needs are similar to self-esteem and self-actualization categories (Shriberg, Shriberg, & Kumari, 2005).

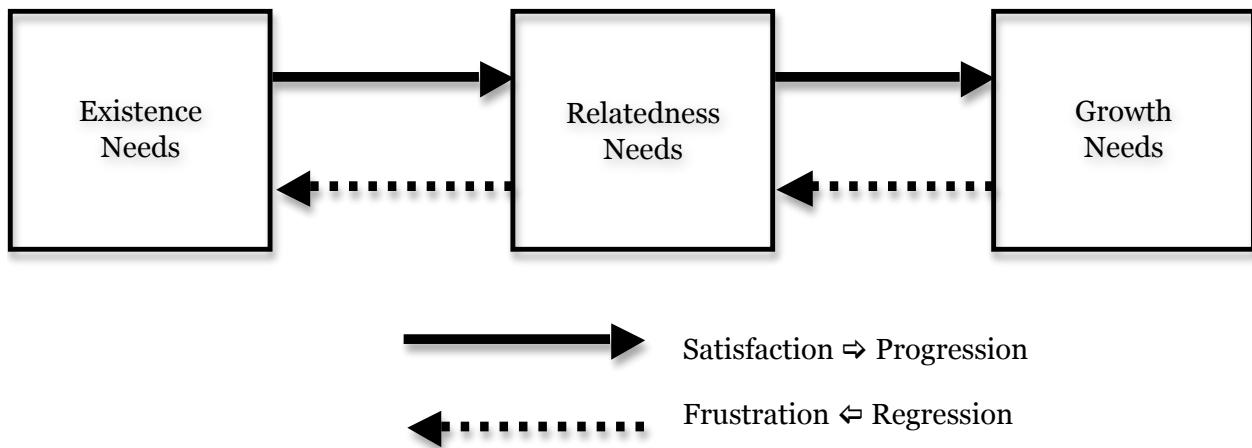


Figure 3. *ERG Theory*

Alderfer's ERG theory suggests that, in addition to the satisfaction-progression process that Maslow proposed, a frustration-regression process also occurs. Alderfer's ERG theory is based on the fact that individuals are motivated to engage in behavior to satisfy one of the three sets of needs. ERG theory suggests that satisfied lower-order needs lead to the desire to satisfy higher-order needs; but multiple needs can be operating as motivators at the same time, and frustration in attempting to satisfy a

higher-level need can result in regression to a lower need (Shriberg, Shriberg, & Kumari, 2005).

*Herzberg's Dual Factor Theory.*

Frederick Herzberg developed the Dual Factory Theory of Motivation (see Figure 4) also known as the Motivation-Hygiene Theory. Herzberg investigated the question, “What do people want from their jobs?” He asked people to describe in detail situations when they felt good and bad about their jobs (Daft, 2008). According to Terpstra (1979),

Herzberg concluded that there were two basic sets of factors with which employees were concerned: hygiene and motivator. Hygiene factors were those associated with the type of supervision, company policy, pay, working conditions, interpersonal relations, status, security, and personal life. According to Herzberg, proper attention to these factors is important in preventing employees from becoming dissatisfied in their work. (p. 377)

Terpstra (1979) then commented that hygiene factors do not play an important role in motivating employees. Rather, he suggested that motivator factors are those responsible for motivating employees: “The motivator factors include achievement, recognition, responsibility, advancement, growth, and the work itself. To the extent that the motivator factors are present on the job, Herzberg contends, motivation will occur” (p. 377).

According to Shriberg, et al. (2005), an absence of hygiene factors can lead to job dissatisfaction. Daft (2008) stated,

The implication of the two-factor theory for leaders is clear. People have multiple needs, and the leader's role is to go beyond removal of

dissatisfiers to the use of motivators to meet higher-level needs and propel employees toward greater enthusiasm and satisfaction. (p. 231).

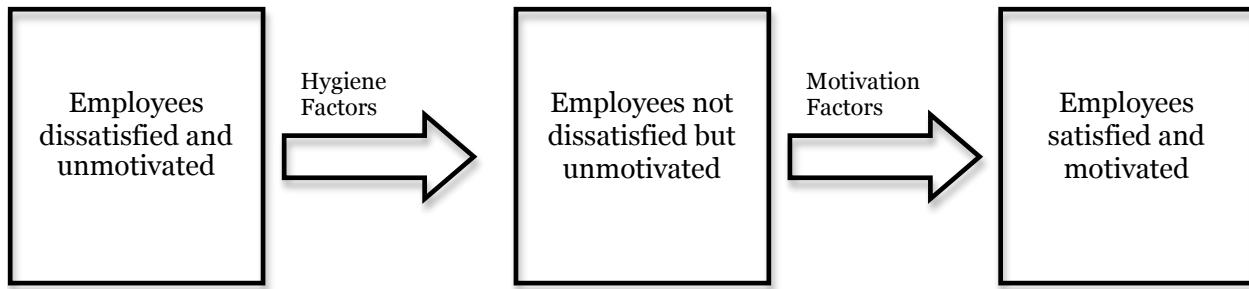


Figure 4. *Herzberg's Dual Factor Theory*

Explaining Herzberg's theory, Shriberg et al. (2005) stated that according to Herzberg, the opposite of satisfaction is not dissatisfaction because removing dissatisfying characteristics from the workplace does not make a job satisfying. Shriberg et al. (2005) continued, stating that Herzberg's research indicates the existence of a dual continuum: the opposite of "satisfaction" is "no satisfaction" and the opposite of "dissatisfaction" is "no dissatisfaction." Offering criticism of Herzberg's theory, Terpstra (1979) said, "The primary debate stems from Herzberg's contention that hygiene factors can prevent dissatisfaction, but cannot satisfy or motivate workers. The research evidence does not, in general, support this contention" (p. 377). Terpstra (1979) continued, "Furthermore, it would seem logical that hygiene factors such as pay or supervision could indeed influence an employee's level of motivation or satisfaction" (p. 377). Terpstra (1979) did find value in Herzberg's work though: "He recommends enriching jobs by making the work more meaningful and interesting and by providing more opportunities for achievement, recognition, responsibility, advancement, and growth on the job" (p. 377).

*McClelland's Trichotomy of Needs theory.*

David C. McClelland's Trichotomy of Needs theory of motivation suggests that people differ in their need to control events and influence people (Shriberg, Shriberg, & Kumari, 2005). His theory proposes "certain types of needs are acquired during an individual's lifetime. In other words, people are not born with these needs but may learn them through their life experiences (Daft, 2008, p. 233). McClelland identified three learned needs:

1. Need for achievement: The desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others.
2. Need for affiliation: The desire to form close personal relationships, avoid conflict, and establish warm friendships.
3. Need for power: The desire to influence or control others, be responsible for others, and have authority over others. (Daft, 2008, p. 233).

In his theory, training and education can enhance and influence a person's need strength.

McClelland explained that people who are high achievers differentiate themselves from others by their desire to do things better. They often seek situations where they have responsibility for solving problems and receive rapid feedback on their performance to determine if they are improving or not. High achievers set challenging goals for themselves and accept personal responsibility for their success or failure. They avoid what they perceive to be very easy or difficult tasks. They want to feel that their success is due to their own actions; therefore, they seek out tasks of intermediate difficulty (Shriberg, Shriberg, & Kumari, 2005).

People with a high need for affiliation strive for friendship and prefer cooperative situations instead of competitive ones. They desire relationships involving a high degree of mutual understanding (Shriberg, Shriberg, & Kumari, 2005). People with a high need for power desire to have impact, be influential, and to control others. They enjoy being in charge, and they want influence over others. These individuals prefer to be placed in competitive and status-oriented situations. They are concerned with prestige and with gaining influence over others rather than with effective work performance.

*Equity Theory.*

According to Daft (2008), the equity theory of motivation (see Figure 5) “proposes that people are motivated to seek social equity in the rewards they receive for performance” (p. 237). This theory is based on the assumption that individuals who work in exchange for rewards from the organization are motivated by a desire to be equitably treated (Shriberg, Shriberg, & Kumari, 2005). There are four important terms in regard to this theory:

1. Person: the individual for whom equity or inequity is perceived.
2. Comparison: any individual or group used by Person as a referent regarding the ratio of inputs and outcomes.
3. Inputs: the individual characteristics brought by Person to the job. These may be achieved or ascribed.
4. Outcomes: what Person received from the job (e.g. recognition, fringe benefits, pay) (Shriberg, Shriberg, & Kumari, 2005).

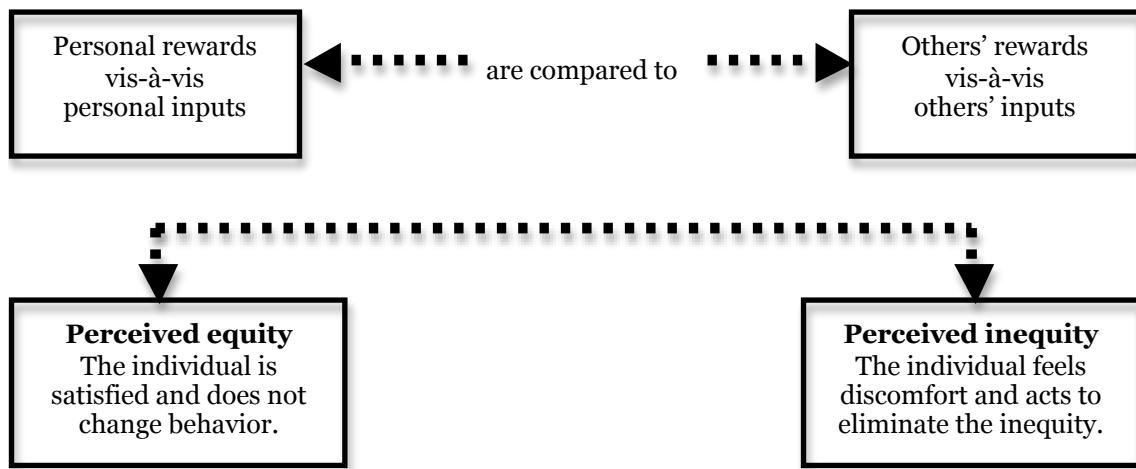


Figure 5. *Equity Theory*

Employees perceive equity to exist when the ratios of their inputs to their outcomes are equivalent to the ratios of other employees. Employees perceive an inequity when these ratios are not equivalent. The theory suggests various ways to restore a sense of equity through changing inputs, changing outcomes, changing attitudes, changing reference person, changing the inputs or outcomes of the reference person, and changing the situation. Each one of these is designed to reduce the feeling of discomfort created by inequity (Shriberg, Shriberg, & Kumari, 2005).

The referent an employee selects can add to the complexity of the equity theory. The referent chosen is an important variable in equity theory (Shriberg, Shriberg, & Kumari, 2005). The theory has four referent comparisons that an employee can use:

1. Self-inside: An employee's experiences in a different position inside his or her current organization.
2. Self-outside: An employee's experiences in a situation or position outside his or current organization.

3. Other-inside: Another individual or group of individuals inside the employee's organization.
4. Other-outside: Another individual or group of individuals outside the employee's organization.

The theory recognizes that individuals have two concerns: (1) the absolute amount of rewards for their efforts and (2) the relationship of this amount to what others receive. When individuals perceive an imbalance in their output-input ratio relative to others, tension is created. It is this tension that provides the motivational output as people strive for what they perceive to be fair and equitable (Shriberg, Shriberg, & Kumari, 2005).

#### *Expectancy Theory.*

Victor Vroom developed the expectancy theory of motivation (see Figure 6). In this theory, a person is faced with a set of first-level outcomes and selects an outcome based on how choice is related to second-level outcomes. The individual's preferences are based on strength (valence) of desire to achieve second-level state, and perception of the relationship between first and second-level outcomes (Terpstra, 1979). The first-level outcomes result from behavior associated with doing the job itself. These outcomes include productivity, absenteeism, turnover, and quality of production. Second-level outcomes are events that first-level outcomes are likely to produce such as pay increase, group acceptance or rejection, and promotion (Shriberg, Shriberg, & Kumari, 2005).

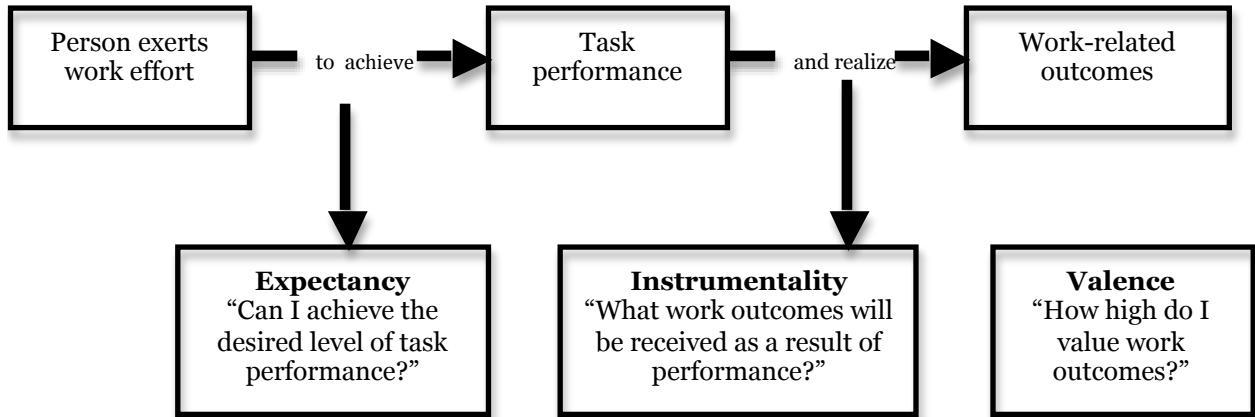


Figure 6. *Expectancy Theory*

The theory focuses on three relationships:

1. Effort-performance relationship. The probability perceived by the individual that exerting a given amount of effort will lead to performance.
2. Performance-reward relationship. The degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.
3. Rewards-personal goals relationship. The degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual (Shriberg, Shriberg, & Kumari, 2005).

Expectancy theory may explain why many people are not motivated on the job and merely do the minimum to get by. The key to this theory is the understanding of a person's goals and the linkage between effort and performance, between performance and rewards, and finally between the rewards and personal goal satisfaction (Terpstra, 1979).

### *Reinforcement Theory.*

The reinforcement theory is based on the assumption of operant conditioning in which behavior is influenced by its consequences (Terpstra, 1979). Based on Pavlov's classical conditioning experiments (see Figure 7), in reinforcement theory, a person's behavior will lead to consequences that in turn lead to reinforcement principles being applied in the workplace. A person's motivation is determined by the reinforcement principle applied. These principles could be positive or negative reinforcement (Shriberg, Shriberg, & Kumari, 2005).

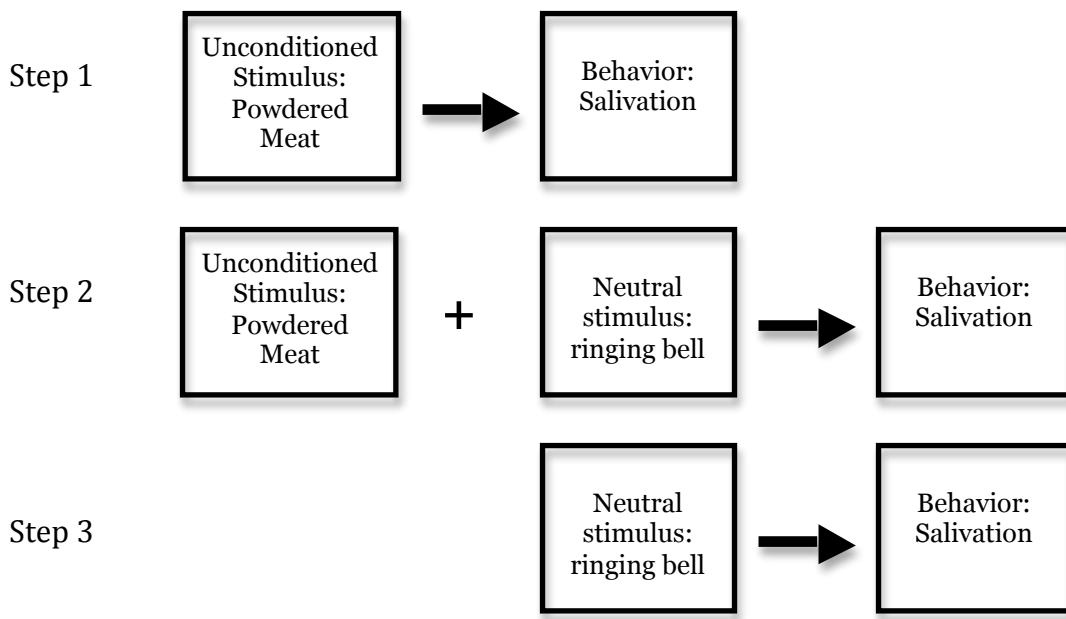


Figure 7. *Pavlov's Conditioning Experiments*

Reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action (Terpstra, 1979). Reinforcement is a motivational device. However, reinforcement theory ignores feelings, attitudes, expectations, and other cognitive variables that have an impact on behavior.

## Summary of the Review of the Literature

Minimal research about service learning existed prior to the 1990s. Since the 1990s, research has focused on the impact of service learning on student learning outcomes and on the infrastructure to support service learning in an attempt to prove the rigor of the methodology and to provide viable, replicable service learning program models.

Research has provided information on program sustainability, the benefits of service learning, and student personal and social outcomes from service learning experiences. Recognizing the importance of faculty support and participation, researchers have recently begun to focus on factors that motivate faculty to include service learning as a teaching tool, mostly among four-year institutions of higher education and the K-12 system. While a few studies examine factors that deter the use of service learning in the classroom, researchers have yet to sufficiently examine those deterrents, especially among community college faculty.

Faculty participation is critical for service learning programs to be successful. As the party responsible for using the methodology, designing appropriate activities, and fostering relationships between the college and the community, support of the faculty is crucial to the success and longevity of service (Ward, 1998). Faculty development workshops are one way to help introduce the methodology to faculty. Yet, these endeavors are costly, and often faculty members who attend still decide not to adopt service learning. It is, therefore, important to understand not only the reasons why faculty decide to use service learning in their classes, but also the reasons why faculty members decide not to use this teaching tool. Ultimately, identifying factors that explain faculty use of service learning in the classroom is desirable.

Driscoll (2000) and Giles & Eyler (1998) stated that it is necessary to understand faculty motivation for using service learning. Two seminal studies were focused directly on faculty motivators for including service learning in their courses: Hammond's (1994) study of higher education faculty members in the Michigan Campus Compact and Abes, Jackson, and Jones' (2002) study of higher education faculty members in the Ohio Campus Compact. Abes et al. examined motivational factors as well as deterrents. More recently, Garcia (2004) and Satterfield (2007) examined factors that motivate community college faculty to incorporate service learning into their courses. Several studies (Abes et al., 2002; Garcia, 2004; Hammond, 1994; Parkins, 2006; Robinson & Barnett, 1996; Satterfield, 2007; Ward, 1998) exist that examine the factors that motivate faculty members to include service learning in their courses; and a few studies (Abes et al., 2002; Hammond, 1994; Robinson & Barnett, 1996) have examined those factors that deter faculty from including service learning in their courses.

This study examined those factors that could be used to explain faculty members' use of service learning in the community college classroom setting, and because of the lack of research on faculty from two-year associate degree granting institutions of higher education (community colleges), this research focused on faculty members from that context.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to understand the factors that explain community college faculty members' use of service learning in their courses. The associated research questions follow:

1. What factors serve as support to faculty members' use of service learning in their teaching?
2. What are the perceived benefits of service learning to faculty members?
3. What factors serve as barriers to faculty members' use of service learning in their teaching?
4. To what extent do these three variables (support, benefits, barriers) explain faculty members' use of service learning in their teaching?
5. To what extent do institutional and personal characteristics explain faculty members' use of service learning in their teaching?

The purpose of this chapter is to describe the methodological details employed to answer the research questions. This chapter contains the following sections: (1) conceptual framework, (2) instrumentation, (3) pilot study, (4) data collection, (5) data preparation, (6) data analysis, and (7) limitations.

#### Conceptual Framework

At its core, service learning is a teaching methodology that allows students and faculty members to draw connections between service hours provided to non-profit

community-based organizations and course objectives. All service learning activities share these common traits:

- ❖ Community service,
- ❖ Reflection,
- ❖ Classroom instruction, and
- ❖ Civic engagement.

Jacoby (1996) defines service learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key components of service learning” (p. 5).

As with any teaching methodology, in order for service learning to become institutionalized within a college, faculty members must support and utilize it. Administrators often wish their faculty members would use service learning because of the many benefits service learning brings to the college, faculty, students, and community. Yet many faculty members are reluctant to embrace service learning.

Over the past fifteen years, several studies (Abes et al., 2002; Gacria, 2004; Hammond, 1994; Parkins, 2006; Robinson & Barnett, 1996; Satterfield, 2007; Ward, 1998) were conducted in an effort to determine factors that motivate faculty to include service learning in their courses, and a few studies (Abes et al., 2002; Hammond, 1994; Robinson & Barnett, 1996) examined those factors that deter faculty from including service learning in their courses—albeit tangentially. In the community college context, no studies exist that attempt to statistically explain faculty members’ use of service learning in the classroom. Because most studies conducted thus far were either qualitative in nature or based upon simple descriptive statistics, a deeper statistical

explanation of faculty members' use of service learning in the classroom is warranted. To that end, an examination of factors that support faculty members' use of service learning in the classroom and the factors that deter faculty members' use of service learning in the classroom along with the perceived benefits of the pedagogy is needed.

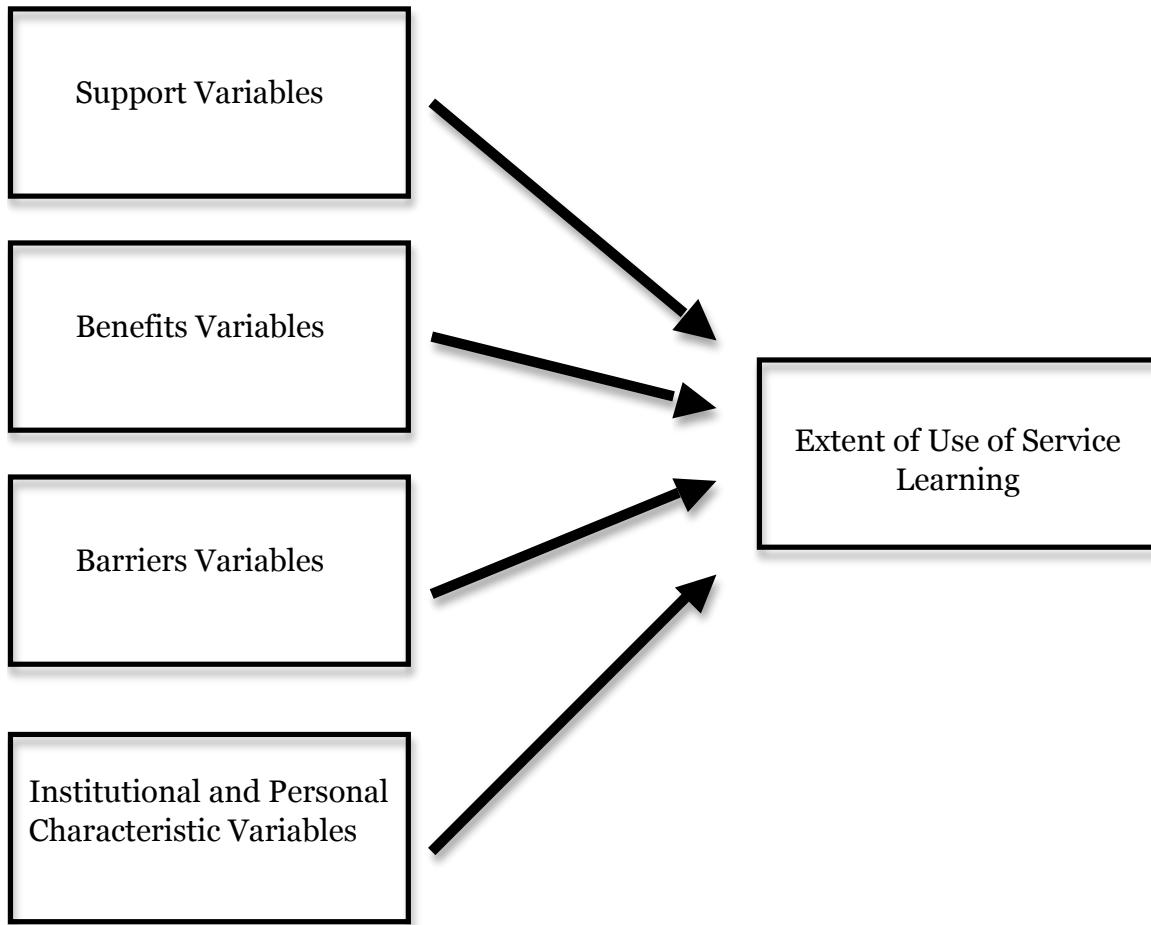


Figure 8. *Conceptual Model of the Study*

The framework for this study was developed based on the Abes et al. (2002) study and a review of the literature in two areas: service learning (theoretical foundation; benefits and barriers) and motivational theories. The model developed for this study explored the relationship between "the extent of faculty members'

incorporation of service learning in the classroom” and factors of “support,” “benefits,” “barriers,” as well as “institutional and personal characteristics.”

This model incorporates four predictor variables as identified from the Abes et al. (2002) study (discussed in the next section): support, benefits, barriers, and institutional and personal characteristics. The outcome variable used for this study (extent of incorporation of service learning in the classroom) was not used in the Abes et al. study. The research questions for this study were designed to detect a direct relationship between “support,” “benefits,” “barriers,” and / or “institutional and personal characteristic” variables with the “extent of use of service learning” in community college faculty members’ courses as illustrated by Figure 8.

### Instrumentation

In order to best respond to the research questions, a search for a survey questionnaire instrument began. Survey research was selected as the research methodology for this study because it would provide the data that would then be statistically analyzed in order to examine the relationship among the variables. A review of the literature revealed several instruments designed to evaluate faculty motivation; however, few instruments existed that evaluated deterrents for using service learning in the classroom. Ultimately, research conducted by Abes et al. (2002) seemed relevant because it evaluated both faculty motivators and deterrents. Permission to review and use the Abes, et al. survey was requested and granted (Appendix A). After reviewing the survey used by Abes, Jackson, and Jones (2002), a decision was made to modify their survey resulting in an instrument that would respond directly to the research questions

posed by this study. Modification of the Abes et al. survey instrument proceeded as follows and is summarized in Table 1.

*Table 1. Modification of Survey Instrument*

Step	Methods	Results / Changes
1. Search for existing instrument	a. Conducted review of the literature b. Reviewed and selected a survey instrument	Identified Abes, Jackson, and Jones (2002) survey
2. Initial instrument modification activities	a. Deconstructed survey items b. Created complete sentences from each item following a standard grammar c. Sorted and categorized items	Instrument needed to be shortened and categorized. Theoretical constructs were identified: support, benefits, and barriers.
3. Refining items	a. Eliminated some redundant or not-applicable items b. Revised some unclear items	Reduced initial 89 items to 48.
4. Pilot survey	a. Administered pilot survey to 16 faculty members b. Examined distribution and reliability	Established reliability and variance using SPSS 16.0.
5. Further refinement	a. Changed some items for clarity b. Relocated some items on the survey	Revealed need to add “not applicable” column to scales for some items.
6. Dissertation survey	a. Administered finalized survey	

In order to create a survey centered on theoretical constructs, the instrument created by Abes et al. (2002) was deconstructed. It was stripped of all existing apparatus so that only a list of raw items remained. Initially, a pool of 89 items was identified. An attempt to sort and classify each of the 89 items resulted in the establishment of three broad theoretical constructs:

1. Institutional and Collegial *Support*,
2. Perceived *Benefits*, and
3. *Barriers*.

Redundant items were removed from the pool resulting in 16 items classified as “institutional and collegial support,” 18 items classified as “perceived benefits,” and 15 items classified as “barriers.” Because the original Abes et al. (2002) survey employed a 4-point Likert-style measurement scale, the revised survey uses the same scale.

**Table 2. Definition of Constructs**

Theoretical Construct	Definition
Support for service learning	Providing the materials and assistance needed (by colleagues or administration) so that faculty members can include service learning in their courses.
Benefits of service learning	Promoting or enhancing the well-being of students, the college, faculty members, and / or the community as a result of the use of service learning in the classroom.
Barriers to using service learning	Preventing, limiting, or reducing the use of service learning in the classroom by faculty members.

After the three constructs were identified (see Table 2) and items were sorted according to construct, a common grammar was created in an attempt to make items as readable and consistent as possible. Items were then revised for clarity. Finally, background informational and demographic items were added. Included in the background / demographic section of the survey instrument were items designed to determine extent of use of service learning, extent of service learning training, and various demographic characteristics.

Once all items were written, an instrument was created within Survey Monkey, an online survey hosting company. Survey Monkey was selected because of cost and

efficiency. Survey Monkey's professional service is inexpensive (\$20 / month) compared to using the US Postal Service to mail multiple copies of surveys to the sample population. Survey Monkey is also efficient in that the company manages respondents, emails initial study participation invitations, emails follow-up notices to non-respondents, and compiles the data once it is collected. Once the data is compiled, it can be easily exported for analysis by spreadsheet or statistical package.

Once the survey was created within Survey Monkey, it was again revised for clarity. After the final revision, the survey was pilot tested with a small group of faculty members from a technical college in Georgia. A facsimile of the pilot survey is contained in Appendix B.

Following the pilot study (detailed in the following section), additional changes to the survey instrument were made. Feedback from respondents resulted in the addition of a “not-applicable” option because some items would result in misleading data were the “not-applicable” option not employed. Other feedback resulted in the addition or elimination of a few items. Furthermore, it was decided to include the following text defining service learning on each page of the survey instrument:

“For all items on this survey, the term ‘service learning’ refers to a form of experiential education characterized by ALL of the following:

- ❖ Student participation in an organized service activity;
  - ❖ Participation in service activities connected to specific learning outcomes;
  - ❖ Participation in service activities that meet identified community needs;
- and
- ❖ Structured time for student reflection and connection of the service experience to learning.”

The final survey instrument, a facsimile of which is located in Appendix C, remains centered on the three broad constructs defined in Table 2. As a result of consultation with dissertation committee members, participants in the pilot study, and Mary Prentice and Gail Robinson (two nationally recognized experts about service learning in the community college setting), the following changes were made:

1. Items were revised for clarity.
2. An open-ended question designed to gather supporting qualitative data was added after each construct.
3. Background and demographic sections were moved to the end of the survey.
4. An item was added to determine if the word “service” is contained in the survey respondent’s institution’s mission statement.

The final instrument contains 71 items broken down as follows:

1. 2 introductory items and 3 open ended questions (Table 3);
2. 16 items related to “institutional and collegial support” (Table 4);
3. 18 items related to “perceived benefits” (Table 5);
4. 15 items related to “barriers” (Table 6); and
5. 17 items related to “personal and institutional characteristics” (Table 7).

The three theoretical constructs (support, benefits, barriers) plus personal and institutional characteristics form the predictor variables for the study and “the percentage of faculty use of service learning in the classroom” is the outcome variable.

**Table 3. Introductory Items and Open-Ended Questions**

Item Language
1. Informed consent
2. Have you participated in service learning training at your college?
3. What institutional or collegial support would help you to offer service learning?
4. What other benefits might service learning have?
5. Overall, what is the biggest obstacle you face to using service learning or to using service learning more?

**Table 4. Items Related to Institutional and Collegial Support**

Item Language
1. My president supports the use of service learning in my courses.
2. My chief academic officer supports the use of service learning in my courses.
3. My dean supports the use of service learning in my courses.
4. My department chairperson supports the use of service learning in my courses.
5. Other faculty members in my department support the use of service learning in my courses.
6. A service learning coordinator / director supports the use of service learning in my courses.
7. Faculty members in other departments support the use of service learning in my courses.
8. My community partner(s) support(s) the use of service learning in my courses.
9. Students at my college support the use of service learning.
10. My college provides written training materials to support my use of service learning in my courses.
11. My college provides faculty development opportunities to support my use of service learning in my courses.
12. My college uses a faculty mentoring system to support my use of service learning in my courses.
13. My college provides release time to support my use of service learning in my courses.
14. Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses.
15. My college recognizes the importance of service learning in my college's performance review system to support my use of service learning in my courses.
16. My college provides logistical assistance (e.g. developing community partnerships, locating service sites, training for students, etc.) to support my use of service learning in my courses.

Table 5. *Items Related to Perceived Benefits*

Item Language
<ol style="list-style-type: none"><li>1. Participation in service learning activities increases students' cognitive development.</li><li>2. Participation in service learning activities increases students' understanding of the course material.</li><li>3. Participation in service learning activities increases students' appreciation of diversity.</li><li>4. Participation in service learning activities increases students' personal development.</li><li>5. Participation in service learning activities increases students' moral development.</li><li>6. Participation in service learning activities increases students' sense of civic responsibility.</li><li>7. Participation in service learning activities increases students' understanding of social problems.</li><li>8. Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.).</li><li>9. Service learning improves the quality of life within the community (e.g. town, city, county, campus, etc.).</li><li>10. Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.).</li><li>11. Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger.</li><li>12. Service learning helps improve college-community relationships.</li><li>13. Incorporating service learning into courses allows faculty members to participate in community service.</li><li>14. Incorporating service learning into courses allows faculty members to support the community service efforts of others.</li><li>15. Incorporating service learning into courses revitalizes teaching.</li><li>16. Incorporating service learning into courses improves teaching.</li><li>17. Incorporating service learning into courses can advance a faculty member's research agenda.</li><li>18. Incorporating service learning into courses contributes to the college's mission.</li></ol>

Table 6. *Items Related to Barriers*

Item Language
<ol style="list-style-type: none"><li>1. Courses that include service learning activities are more time-intensive than those that do not.</li><li>2. Courses that include service learning activities interfere with my other professional responsibilities.</li><li>3. Coordinating service learning activities is difficult for instructors.</li><li>4. Locating service sites for courses that include service learning activities is</li></ol>

Item Language
difficult.
5. Securing funding for developing the service learning activity in my course(s) is difficult.
6. My college does not encourage the use of service learning in my courses.
7. Service learning is not relevant to many courses.
8. Service learning is not academically rigorous.
9. Service learning is not relevant to the courses I teach.
10. I am not interested in modifying existing courses to include a service learning component.
11. I do not feel confident in my ability to use service learning effectively.
12. Using service learning in my courses will take away from teaching critical content.
13. I anticipate having (or have had) difficulty establishing community partnerships.
14. I anticipate having (or have had) difficulty securing funding for service learning activities in my courses.
15. Community service is not important to me personally.

Table 7. *Items Related to Institutional and Personal Characteristics*

Item Language
1. Which of the following service learning training sessions did you attend?
2. How beneficial were the following service learning workshops to you?
3. For how many years have you used service learning in your classroom?
4. Of the last course sections that you taught, in how many did you incorporate service learning?
5. Have you used service learning in your courses in the past?
6. Do you use service learning in your courses presently?
7. Is "service" contained in your college's mission statement?
8. Why are you not using service learning in your courses presently?
9. Will you use service learning in your courses in the future?
10. Why won't you use service learning in your courses in the future?
11. Why are you not sure if you'll use service learning in your classes in the future.
12. What is your academic discipline?
13. For how many years have you taught at the college level?
14. Which of the following best characterizes your faculty classification?
15. In what year were you born?
16. What is your gender?
17. What is your race and / or ethnicity?

## Pilot Study

Generally, there are two broad purposes for the pilot study: first, to determine if data collection procedures worked and second, to determine if the instrument performed well. Faculty members from a Georgia technical college (Georgia's technical colleges grant certificates, diplomas, and associate degrees) were selected for the pilot study because recent service learning training had been conducted at that college and because one of the campus deans agreed to allow for the pilot study.

### *Procedures*

The following procedures were used to collect data for the pilot study:

1. The Dean of Instruction provided a list of 16 faculty members who had recently attended a service learning faculty development workshop.
2. The researcher prepared an invitational email that included general consent information, a project description, and a link to the online survey.
3. The researcher sent the invitational email to 16 faculty members.
4. Participants entered the Survey Monkey site and completed the human subjects implied consent form. (Appendix D)
5. Because 13 out of 16 faculty members participated in the survey within a week's time, no reminder emails were sent.

### *Summary of Results of Pilot Study*

A total of 13 out of 16 possible faculty members completed the online survey, resulting in a response rate of 81.25%. The higher-than-expected response rate may be due in part to the relationship between the researcher and the respondents. The researcher frequently works with the respondents and maintains a friendly yet professional relationship with them.

Two preliminary tests of the data were completed: (1) test of reliability and (2) test of variance. Regarding reliability, methodologists generally indicate that a Cronbach's alpha score ( $\alpha$ ) above .60 demonstrates reliability within a variable. For "support," the reliability coefficient was  $\alpha = .930$ . For "benefits," the reliability coefficient was  $\alpha = .978$ . For "barriers," the reliability coefficient was  $\alpha = .892$ . Analysis of these statistics indicates that support, benefits, and barriers were reliable variables. Further analysis of frequency distributions indicated variance for all items.

### Data Collection

#### *Population and Sample*

The sample for this study was an affiliated group. Participants for this study were faculty from American Association of Community Colleges (AACC) funded *Horizons* colleges (Community Colleges Broadening Horizons through Service Learning grantees) who have participated in one or more service learning training sessions or faculty from a college that while not an AACC funded *Horizons* college, still received benefit of AACC training tangentially (i.e. non-*Horizons* colleges often attend workshops / seminars sponsored by *Horizons* colleges or *Horizons* project personnel begin work at a new college and train that college's faculty members and staff). This affiliated group was selected because all participants were exposed to the same treatment—service learning training.

Over the course of three years, AACC provides training and technical assistance for grantee (mentee) colleges in the form of intensive group training for representatives from each college in Washington, DC, and Scottsdale, Arizona as well as several site visits / training workshops at each individual college. At a minimum, faculty members

at each mentee college are invited to an introduction to service learning workshop (Service Learning 101) and a civic responsibility training workshop. AACC also funds regional service learning mini-conferences open to colleges not necessarily affiliated with the *Horizons* project.

As of May 2009, AACC has funded service learning training at 54 community colleges, with 12 colleges receiving more than one grant. The colleges selected by AACC for service learning funding were a diverse mix of small rural and large urban community colleges from throughout the United States and are, therefore, representative of American community colleges. The 54 colleges represent 18 states from all regions of the country. Study participants were recruited via AACC's service learning email distribution system. Permission to use this system was obtained from AACC (see Appendix E).

### *Community Colleges*

American community colleges are an important part of the postsecondary educational system. According to the AACC (American Association of Community Colleges, 2008), "Community colleges serve almost half of the undergraduate students in the United States, providing open access to postsecondary education, preparing students for transfer to 4-year institutions, providing workforce development and skills training" (p. 1). Furthermore, AACC stated that as of January 2008, there were 1,195 community colleges in the United States (AACC, 2009, Number and Type of Colleges section, ¶ 1) serving 11.5 million students (AACC, 2009, Enrollment section, ¶ 1) with an average age of 29 years (AACC, 2009, Demographics section, ¶ 1).

### *Respondents*

On April 28, 2009, Survey Monkey emailed an invitation to participate (Appendix F) to 235 community college faculty members across the United States. Five emails were returned as non-deliverable (dead letters). By Friday morning of the first week (May 1, 2009), 30% of surveys had been completed. Friday (May 1, 2009) afternoon, Survey Monkey sent a follow-up reminder email (Appendix G) to all non-respondents. By Thursday of the following week (May 7, 2009), 55% of surveys had been completed.

On that Thursday afternoon (May 7, 2009), Survey Monkey sent the final email request for survey participation (Appendix H), informing non-respondents that the survey would be closed at 5:00 p.m. (EST) the following day (May 8, 2009). At 5 p.m. (EST) on May 8, 2009, a total of 142 surveys had been completed, resulting in a response rate of 60.4% (61.7% adjusted response rate [number of responses / total surveys sent – dead letters]).

Respondents ranged in age from 30 to 69 years, with a mean age of 49.10 (median = 50; mode = 43). The respondents were 65.7% female and 34.3% male, with the majority being Caucasian (83.7%). The number of years teaching ranged from 1 year to 36 years, with a mean of 12.51 (median = 11; mode = 10) years of teaching experience. The majority of respondents were full-time teaching faculty (73.9%), and a majority of respondents taught in the humanities (35.5%). A complete summary of the personal characteristics of the respondents completing the survey instrument is provided in Table 8.

Table 8. *Personal Characteristics of Study Respondents (n=142)*

Variable	Value			
Age in Years (n=137)	<i>M</i> =	49.10	<i>SD</i> =	9.33
Gender (n=140)				
Female	<i>n</i> =	92	65.7	%
Male	<i>n</i> =	48	34.3	%
Race (n=135)				
Caucasian	<i>n</i> =	113	83.7	%
Multi-Racial / Multi-Ethnic	<i>n</i> =	6	4.4	%
Hispanic / Latino / Latina	<i>n</i> =	5	3.7	%
African American / Afro American	<i>n</i> =	4	3.0	%
Native American	<i>n</i> =	4	3.0	%
Asian	<i>n</i> =	3	2.2	%
Years of Teaching Experience (n=140)	<i>M</i> =	12.51	<i>SD</i> =	7.37
Faculty Classification (n=142)				
Full-time teaching faculty	<i>n</i> =	105	73.9	%
Part-time teaching faculty	<i>n</i> =	14	9.9	%
Full-time teaching faculty with administrative duties	<i>n</i> =	12	8.5	%
Adjunct	<i>n</i> =	11	7.7	%
Academic Discipline (n=141)				
Humanities	<i>n</i> =	50	35.5	%
Social & Behavioral Sciences	<i>n</i> =	26	18.4	%
Business	<i>n</i> =	15	10.6	%
Health Professions	<i>n</i> =	15	10.6	%

Variable		Value		
Education	<i>n</i> =	14	9.9	%
Occupational Education	<i>n</i> =	13	9.2	%
Science, Technology, Engineering, & Mathematics	<i>n</i> =	8	5.6	%

### Data Preparation

The collected responses from the 142 surveys were exported from Survey Monkey into an Excel spreadsheet for data cleansing. The data set was examined for unusable data. This examination revealed a number of responses of 0. For the three theoretical constructs, a score of 0 meant “not-applicable.” Scores of 0 were recoded as “system-missing” so as to not artificially reduce the means. Upon careful reflection, further use of the “not-applicable” category will be kept to a strict minimum as many cases in the present study were eliminated from analysis due to an incomplete data set resulting from the recoding of 0 scores as system-missing.

The data were imported into SPSS 16.0. Variables were assigned shortened names, created in such a way so as to allow for ease of sorting and identification. Variable labels were clarified / altered to allow for ease of sorting and identification. Next, descriptive values were assigned to numerical data (i.e. 1=yes; 2=no), and measures were classified as “scale,” “ordinal,” or “nominal.”

The next step was to standardize the data entries for fill-in-the-blank questions (age, academic discipline, gender, faculty classification, and race). For “age,” year of birth was requested. A new variable, “age” was created and calculated by subtracting the year of birth from the current year (2009). Results of “academic discipline,” “faculty

classification,” “gender,” and “race” were categorized and assigned a numerical value. The resulting numerical data was then assigned a descriptive value (i.e. 1=Caucasian, 2=African American, etc.) for ease of data analysis.

Three scales were created to capture a total score for the items within each of the theoretical constructs: support, benefits, and barriers. These three scales became the predictor variables for the study. An additional scale was created from the item “Of the last ten course sections that you taught, in how many did you incorporate a service learning component?” The resulting scale indicated the percentage of courses taught that a faculty member used service learning in his or her classroom. This scale became the outcome variable for the study.

Using SPSS 16.0, the frequency, mean, and standard deviation for each item on the survey instrument was calculated to examine variance. Variance existed for each item on the survey; however, in several instances means were restricted. Histograms were examined for the predictor variables (Figure 9, Figure 10, and Figure 11). Next, Cronbach’s alpha ( $\alpha$ ) was calculated to evaluate reliability. Reliability coefficients were high indicating that the survey instrument was reliable (support,  $\alpha = .905$ ; benefits,  $\alpha = .965$ ; barriers,  $\alpha = .906$ ). Table 9 contains the complete distribution and reliability of key measures.

The final analysis in data preparation was to determine the intercorrelation among the three theoretical construct scales. The correlation coefficient between every scale was significant at the level of .01. Table 10 presents the findings.

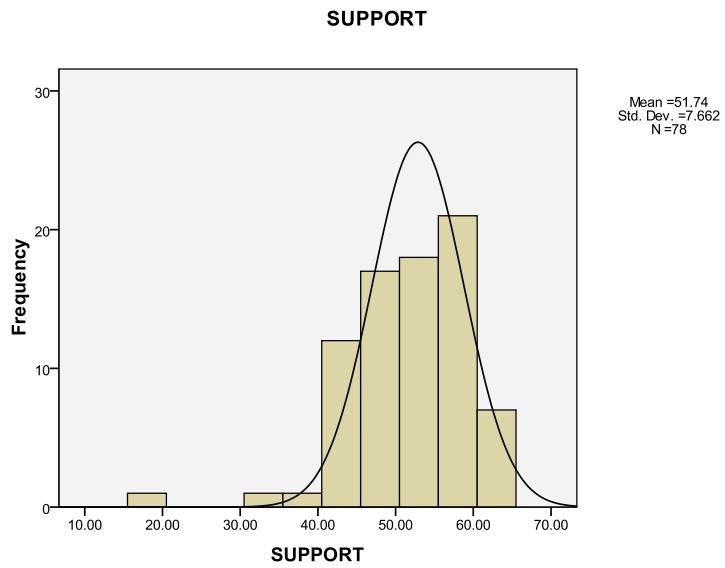


Figure 9. *Distribution of Institutional and Collegial Support*

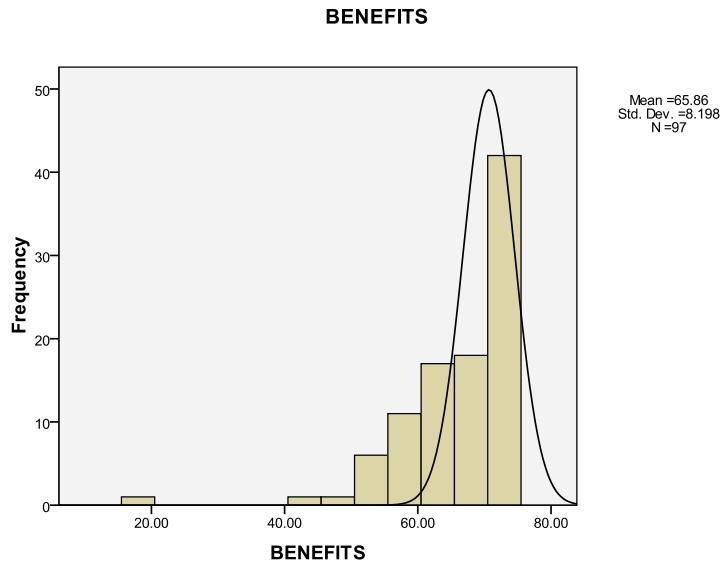


Figure 10. *Distribution of Perceived Benefits*

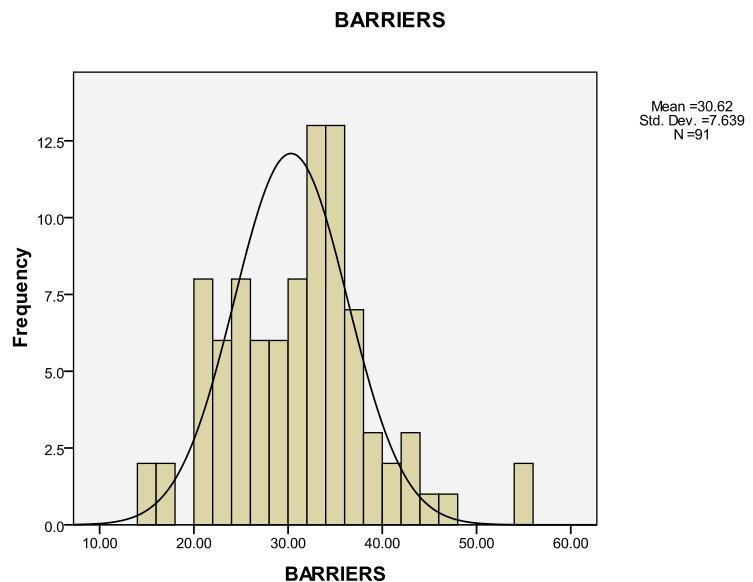


Figure 11. *Distribution of Barriers*

Table 9. *Distribution and Reliability of Key Measures*

Scale	# of Items	N	M	SD	Mean Item Mean	$\alpha$
Support	16	78	51.74	7.662	3.234	.905
Benefits	18	97	65.86	8.198	3.659	.965
Barriers	15	91	30.62	7.639	2.041	.906

Table 10. *Intercorrelations among Construct Scales*

	Support	Benefits	Barriers
Support	1	.556**	-.374**
Benefits	.556**	1	-.404**
Barriers	-.374**	-.404**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

## Data Analysis

Data analysis was conducted using SPSS 16.0 and SPSS 17.0. Appropriate statistical analyses were selected to answer the five research questions. In addition to descriptive statistics, the analysis relied on a variety of statistical procedures including simple regression, independent sample *t*-Test, and ANOVA.

Several open-ended questions were asked. Responses to open-ended questions were analyzed using a quantitative-qualitative analysis. Responses were categorized according to theme and a frequency table was created to report the results.

Research question #1 (What factors serve as support to faculty members' use of service learning in their teaching?) was addressed by listing the rank order of the 16 institutional and collegial support items. The mean of each item was calculated and ranked in order from highest to lowest. Furthermore, all three predictor variables were ranked together to indicate which had the highest mean (Appendix I).

Research question #2 (What are the perceived benefits of service learning to faculty members?) was addressed by listing the rank order of the 18 benefit items. The mean of each item was calculated and ranked in order from highest to lowest. Furthermore, all three predictor variables were ranked together to indicate which had the highest mean (Appendix I).

Research question #3 (What factors serve as barriers to faculty members' use of service learning in their teaching?) was addressed by listing the rank order of the 15 barrier items. The mean of each item was calculated and ranked in order from highest to lowest. Furthermore, all three predictor variables were ranked together to indicate which had the highest mean (Appendix I).

Research question #4 (To what extent do these three variables [support, benefits, barriers] explain faculty members' use of service learning in their teaching?) was designed to determine how the predictor variables independently influence "the extent of use of service learning in the classroom." To answer research question #4, a series of three bivariate simple regression analyses was employed to determine the predictive power of the individual variables on the outcome variable.

Research question #5 (To what extent do institutional and personal characteristics explain faculty members' use of service learning in their teaching?) was designed to determine how the predictor variables independently influence "the extent of use of service learning in the classroom." To answer research question #5, a series of bivariate analyses was employed to determine the predictive power of the individual variables on the outcome variable. Specifically, simple regression was used for the interval variables "age" and "number of years teaching," *t*-Test was used for the dichotomous variables "gender" and "Is 'service' part of the mission statement?" and ANOVA was used for the categorical variables "race," "faculty classification," and "academic discipline."

### Limitations

Generalizations of the results of this study should be made with caution. There are three limitations relevant to this study:

1. Because of the addition of the "not-applicable" choice to the survey instrument, a large percentage of otherwise completed surveys were excluded from certain analyses because of "system-missing" values.

2. Although the respondents represent a sample of community college faculty from around the United States, the findings are not necessarily generalizable to the American community college faculty as a whole because the respondents came from an affiliated sample; specifically, respondents belong to a special class of faculty: those who have been voluntarily exposed to service learning training. Findings which would be astounding to a random sample of community college faculty are less so given the sample used.
3. Significant findings explain only a moderate percentage of the observed variance. Other factors should be examined.

## CHAPTER IV

### FINDINGS

The purpose of this study was to understand the factors that explain community college faculty members' use of service learning in their courses. This chapter presents the results of the statistical analysis that specifically addresses the following five research questions:

1. What factors serve as support to faculty members' use of service learning in their teaching?
2. What are the perceived benefits of service learning to faculty members?
3. What factors serve as barriers to faculty members' use of service learning in their teaching?
4. To what extent do these three variables (support, benefits, barriers) explain faculty members' use of service learning in their teaching?
5. To what extent do institutional and personal characteristics explain faculty members' use of service learning in their teaching?

#### Findings Related to Research Question #1

The first research question asked, "What factors serve as support to faculty members' use of service learning in their teaching?" The 16 institutional and collegial support items used were measured on a 4-point Likert-style scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The frequency table for each item is located in

Appendix J. Table 11 depicts the means and rank of the 16 institutional and collegial support items from the survey instrument.

Overall, with one exception, the means are comparatively high and fall above the theoretical mid-point (2.5) of the scale, and the range is somewhat restricted. The item means ranged from 2.03 to 3.68. These findings are expected considering that the sample population consisted of faculty members who were voluntarily exposed to some form of service learning training.

*Table 11. Rank Order of Items Related to Institutional and Collegial Support*

Rank	Item	Item Language	M	SD
1	3h	My community partner(s) support(s) the use of service learning in my courses.	3.68	.515
2	3f	A service learning coordinator / director supports the use of service learning in my courses.	3.66	.686
3	3c	My dean supports the use of service learning in my courses.	3.61	.561
4	3d	My department chairperson supports the use of service learning in my courses.	3.59	.634
5	3b	My chief academic officer supports the use of service learning in my courses.	3.56	.572
6	3a	My president supports the use of service learning in my courses.	3.52	.545
7	3e	Other faculty members in my department support the use of service learning in my courses.	3.46	.621
8	3g	Faculty members in other departments support the use of service learning in my courses.	3.33	.607
9	3k	My college provides faculty development opportunities to support my use of service learning in my courses.	3.29	.794
10	3j	My college provides written training materials to support my use of service learning in my courses.	3.26	.743
11	3i	Students at my college support the use of service learning.	3.25	.641
12	3p	My college provides logistical assistance (e.g. developing community partnerships, locating service sites, training for students, etc.) to support my use of service learning in my courses.	3.22	.565
13	3o	My college recognizes the importance of service	3.08	.884

Rank	Item	Item Language	<i>M</i>	<i>SD</i>
		learning in my college's performance review system to support my use of service learning in my courses.		
14	3l	My college uses a faculty mentoring system to support my use of service learning in my courses.	2.80	.899
15	3n	Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses.	2.63	.938
16	3m	My college provides release time to support my use of service learning in my courses.	2.03	.914

The eight highest ranked institutional and collegial support items include support from key personnel internal and external to the college, specifically,

1. “My community partner” ( $M=3.68$ ),
2. “A service learning coordinator / director” ( $M=3.66$ ),
3. “My dean” ( $M=3.61$ ),
4. “My department chairperson” ( $M=3.59$ ),
5. “My chief academic officer” ( $M=3.56$ ),
6. “My president” ( $M=3.52$ ),
7. “Faculty members in my department” ( $M=3.46$ ), and
8. “Faculty members in other departments” ( $M=3.33$ ).

The five lowest ranked institutional and collegial support items include tangible programmatic support items, all of which are resource items beyond individual effort, specifically,

1. “Release time” ( $M=2.03$ ),
2. “Faculty driven activities (e.g. brown bag lunches, etc.)” ( $M=2.63$ ),
3. “Faculty mentoring system” ( $M=2.80$ ),
4. “Performance review system” ( $M=3.08$ ), and
5. “Logistical assistance” ( $M=3.22$ ).

## Findings Related to Research Question #2

The second research question asked, “What are the perceived benefits of service learning to faculty members?” The 18 perceived benefits items were measured on a 4-point Likert-style scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The frequency table for each item is located in Appendix J. Table 12 depicts the means and rank of the 18 perceived benefit items from the survey instrument.

Overall, the means are quite high. All 18 items fall well above the theoretical mid-point (2.5) of the scale, and the range is quite restricted with item means ranging from 3.24 to 3.77. Again, these findings are expected considering the sample population was composed of faculty members who were voluntarily exposed to some form of service learning training.

*Table 12. Rank Order of Items Related to Perceived Benefits*

Rank	Item	Item Language	M	SD
1	5d	Participation in service learning activities increases students' personal development.	3.77	.486
2.5	5r	Incorporating service learning into courses contributes to the college's mission.	3.72	.568
2.5	5h	Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.).	3.72	.512
3.3	5l	Service learning helps improve college-community relationships.	3.71	.528
3.3	5g	Participation in service learning activities increases students' understanding of social problems.	3.71	.516
3.3	5f	Participation in service learning activities increases students' sense of civic responsibility.	3.71	.513
4	5c	Participation in service learning activities increases students' appreciation of diversity.	3.68	.528
5	5j	Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.).	3.65	.549
6.5	5e	Participation in service learning activities increases students' moral development.	3.60	.589
6.5	5i	Service learning improves the quality of life within the community (e.g. town, city, county, campus,	3.60	.559

Rank	Item	Item Language	M	SD
		etc.).		
7	5n	Incorporating service learning into courses allows faculty members to support the community service efforts of others.	3.59	.600
8.5	5a	Participation in service learning activities increases students' cognitive development.	3.56	.637
8.5	5b	Participation in service learning activities increases students' understanding of the course material.	3.56	.528
9.5	5k	Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger.	3.55	.655
9.5	5o	Incorporating service learning into courses revitalizes teaching.	3.55	.591
10	5m	Incorporating service learning into courses allows faculty members to participate in community service.	3.49	.663
11	5p	Incorporating service learning into courses improves teaching.	3.44	.714
12	5q	Incorporating service learning into courses can advance a faculty member's research agenda.	3.24	.797

Even though the range of means is limited, enough variation exists to categorize those benefits that fall to the high and low end of the range. The eight highest ranked perceived benefit items include those that benefit the school, community, and the student, specifically,

1. “Increases students’ personal development” ( $M=3.77$ ),
2. “Contributes to the college’s mission” ( $M=3.72$ ),
3. “Provides useful service within the community” ( $M=3.72$ ),
4. “Helps improve college-community relationships” ( $M=3.71$ ),
5. “Increases students’ understanding of social problems” ( $M=3.71$ ),
6. “Increases students’ sense of civic responsibility” ( $M=3.71$ ),
7. “Increases students’ appreciation of diversity” ( $M=3.68$ ), and
8. “Has a positive impact on communities” ( $M=3.65$ ).

The four lowest ranked perceived benefit items include those items related directly to the faculty member, specifically,

1. “Can advance a faculty member’s research agenda” ( $M=3.24$ ),
2. “Improves teaching” ( $M=3.44$ ),
3. “Allows faculty members to participate in community service” ( $M=3.49$ ), and
4. “Revitalizes teaching” ( $M=3.55$ ).

### Findings Related to Research Question #3

The third research question asked, “What factors serve as barriers to faculty members’ use of service learning in their teaching?” The 15 barrier items were measured on a 4-point Likert-style scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The frequency table of each item is located in Appendix J. Table 13 depicts the means and rank of the 15 barrier items from the survey instrument.

Overall, the means and range are quite varied, with item means ranging from 1.33 to 3.04. Three items fall above the theoretical mid-point of the scale (2.5) with the remainder widely distributed below it. Once again, these findings are not surprising considering the sample population was composed of faculty members who were voluntarily exposed to some form of service learning training.

Table 13. *Rank Order Listing of Items Related to Barriers*

Rank	Item	Item Language	<i>M</i>	<i>SD</i>
1	7a	Courses that include service learning activities are more time-intensive than those that do not.	3.04	.817
2	7e	Securing funding for developing the service learning activity in my course(s) is difficult.	2.83	.948
3	7c	Coordinating service learning activities is difficult for instructors.	2.64	.787
4	7n	I anticipate having (or have had) difficulty securing	2.46	1.03

Rank	Item	Item Language	M	SD
5	7d	funding for service learning activities in my courses. Locating service sites for courses that include service learning activities is difficult.	2.38	.752
6	7b	Courses that include service learning activities interfere with my other professional responsibilities.	2.25	.774
7	7m	I anticipate having (or have had) difficulty establishing community partnerships.	1.97	.831
8	7h	Service learning is not academically rigorous.	1.71	.747
9	7l	Using service learning in my courses will take away from teaching critical content.	1.70	.732
10	7k	I do not feel confident in my ability to use service learning effectively.	1.68	.749
11	7j	I am not interested in modifying existing courses to include a service learning component.	1.64	.672
12	7f	My college does not encourage the use of service learning in my courses.	1.63	.639
13	7g	Service learning is not relevant to many courses.	1.60	.621
14	7i	Service learning is not relevant to the courses I teach.	1.54	.660
15	7o	Community service is not important to me personally.	1.33	.615

The five highest ranked barrier items include those items that deal with resources, specifically,

1. “Courses that include service learning activities are more time intensive than those that do not,” ( $M=3.04$ ),
2. “Securing funding for developing the service learning activity in my course(s) is difficult” ( $M=2.83$ ),
3. “Coordinating service learning activities is difficult for instructors” ( $M=2.64$ ),
4. “I anticipate having (or have had) difficulty securing funding for service learning activities in my courses” ( $M=2.46$ ), and
5. “Locating service sites for service learning activities is difficult” ( $M=2.38$ ).

The five lowest ranked barrier items include those items that deal with attitudes, specifically,

1. “Community service is not important to me personally” ( $M=1.33$ ),
2. “Service learning is not relative to the courses I teach” ( $M=1.54$ ),
3. “Service learning is not relative to many courses” ( $M=1.60$ ),
4. “My college does not encourage the use of service learning in my courses” ( $M=1.63$ ),
5. “I am not interested in modifying existing courses to include a service learning component” ( $M=1.64$ ).

#### Findings Related to Research Question #4

The fourth research question asked, “To what extent do these three variables (perceived support, benefits, barriers) explain faculty members’ use of service learning in their teaching?” Three separate simple regression analyses were performed to determine the bivariate relationship between the predictor variables and the extent to which faculty members use service learning in their courses (outcome variable). The results of these three regression analyses are presented in Table 14.

Table 14. *Results of Simple Regression Analyses* <sup>a</sup>

Predictor	<i>n</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>p</i>
Support	78	.151	.023	.195
Benefits	97	.176	.031	.092
Barriers	91	-.368	.135	.000

a. Outcome Variable: Percent use of service learning [derived from survey item 12]

The first simple regression analysis examined to what extent institutional and collegial support for service learning (predictor variable) explains faculty members' use of service learning in their courses (outcome variable) and resulted in non-significant findings. The second regression analysis examined to what extent perceived benefits of service learning (predictor variable) explains faculty members' use of service learning in their courses (dependent variable) and also resulted in non-significant findings. The third simple regression analysis examined to what extent barriers (predictor variable) explain faculty members' use of service learning in their courses (outcome variable) and resulted in significant findings.

After identifying the one significant correlation (barriers), the coefficient of determination ( $r^2$ ) was obtained by squaring the correlation coefficient ( $r$ ) to determine the proportion of variance in the outcome variable explained by the predictor variable. As can be seen in Table 14, the coefficient of determination ( $r^2$ ) was .135, which indicates that if the level of barriers is known, 13.5% of the observed variance in the use of service learning in the classroom (outcome variable) can be explained, and because the correlation coefficient ( $r$ ) is negative, the level of barriers has a moderate negative correlation with the level of use of service learning in the classroom.

#### Findings Related to Research Question #5

The fifth research question asked, "To what extent do the institutional and personal characteristics explain faculty members' use of service learning in their teaching?" To determine the relationship between faculty members' use of service learning and a series of predictor variables, different analyses were used depending on the level of measurement of the predictor variable (Table 15).

**Table 15. Type of Statistical Analysis Performed**

Predictor Variable	Level of Measurement	Analysis
Age Years of Teaching Experience	Interval	Simple Regression
Gender Is “service” in mission statement?	Dichotomous	Independent Sample <i>t</i> -Test
Race Academic Discipline Faculty Classification	Categorical	ANOVA

To determine the relationship between the faculty members’ use of service learning (outcome variable) and the interval variables (“age” and “years of teaching experience”), simple regression analyses were conducted. To determine the relationship between the outcome variable and the dichotomous variables (“gender” and “Is service in the college’s mission statement?”), independent sample *t*-tests were performed. To determine the relationship between the outcome variable and the categorical variables (“race,” “academic discipline,” and “faculty classification”), ANOVA were conducted.

Of the analyses conducted, only “years of teaching experience” proved significant, indicating that for this particular sample, the longer a faculty member has taught the more likely that faculty member is to use service learning in the classroom. As can be noted in Table 16, the coefficient of determination ( $r^2$ ) for “years of teaching experience” was .062, which indicates that the predictor variable “years of teaching experience” explains 6.2% of the observed variance in the outcome variable. Complete results from the analysis of the interval variables are located in Table 16, dichotomous variables in Table 17, and categorical variables in Table 18.

Table 16. *Results of Analysis of Interval Predictor Variables*<sup>a</sup>

Predictor	r	r <sup>2</sup>	Df	F	p
Years of Teaching Experience <sup>b</sup>	.248	.062	1	8.679	.004
Age	.121	.015	1	1.922	.168

a. Outcome Variable: Percent use of service learning [derived from survey item 12]

b. For how many years have you taught at the college level?

Table 17. *Results of t-Test Analyses for Dichotomous Predictor Variables*<sup>a</sup>

Predictor	Group	n	M	SD	t	df	P
Service in Mission Statement <sup>b</sup>		132			1.855	130	.066
	Yes (1)	103	51.26	35.16			
	No (2)	29	37.59	34.71			
Gender <sup>c</sup>		140			-1.913	132	.058
	Male (1)	48	40.00	36.3 3			
	Female (2)	92	52.16	34.19			

a. Outcome Variable: Percent use of service learning [derived from survey item 12]

Table 18. *Results of ANOVA for Categorical Predictor Variables*<sup>a</sup>

Predictor	n	M	SD	df	F	p
Academic Discipline	Group	135		6	.576	.749
	Education	13	56.92	36.14		
	Social & Behavioral Sciences	25	55.60	36.41		
	Science, Technology, Engineering, & Math	8	50.00	38.54		
	Humanities	48	45.42	34.02		
	Allied Health	15	44.00	28.23		
	Occupational Education	12	40.83	45.01		
	Business	14	40.71	36.90		
Faculty Classification	Group	135		3	2.16	.096
	Full-time teaching faculty	12	71.67	32.43		

Predictor		<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
	member with some teaching duties						
	Adjunct faculty member	10	49.00	32.47			
	Part-time teaching faculty member	14	47.86	34.23			
	Full-time teaching faculty member	99	44.55	35.52			
Race / Ethnicity	Group	130			5	.376	.864
	Caucasian	109	47.61	35.22			
	African American / Afro American	3	40.00	40.00			
	Asian	3	66.67	49.33			
	Hispanic / Latino / Latina	5	62.00	30.33			
	Multi-Racial / Multi-Ethnic	6	51.67	39.20			
	Native American	4	42.50	41.93			

a. Outcome Variable: Percent use of service learning [derived from survey item 12]

### Ancillary Findings

This section describes findings ancillary to the main study. Findings provided below do not directly respond to this study's research questions. Two items were designed to record data regarding service learning training received by study participants. Five items included on the survey instrument were designed to gather information about participants' use of service learning. Several open-ended questions were asked regarding barriers, benefits, support, and patterns of use of service learning. The findings are presented below.

#### *Service Learning Training*

A frequency analysis of the percentages of faculty who attended service learning workshops is presented in Table 19. The analysis reveals that 70% of respondents attended an introduction to service learning workshop and 36% or less attended the

other three workshops. Descriptive statistics for the item that asked faculty to rate how beneficial a given workshop was are provided in Table 20. Overall, the means are quite high and the range is restricted. For the five workshops, means were well above the theoretical mid-point of the scale (2.5) with means ranging from 3.08 to 3.38 on a 4-point Likert-style scale (1=not beneficial, 2=somewhat beneficial, 3=quite beneficial, and 4=very beneficial).

*Table 19. Percentage of Faculty Who Attended Workshops*

Workshop	% Attended	% Did Not Attend
Introduction to Service Learning	70	30
Civic Responsibility Workshop	32	68
Reflection Workshop	36	64
Syllabus Development Workshop	33	67
Community Partner Development Workshop	34	66

*Table 20. Descriptive Statistics for Perceived Helpfulness of Workshops*

Workshop	Mean	SD	Minimum	Maximum
Reflection	3.38	.740	2	4
Civic Responsibility	3.23	.813	2	4
Syllabus Development	3.12	.807	1	4
Community Partner Development	3.09	.952	1	4
Introduction to Service Learning	3.08	.769	1	4

### *Faculty Use of Service Learning*

Five items were designed to record data regarding participants' use of service learning. The item "Of the last ten course sections that you taught, in how many did you incorporate a service learning component?" serves as the outcome variable for this study. Statistics for all five variables are presented in Table 21, and a cross-tabulation of the findings for two variables (Have you used service learning in the past? and Are you using service learning now?) is presented in Figure 12. This analysis reveals that 65% of survey respondents have used service learning in the past and continue to use service learning presently and 6% have not used service learning in the past but are using service learning presently while 29% of survey respondents either are non-users or discontinuing users.

*Table 21. Frequencies for Use of Service Learning*

Item	n	Value	
Have you used service learning in your courses in the past?	141	Yes=113 (80%)	No=28 (20%)
Do you use service learning in your courses presently?	141	Yes=100 (71%)	No=41 (29%)
Will you use service learning in your courses in the future?	142	Yes=121 (85%)	No=21 (15%)
Of the last ten course sections that you taught, in how many did you incorporate a service learning component? (Converted into percent)	135	$M=48$	$SD=35$
For how many years have you used service learning in your classroom?	139	$M=4.74$	$SD=4.336$

		Do you use service learning in your courses presently?	
	YES	YES	NO
		<i>n=91 % = 65</i>	<i>n=21 % = 15</i>
Have you used service learning in your courses in the past?	NO	<i>n=9 % = 6.43</i>	<i>n=19 % = 13.57</i>

Figure 12. *Contingency Table for Past and Present Use of Service Learning*

### *Open-Ended Questions*

Study participants were asked to respond to the following open-ended questions:

1. “What additional institutional or collegial support would help you to offer service learning?”
2. “What other benefits might service learning have?”
3. “Overall, what is the biggest obstacle you face to using service learning or to using service learning more?”
4. “Why are you not using service learning in your courses presently?” [Note: This item is logic based; it was only presented if a participant stated that he or she was not presently using service learning in the classroom.]
5. “Why are you not sure if you’ll use service learning in your courses in the future?” [Note: This item is logic based; it was only presented if a participant stated that he or she did not know if service learning will be used in the future.]

A table containing the complete, un-edited responses to the open-ended items appears in Appendix K. Table 22 contains a complete list of major themes identified

from the open-ended items. Results from the analyses of the open-ended items are consistent with results from the quantitative analyses.

Faculty members indicated that the support items that would most help them offer service learning include release time (24.07%), training (20.37%), and logistical support (20.37%). Faculty members indicated that student development is the greatest benefit of service learning (75%). The category “student development” is made up of the following sub-categories: personal development (36.36%), cognitive development (30.30%), career development / exploration (21.21%), and civic engagement (12.12%). Faculty members indicated that the factors that deter use of service learning in the classroom include time (43.48%), student apathy (18.84%), budget (11.59%), and training (10.14%). The top two reasons given by faculty members who are not presently using service learning in the classroom are “I don’t know how to use service learning” (32.35%) and “Service learning projects take too much time to develop” (23.53%). The top two reasons given by faculty members who said they are not sure if they will use service learning in the future are “I do not know how to use service learning” (35.71%) and “Service learning activities take too much time to develop” (28.5%).

**Table 22. Content Analysis of Open-Ended Survey Items**

Item	Theme	n	Percent
What additional institutional or collegial support would help you to offer service learning?	Release time	13	30.23
	Logistical Assistance	11	25.58
	Service Learning Coordinator	6	13.95
	Funding	5	11.62
	Student Development	4	9.30
	Faculty Recognition	2	4.65
	Administrative Support	1	2.33
	Advisory Committee	1	2.33
What other benefits might service learning have?	Student Development	33	75.00
	Faculty Development	4	9.09

Item	Theme	n	Percent
	Community Development	4	9.09
	Student Retention	3	6.82
Overall, what is the biggest obstacle you face to using service learning or to using service learning more?	Time	30	43.48
	Student Apathy	13	18.48
	Funding	8	11.59
	Faculty Training	7	10.14
	Community Partner Issues	4	5.80
	Red Tape	4	5.80
	Lack of Administrative Support	2	2.90
	Faculty Reward System	1	1.45
Why are you not using service learning in your courses presently?	Lack of sufficient training	11	32.25
	Takes too much time	8	23.53
	I'm not teaching this term	7	20.59
	No logistical assistance	6	17.65
	No faculty reward system	1	2.94
	Student Apathy	1	2.94
Why are you not sure is you'll use service learning in your courses in the future?	Lack of sufficient training (Don't know how to start / Need more info)	5	35.71
	Takes too much time	4	28.57
	Lack of support	4	28.57
	May not be teaching	1	7.14

### Summary

This chapter presented the findings related to the five research questions related to this study plus ancillary findings. In summary, the major findings of the research follow:

1. The eight highest ranked institutional and collegial support items include support from key personnel internal and external to the college. The five lowest ranked institutional and collegial support items include tangible programmatic support items.

2. The eight highest ranked benefit items include those that benefit the school, the community, and the student. The four lowest benefit items include those items related directly to the faculty member.
3. The five highest barrier items include those items that deal with resources. The five lowest ranked barrier items include those items that deal with attitudes.
4. Barriers can be used to explain 13.5% of the observed variance in percent use of service learning.
5. “Years of teaching experience” can be used to explain 6.2% of the observed variance in percent use of service learning.
6. 71% of survey respondents are using service learning in their classroom presently.
7. The themes that appeared repeatedly for barrier-related open-ended items include time, student apathy, lack of funding, and lack of sufficient training.

## CHAPTER V

### INTERPRETATION OF FINDINGS

This chapter interprets the findings presented in Chapter IV and is divided into four major sections: (1) summary of the findings, (2) implications for practice, (3) limitations and recommendations for future research, and (4) conclusions.

The purpose of this study was to understand the factors that explain community college faculty members' use of service learning in their courses. The associated research questions follow:

1. What factors serve as support to faculty members' use of service learning in their teaching?
2. What are the perceived benefits of service learning to faculty members?
3. What factors serve as barriers to faculty members' use of service learning in their teaching?
4. To what extent do these three variables (support, benefits, barriers) explain faculty members' use of service learning in their teaching?
5. To what extent do institutional and personal characteristics explain faculty members' use of service learning in their teaching?

#### Summary of the Findings

##### *Findings Related to Research Question #1*

Rank ordering of the 16 institutional and collegial support items was used to answer the question, "What factors serve as support to faculty members' use of service learning in their teaching?" The eight highest ranked institutional and collegial support

items include support from key personnel internal and external to the college. The three highest ranked items follow:

1. “My community partner(s) support(s) the use of service learning in my courses,”
2. “A service learning coordinator / director supports the use of service learning in my courses,” and
3. “My dean supports the use of service learning in my courses.”

The five lowest ranked institutional and collegial support items include tangible programmatic support items, all of which are resource items beyond individual efforts.

The three lowest ranked items follow:

1. “My college uses a faculty mentoring system to support my use of service learning in my courses,”
2. “Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses,” and
3. “My college provides release time to support my use of service learning in my courses.”

It is important to note that only the last item, “My college provides release time to support my use of service learning in my courses,” falls below the theoretical mid-point of the scale (2.5). While the rest of the means are comparatively high and the range is somewhat restricted, variance does exist and a clear ranking of items emerged from the data. Considering that the respondents were faculty members generally interested in service learning to some extent, it is not surprising that the means are high.

Analysis of the rank order of means indicates that faculty members have the support of key personnel from the community partner, service learning office, and

academic division. These findings are consistent with Prentice's (2002) assertion that administrative support is a key factor to the successful institutionalization of service learning on the community college campus.

The data indicate that community college faculty members would like additional tangible programmatic support: 81% of responses to the open-ended question, "What additional institutional or collegial support would help you to offer service learning?" fall within the tangible programmatic support category. Faculty members stated that they would like the following:

1. Release time
2. Logistical assistance
3. A service learning coordinator, and
4. Funding for service learning projects.

While these support items have tangible costs associated with them, they would serve to lessen the faculty member's workload burden. These findings are supported by Robinson & Barnett (1996) who found that "insufficient funding and faculty release time are the two most significant impediments" to a successful service learning program (p. 1).

#### *Findings Related to Research Question #2*

Rank ordering of the 18 benefit items was used to answer the question, "What are the perceived benefits of service learning to faculty members?" The eight highest ranked benefits include those that benefit the student, the college, and the community. The three highest ranked items follow:

1. “Participation in service learning activities increases students’ personal development,”
2. “Incorporating service learning into courses contributes to the college’s mission,” and
3. “Participation in service learning activities provides useful service within the community.”

The four lowest benefit items include those items related directly to the faculty member. The two lowest ranked items follow:

1. “Incorporating service learning into courses can advance a faculty member’s research agenda,” and
2. “Incorporating service learning into courses improves teaching.”

It is important to note that no items fall beneath the theoretical mid-point of the scale (2.5), which indicates that even though “incorporating service learning into courses improves teaching” is the lowest ranked perceived benefit of service learning, the majority of faculty members agree with the statement. All of the means are quite high and the range is somewhat restricted, yet variance does exist and a clear ranking of items emerged from the data. Once again, considering that the respondents were faculty generally interested in service learning to some extent, it is not surprising that the means are high.

Analysis of the rank order of means places benefits to students at the top of the list and benefits to faculty at the bottom of the list, yet as stated previously, whether at the top of the list or at the bottom of the list, the means are quite high. In response to the open-ended question, “What other benefits might service learning have?” respondents overwhelmingly gave answers that were categorized as “student

development.” The category “student development” is comprised of the following: personal development, cognitive development, career development and exploration, and civic engagement. These findings are consistent with the ample literature about the benefits of service learning.

Regarding students, the literature indicates that service learning has a positive effect on personal development (Astin & Sax, 1998), interpersonal development (Astin & Sax, 1998; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999), sense of civic engagement and civic responsibility (Astin & Sax, 1998; Batchelder & Root, 1994; Driscoll et al., 1996), commitment to service (Astin & Sax, 1998; Driscoll et al., 1996), students’ academic learning (Astin & Sax, 1998; Cohen & Kinsey, 1994; Driscoll et al. 1996; Eyler & Giles, 1999), and application of knowledge to the real world (Cohen & Kinsey, 1994; Driscoll et al., 1996; Eyler & Giles, 1999; Kendrick, 1996; Markus, Howard, & King, 1993).

### *Findings Related to Research Question #3*

Rank ordering of the 15 barrier items was used to answer the question, “What factors serve as barriers to faculty members’ use of service learning in their teaching?” The five highest barrier items include those that deal with resources. The three highest ranked items follow:

1. “Courses that include service learning activities are more time-intensive than those that do not,”
2. “Securing funding for developing the service learning activity in my course is difficult,” and
3. “Coordinating service learning activities is difficult for instructors.”

The five lowest ranked barrier items include those items that deal with attitudes.

The three lowest ranked items follow:

1. “Service learning is not relevant to many courses.”
2. “Service learning is not relevant to the courses I teach,”
3. “Community service is not important to me personally.”

It is important to note that only the top three barriers fall above the theoretical mid-point of the scale (2.5) with the rest widely distributed below it, indicating that with the exception of the top three items, participants generally disagree or agree marginally with the barrier items. Again, these findings are not surprising given the sample population.

Analysis of the rank order of means indicates that resource related items serve as a barrier to faculty use of service learning while attitudinal items do not do so. These findings are also supported by Robinson & Barnett (1996) who found that “insufficient funding and faculty release time are the two most significant impediments” to a successful service learning program (p. 1).

The open-ended responses to barrier / non-use related items provide further insight. Three questions related to this topic were asked:

1. “Overall, what is the biggest obstacle you face to using service learning or to using service learning more?”
2. “Why are you not using service learning in your courses presently?”
3. “Why are you not sure if you’ll use service learning in your courses in the future?”

For the first question, the answer overwhelmingly was “time” followed by “student apathy.” For the second and third questions, the top answer was “lack of sufficient training” followed by “service learning takes too much time.”

#### *Findings Related to Research Question #4*

Simple regression analyses were implemented to answer the fourth research question, “To what extent do these three variables (support, benefits, and barriers) explain faculty members’ use of service learning in their teaching?” Of the three variables, only “barriers” proved to have a significant correlation with “extent of faculty members’ use of service learning.” If the level of barriers is known, 13.5% of the observed variance in “the extent of use of service learning in the classroom” can be explained. However, it is important to bear in mind that 86.5% of the observed variance is still unexplained.

#### *Findings Related to Research Question #5*

Simple regression, independent sample *t*-Test, and ANOVA were implemented to answer the fifth research question, “To what extent do institutional and personal characteristics explain faculty members’ use of service learning in the classroom?” Of the institutional and personal characteristic variables (“age,” “years of teaching experience,” “gender,” “Is ‘service’ in the college’s mission statement,” “race,” “academic discipline,” and “faculty classification”), only “years of teaching experience” proved to have a significant correlation with “extent of faculty members’ use of service learning.” “Years of teaching experience” explains 6.5% of the observed variance in the extent of faculty members’ use of service learning in the classroom. Once again, it is important to remember that 93.5% of the observed variance is still unexplained.

## Implications for Practice

The findings of this study have practical implications for academic administrators, faculty development coordinators, service learning coordinators, program planners, grant funders, service learning practitioners, and anyone else who recognizes the benefits of service learning to the community college, the faculty, the student, and the community. These findings also have practical implications for those concerned with the institutionalization of service learning on a community college campus.

Understanding the factors that affect community college faculty members' use of service learning can help those charged with sustaining service learning programs make informed decisions when planning for training or recruitment sessions. For community colleges without a service learning program, having this understanding could help lay the foundation for the creation of a service learning program. The practical implications of the findings of this study follow.

### *Institutional and Collegial Support*

Faculty members need support to use service learning in their classes. First and foremost, faculty members need the support of their community partners; without this support, service learning cannot exist. However, faculty also need support from their colleagues, department chair, dean, chief academic officer, and president.

In addition to this "key personnel" support, faculty members need and desire tangible support. Faculty members want release time to support their development of service learning in their courses, and they desire funding to purchase supplies and materials as well as to travel to conferences and training seminars.

Service learning coordinators can be employed to help faculty with the more time consuming tasks associated with service learning, such as community partner development, record keeping, and service site evaluation. While the data analysis did not reveal a statistically significant correlation between “support” and “the extent of use of service learning in the classroom,” it is interesting to note that the type of support received by faculty is largely that of key personnel internal and external to the college.

Tangible support ranked at the bottom of the list. Not surprisingly, the one support item that fell below the statistical mean was “my college provides release time to support my use of service learning in my courses.” “Release time” also appeared as the most frequently desired institutional support item in the qualitative data. Finally, the greatest barrier to the incorporation of service learning in their courses that faculty members reported in both the quantitative and qualitative is that courses that incorporate service learning are more time intensive than courses that do not. This finding appears to explain why faculty desire to have release time to develop the service learning component of their courses.

#### *Perceived Benefits of Service Learning*

The correlation between “benefits” and “extent of use of service learning” also proved to be not statistically significant. Not surprisingly, the analysis of the quantitative data showed that faculty members feel that of the many benefits of service learning, the greatest benefit is that it increases students’ personal development. Analysis of the qualitative data showed that faculty members overwhelmingly felt that student development was a benefit of service learning.

Because faculty members are drawn to service learning’s ability to increase students’ personal development, service learning coordinators should gather data or

review the service learning literature about those areas related to student personal development (i.e. civic engagement, student learning outcomes, moral development). Once the data is collected and / or the literature reviewed, the findings could be presented to faculty members to encourage non-users to start using service learning and to reassure current users about this important benefit of the pedagogy.

### *Barriers to the Use of Service Learning*

Analysis of the data revealed a significant correlation between “barriers” and a faculty member’s extent of use of service learning in the classroom, meaning as the level of barriers increases, “the extent of use of service learning” decreases. The quantitative data revealed that faculty members perceive “time” and “funding” issues as the greatest barriers to the implementation of service learning in their courses, while the qualitative data revealed that a “lack of sufficient training” also serves as a barrier to the use of service learning in the classroom.

A service learning coordinator can help reduce the levels of these barriers by holding regularly scheduled training workshops on a variety of topics (Service Learning 101, reflection, syllabi development, curriculum development, civic responsibility, community partner development); hosting faculty discussion groups during which faculty members share best practices and get advice about challenges; securing funding for a service learning faculty fellows program that would allow faculty release time across the span of one year to study service learning; and securing funding for faculty release time so that faculty members can develop the service learning components of their courses.

## Limitations and Recommendations for Future Study

There are three limitations to this study. First, because of the addition of the “not-applicable” choice to the survey instrument, a large percentage of otherwise completed surveys were excluded from certain analyses because of “system-missing” values. To address this limitation, the “non-applicable” column should be removed, and the Likert-style scale should be changed from a four-point spread to a six or seven-point spread. Once modified, this survey will be useful to those interested in further exploration of the factors that explain community college faculty members’ use of service learning in their teaching on either a local or national level.

Second, study respondents were from an affiliated group. To address this limitation, it is recommended that the study be replicated using a random sample of community college faculty members or that the study be replicated using different institutional types (i.e. four year colleges and universities; research universities). Third, statistically significant findings explain only a moderate percentage of the observed variance in the faculty members’ extent of use of service learning in their courses. To address this limitation, other factors should be examined.

Findings from this study suggest several other interesting areas for future research. Responses from the open-ended questions indicate that “student apathy” is one reason several faculty members were reluctant to continue using service learning. A study could be conducted to explore student behaviors and the causes of student behaviors, which are interpreted by community college faculty members as “student apathy.”

Analysis of the demographic data revealed that 45% of respondents who reported using service learning in their courses classified their academic disciplines as

“humanities” or “social and behavioral sciences.” In the community college setting, a study could explore disciplinary differences as a factor influencing faculty adoption of service learning pedagogy. Disciplinary factors affecting faculty use of service learning as a teaching tool could also be studied across institutional type (e.g. four-year colleges and research universities).

Further qualitative work concerning faculty support mechanisms is desirable. This study asked faculty to rank support systems *already* in place. A future study could ask faculty to rank support items that they *wished* were in place.

Additionally, many faculty members identified “time” as a significant barrier to the use of service learning in their courses. A deeper understanding of what faculty members mean by “time” is warranted. Questions to consider include,

1. “Are faculty members referring to the *time* necessary to develop service learning projects?”
2. “Are faculty members referring to the *time* required during the academic term for students to do projects?”
3. “Are faculty members referring to the *time* as related to how the academic schedule is set up?”

In summary, this dissertation provides relevant insights into the use of service learning pedagogy by community college faculty. The findings also raise an almost unlimited number of questions for future exploration.

## Conclusions

The following section presents general conclusions based on the findings of this study. This section discusses the use of online data collection for survey research and discusses the two statistically significant findings from this study: one concerning the correlation between “barriers” and “the extent of faculty use of service learning” in the community college setting and the other concerning the correlation between “the number of years of teaching experience” and “the extent of faculty use of service learning” in the community college setting. Furthermore, this section provides two key strategies for increasing service learning opportunities for students.

### *Online Data Collection*

Survey Monkey is an inexpensive yet effective tool for online data collection. One of the greatest benefits of using this service is the speed with which data collection can occur. Since Survey Monkey handles all communication with respondents electronically, data can be collected and tabulated in a fraction of the time it takes with more traditional data collection methods. Data are tabulated automatically saving the researcher hours of time.

Once the data collection process is completed, tabulated data can be quickly and easily downloaded for analysis in SPSS, SAS, or Microsoft Excel. , Using an online service to collect data from faculty members, however, requires strategic planning. It is important to attempt to predict when faculty members are most likely to have the time to respond to a survey. Survey Monkey can then be programmed to deliver emails to faculty on specific days and times.

### *Barriers to Service Learning*

The first statistically significant finding of this study suggests that as the level of barriers perceived as present increases, “the extent of use of service learning in the classroom” by community college faculty members decreases. It is important to note those barriers of special concern to faculty members. The following barriers ranked the highest on the quantitative portion of the survey:

1. Time,
2. Funding service learning activities, and
3. Coordinating service learning activities.

The following barriers ranked the highest on the qualitative portion of the survey:

1. Time,
2. Student apathy,
3. Funding service learning activities, and
4. Faculty training.

Faculty members who said they might not use service learning in the future cited lack of sufficient training and time constraints as the top reasons for not using service learning. All survey participants participated in some form of service learning training; apparently, some felt that the training received did not adequately prepare them to use service learning in the classroom.

Many of these barriers can be overcome through the establishment of a full-time service learning coordinator whose job it is to assist faculty members in the development and execution of service learning projects from start to finish, among other things. Findings concerning support items reveal that service learning coordinators rank near the very top of the list behind only a community partner, which indicates that after

a community partner is identified, the faculty member next turns to the service learning coordinator for assistance. The service learning coordinator serves the college by making the process of infusing service learning into courses easier. The range of activities that a service learning coordinator provides can include,

- ❖ Training faculty members (from formal faculty development activities to just-in-time assistance)
- ❖ Training students and facilitating student reflection activities,
- ❖ Identifying and training community partners, and
- ❖ Identifying internal and external funding to support faculty development activities and faculty release time.

#### *Years of Faculty Teaching Experience*

The second statistically significant finding suggests that the longer a faculty member has been teaching, the more likely it is that he or she will use service learning. At first, this finding seems counter-intuitive. After all, the new faculty member, fresh from graduate school, should be excited to try new things. Perhaps, however, for the new faculty member, adjusting to academia, developing courses, preparing course materials, and navigating the system are overwhelming.

That senior faculty members would be willing to devote the necessary time to add innovative pedagogies to their classes seems reasonable since established faculty members have adjusted to their jobs and settled into academic life. This finding is consistent with Maslow's (1943) Hierarchy of Needs. New faculty members try to fulfill their most basic level needs (e.g. adjusting to academic career and the development of courses) while more established faculty members having already satisfied their most

basic level of needs move on to fulfill higher level needs (e.g. the exploration and adoption of new pedagogies).

Among colleges that have participated in the American Association of Community Colleges' *Horizons* grant initiative, the term "green-light" faculty is used to describe those faculty members who are always ready to try something new and who are always up for a challenge. In the community college setting, it appears that the established faculty member is more likely to be a "green-light" faculty member. Perhaps it is the established faculty member, therefore, who should be recruited to adopt service learning as a teaching tool. Once recruited, these established faculty members could serve as faculty service learning mentors for junior faculty.

In summary, this study indicates two key strategies that community college leaders can adopt to increase service learning opportunities for students:

1. Hire a service learning coordinator.
2. Target recruiting activities to senior faculty members.

## References

- Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service Learning, 9*, 1 – 17.
- American Association of Community Colleges. (2008). Facts 2007. Washington, D.C.: American Association of Community Colleges.
- American Association of Community Colleges. (2009). *AACC research and statistics*. Retrieved May 20, 2009, from AACC Web site:  
<http://www2.aacc.nche.edu/research/index.htm>
- Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students. Los Angeles: Higher Education Research Institute, UCLA.
- Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *The Journal of College Student Development, 39*(3), 251 – 263.
- Atkinson, G., & Murrell, P. H. (1988). Kolb's Experiential Learning Theory: A meta-model for career exploration. *Journal of Counseling and Development, 66*(8), 274 – 277.
- Batchelder, T. H., & Root, S. (1994). Effects of an undergraduate program to integrate academic learning and service: Cognitive, prosocial cognitive, and identity outcomes. *Journal of Adolescence, 17*, 341 – 355.
- Bernacki, M., & Bernt, F. (2007). Service-learning as a transformative experience: An analysis of the impact of service-learning on student attitudes and behavior after two years of college. In S. B. Gelmon & S. H. Billig (Eds.), *From passion to*

- objectivity: International and cross-disciplinary perspectives on service learning research* (pp. 111 – 134). Charlotte, NC: Information Age.
- Boyer, E. L. (1994). Creating the new American college. *Chronicle of Higher Education*, March 9, p. A18.
- Bringle, R. G., & Hatcher, J. A. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning*, 2, 112 – 122.
- Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *The Journal of Higher Education*, 71, 273 – 290.
- Bringle, R. G., Hatcher, J. A., & Games, R. (1997). Engaging and supporting faculty in service learning. *Journal of Public Service and Outreach*, 2, 43 – 51.
- Cohen, J., & Kinsey, D. F. (1994). “Doing good” and scholarship: A service-learning study. *Journalism Educator*, 48(4), 4 – 14.
- Corporation for National and Community Service. (2006). *College students helping America*. Washington, D.C.: Corporation for National and Community Services.
- Cress, C. M., Collier, P., & Reitenauer, V. (2005). *Learning through service: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus.
- Cummings, C. K. (2000). John Dewey and the rebuilding of urban community: Engaging undergraduates as neighborhood organizers. *Michigan Journal of Community Service Learning*, 7, 97 – 109.
- Daft, R. (2008). *The leadership experience*. Mason, OH: South-Western.
- Dewey, J. (1897). *My pedagogic creed*. New York: E. L. Kellogg & Co.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dewey, J. (1933). *How we think*. Boston: Heath.

- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Driscoll, A. (2000). Studying faculty and service-learning: Directions for inquiry and development. *Michigan Journal of Community Service Learning: Strategic Directions for Service-Learning Research* [Special Issue], 35 – 41.
- Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An assessment model for service-learning: Comprehensive case studies of impact on faculty, students, community, and institution. *Michigan Journal of Community Service Learning*, 3, 66 – 71.
- Eyler, J. (2000). What do we most need to know about the impact of service-learning on student learning? *Michigan Journal of Community Service Learning: Strategic Directions for Service-Learning Research* [Special Issue], 11 – 17.
- Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
- Furco, A. (1996). Service-learning: A balanced approach to experiential education. In B. Taylor (Ed.), *Expanding boundaries: Serving and learning* (pp. 2 – 6). Washington, D.C.: Corporation for National Service.
- Garcia, R. M. (2004). Factors that motivate faculty to include service learning in their courses. Ed.D. dissertation, New Mexico State University, United States – New Mexico. Retrieved August 1, 2005, from Dissertations & Theses: A&I database. (Publication No. AAT 312414).
- Garcia, R. M., & Robinson, G. (2005). Transcending disciplines, reinforcing curricula: Why faculty teach with service learning. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

- Giles, D. E., & Eyler, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. *Michigan Journal of Community Service Learning*, 1(1), 77 – 85.
- Giles, D. E., & Eyler, J. (1998). A service learning research agenda for the next five years. In R. A. Rhoads & J. P. F. Howard (Eds.), *Academic service learning: A pedagogy of action and reflection* (pp. 65 – 72). San Francisco: Jossey-Bass.
- Hammond, C. (1994). Integrating service and academic study: Faculty motivation and satisfaction in Michigan higher education. *Michigan Journal of Community Service Learning*, 1(1), 21 – 28.
- Henry, R. K. (1998). Community college and service-learning: A natural at Brevard Community College. In E. Zlotkowski (Ed.), *Successful service-learning programs: New models of excellence in higher education* (pp. 81 – 108). Bolton, MA: Anker.
- Hesser, G. (1995). Faculty assessment of student learning: Outcomes attributed to service-learning and evidence of changes in faculty attitudes about experiential education. *Michigan Journal of Community Service Learning*, 2, 33 – 42.
- Hesser, G. (1998). On the shoulders of giants: Building on a tradition of experiential education at Augsburg College. In E. Zlotkowski (Ed.), *Successful service-learning programs: New models of excellence in higher education* (pp. 15 – 39). Bolton, MA: Anker.
- Holland, B. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning*, 4, 30 – 41.

- Holland, B., & Robinson, G. (2008). Community based learning with adults: Bridging efforts in multiple sectors. *New Directions for Adult and Continuing Education*, 118, 17 – 30.
- Jacoby, B. (Ed.). (1996). *Service learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass.
- Kendrick, J. R., Jr. (1996). Outcomes of service-learning in an introduction to sociology course. *Michigan Journal of Community Service Learning*, 3, 72 – 81.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.
- Lynch, J. R. (2007). Teacher motivations for the integration of service learning in high schools and their effects on design and practice. Ed.D. dissertation, Rutgers The State University of New Jersey - New Brunswick, United States—New Jersey. Retrieved November 8, 2008, from Dissertations & Theses: A&I database. (Publication No. AAT 3269185).
- Markus, G. B., Howard, J. P. F., and King, D. C. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. *Educational Evaluation and Policy Analysis*, 15(4), 410 – 419.
- Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, 50, 370 – 396.
- Miller, J. (1994). Linking traditional and service-learning courses: Outcomes evaluations utilizing two pedagogically distinct models. *Michigan Journal of Community Service Learning*, 1(1), 29 – 36.

- Parker-Gwin, R., & Mabry, J. B. (1998). Service learning as pedagogy and civic education: Comparing outcomes for three models. *Teaching Sociology*, 26(4), 276 – 291.
- Petkus, E. (2000). A theoretical and practical framework for service-learning in marketing: Kolb's Experiential Learning Cycle. *Journal of Marketing Education*, 22(1), 64 – 70.
- Prentice, M. (2002). Institutionalizing service learning in community colleges. AACC Research Brief. Washington, D.C.: American Association of Community Colleges.
- Prentice, M., & Garcia, R. M. (2000). Service learning the next generation in education. *Community College Journal of Research and Practice*, 24(1), 19 – 26.
- Prentice, M., Robinson, G., & McPhee, S. (2003). Service learning in community colleges: 2003 national survey results. AACC Research Brief. Washington, D.C.: American Association of Community Colleges.
- Robinson, G., & Barnett, L. (1996). Service learning and community colleges: Where we are. AACC Survey Report. Washington, D.C.: American Association of Community Colleges.
- Robinson, G., & Barnett, L. (1998). Best practices in service learning: Building a national community college network, 1994 – 1997. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.
- Robinson, G. (1999). Community colleges broadening horizons through service learning, 1997 – 2000. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

Robinson, G. (2000). Creating sustainable service learning programs: Lessons learned from the Horizons project, 1997 – 2000. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

Robinson, G. (2001). Community colleges broadening horizons through service learning, 2000 – 2003. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

Robinson, G. (2004). Community colleges broadening horizons through service learning, 2003 – 2006. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

Robinson, G. (2007). Community colleges broadening horizons through service learning, 2006 – 2009. AACC Project Brief. Washington, D.C.: American Association of Community Colleges.

Saltmarsh, J. (1996). Education for critical citizenship: John Dewey's contribution to the pedagogy of community service learning. *Michigan Journal of Community Service Learning*, 3, 13 – 21.

Satterfield, B. F. (2007). Factors influencing faculty members' motivation in integrating service-learning into their syllabi. Ed.D. dissertation, Northcentral University, United States – Arizona. Retrieved November 1, 2007, from Dissertations & Theses: A&I database. (Publication No. AAT 3257532).

Shriberg, A., Shriberg, D., & Kumari, R. (2005). *Practicing leadership: Principles and applications*. (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons.

Silcox, H. C. (1993). *A how to guide to reflection: Adding cognitive learning to community service programs* (2<sup>nd</sup> ed.). Philadelphia: Brighton Press.

Terpstra, D. E. (1979). Theories of motivation – Borrowing the best. *Personnel Journal*, 58(6), 376 – 379.

Ward, K. (1998). Addressing academic culture: Service learning, organizations, and faculty work. In R. A. Rhoads & J. P. F. Howard (Eds.), *Academic service learning: A pedagogy of action and reflection* (pp. 73 – 80). San Francisco: Jossey-Bass.

Zlotkowski, E. (1998). A new model of excellence. In E. Zlotkowski (Ed.), *Successful service-learning programs: New models of excellence in higher education* (pp. 1 – 14). Bolton, MA: Anker.

Zlotkowski, E. (2001). Humanistic learning and service learning at the liberal arts college. *New Directions for Higher Education*, 114, 89 – 96.

## Appendix A: Permission to Use Abes, Jackson, & Jones' Survey Instrument

Microsoft® Office Outlook Web Access Type here to search This Folder Address Book Options Log Off

**RE: Service Learning Survey Instrument**  
Abes, Elisa S. Dr. [abeses@muohio.edu]

You forwarded this message on 08-Jan-09 1:35 PM.

**Sent:** Tuesday, October 14, 2008 10:56 AM  
**To:** Sean Brumfield  
**Cc:** Susan Jones [sjones4@umd.edu]; jackson-mergler.1@osu.edu  
**Attachments:** [faculty survey - final dra~1.doc \(86 KB\)](#) [Open as Web Page]

Sean,  
 Thank you for your interest in our research and survey. I have attached the instrument for you to review. If you use it as part of your research, we ask that you please cite it accordingly.  
 Good luck with your dissertation.  
 Elisa Abes

Elisa S. Abes, Ph.D.  
 Assistant Professor  
 Department of Educational Leadership  
 Miami University  
 304 McGuffey Hall  
 Oxford, Ohio 45056  
 513-529-0164; 513-529-1729 (fax)  
 abeses@muohio.edu  
[www.muohio.edu/csp](http://www.muohio.edu/csp)  
[www.muohio.edu/sahe](http://www.muohio.edu/sahe)

-----Original Message-----  
 From: Sean Brumfield [<mailto:sbrumfield@chattcollege.com>]  
 Sent: Monday, October 13, 2008 10:00 PM  
 To: Abes, Elisa S. Dr.  
 Subject: Service Learning Survey Instrument  
 Importance: High

Dear Professor Abes,

I am a doctoral student in the Institute of Higher Education at the University of Georgia, and I am currently writing my dissertation focusing on factors that deter male faculty from using service learning. Would you be so kind as to let me examine a copy of the instrument you used for your article "Factors that Motivate and Deter Faculty Use of Service Learning"?

Thank you for your time and consideration.

Sincerely,

Sean Brumfield

Sean A. Brumfield  
 Chair, Department of Humanities & Behavioral Sciences  
 Instructor of English/Humanities  
 Chattahoochee Technical College \*  
 980 South Cobb Drive  
 Marietta, GA 30060  
 (770) 528 - 4571  
[www.chattcollege.com](http://www.chattcollege.com)

\* A Unit of the Technical College System of Georgia

Connected to Microsoft Exchange

## Appendix B: Pilot Survey Instrument Facsimile

## Pilot survey Predicting Community College Faculty Members' Use of

### 1. INTRODUCTION / CONSENT

#### 1. Dear Colleague:

I am an advanced doctoral student under the direction of a faculty member, Trish Kalivoda, in the Institute of Higher Education at The University of Georgia. I am also a current grantee of the American Association of Community Colleges' Horizons national service learning grant initiative.

I invite you to participate in a research study entitled "Factors that Predict Community College Faculty Members' Use of Service Learning in Their Teaching." The purpose of this study is to identify factors that motivate and deter community college faculty members' use of service learning in their courses among those faculty members who have participated in service learning faculty development workshops sponsored by the American Association of Community Colleges' Horizons service learning initiative. Your expertise and participation are very important to the success of this study.

Your participation will involve the completion of an online questionnaire, which will take no longer than 10 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time. The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. All participants will receive an executive summary of the results of this study.

The findings from this project may provide information on ways to recruit more faculty members to use service learning in their courses and may provide information on the type of service learning training that is most beneficial to faculty members. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me at 770 528 4952 or send an email to sbrumfie@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone 706 542 3199; email address irb@uga.edu.

If you select "I agree" in the box below, you are agreeing to participate in the above described research project. If you select "I do not agree" in the box below, this survey will immediately terminate.

Thank you for your consideration. Please print this page and keep it for your

**Pilot survey Predicting Community College Faculty Members' Use of records.**

**Sincerely,**

**Sean Brumfield  
Doctoral Student  
Institute of Higher Education  
University of Georgia  
Athens, GA**

**Chair  
Department of Humanities & Social Sciences  
Chattahoochee Technical College  
Marietta, GA**

- I AGREE TO PARTICIPATE IN THIS STUDY
- I DO NOT AGREE TO PARTICIPATE IN THIS STUDY (SURVEY WILL TERMINATE)

## Pilot survey Predicting Community College Faculty Members' Use of

### 2. SERVICE LEARNING DEFINED

This survey is designed to gather information from faculty members who participated in service learning training sponsored in part by the American Association of Community Colleges' (AACC) Community Colleges Broadening Horizons through Service Learning initiative.

Use the following definition of "service learning" for all items:

Service learning is a form of experiential education characterized by all of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 2. Have you participated in AACC sponsored service learning training at your college?

- YES  
 NO  
 I DON'T KNOW

## Pilot survey Predicting Community College Faculty Members' Use of

### 3. SUPPORT

#### 3. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
My president supports the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My chief academic officer supports the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college dean supports the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department chairperson supports the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other faculty members in my department support the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in other departments support the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my community (e.g. town, city, county, etc.) outside of my college supports the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at my college support the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college provides written training materials to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college provides faculty development opportunities to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college uses a faculty mentoring system to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college provides release time to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching circles and other such faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college recognizes the importance of service learning in my college's promotion and tenure system or performance review system to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college provides logistical assistance (e.g. locating service sites, training for students, etc.) to support my use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Pilot survey Predicting Community College Faculty Members' Use of

### 4. BENEFITS

#### 4. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Participation in service learning activities increases students' cognitive development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' understanding of the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' appreciation of diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' moral development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' sense of civic responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities increases students' understanding of social problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning improves the quality of life within the community (e.g. town, city, county, campus, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning helps improve college-community relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses allows faculty members to participate in community service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses allows faculty members to support the community service efforts of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses revitalizes teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses improves teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses can advance a faculty member's research agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating service learning into courses contributes to the college's service mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Pilot survey Predicting Community College Faculty Members' Use of

### 5. BARRIERS

#### 5. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Courses that include service learning activities are time-intensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that include service learning activities interfere with my other professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating service learning activities is difficult for instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating sites for courses that include service learning activities is difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funding for developing the service learning activity in my course(s) is difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college does not encourage the use of service learning in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning is relevant to many courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning is not academically rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning is not relevant to the courses I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in modifying existing courses to include a service learning component.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel confident in my ability to use service learning effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using service learning in my courses will take away from teaching critical content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipate having (or have had) difficulty establishing community relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipate having (or have had) difficulty securing funding for service learning activities in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service, in general, is not important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Pilot survey Predicting Community College Faculty Members' Use of

### 6. FACULTY INFORMATION

#### 6. What is your academic department?

#### 7. How many years have you taught at the college level?

- 1-3
- 4-6
- 7-9
- 10-15
- 15-20
- More than 20

#### 8. Are you a full-time or part-time faculty member?

- FULL-TIME
- PART-TIME

#### 9. In what year were you born? (YYYY)

#### 10. What is your gender?

#### 11. What is your race/ethnicity?

#### 12. To what extent have you used service learning in your teaching in the past five years?

- I do not now, have never, and will never use service learning in my teaching.
- I currently use service learning in my teaching and plan to do so in the future.
- I currently use service learning in my teaching but do not plan to continue to do so in the future.
- I have not used service learning in my teaching in the past five years but plan to use it in the future.
- I have used service learning in my teaching in the past five years but do not plan to use it in the future.

#### 13. Of the last ten course sections that you taught, in how many did you incorporate a service learning component? Count multiple sections of the same course individually (i.e. 2 sections of ENG 1101 and 3 sections of ENG 1102 equals 5 total sections).

Please enter a number from 0 to 10.

#### 14. On average, how many total course sections do you teach per academic term?

## Pilot survey Predicting Community College Faculty Members' Use of

**15. Are you required to advise students academically?**

- YES
- NO

**16. As part of your faculty responsibilities, does your college require service and / or research?**

- SERVICE
- RESEARCH
- BOTH
- NEITHER

**17. List any other duties for which you are responsible.**

## Pilot survey Predicting Community College Faculty Members' Use of

### 7. SERVICE LEARNING WORKSHOPS

#### **18. Which of the following training sessions did you attend during the time that your college was a mentee college as part of the American Association of Community Colleges' Community Colleges Broadening Horizons through Service Learning initiative? (Select all that apply)**

- INTRODUCTION TO SERVICE LEARNING (SL 101): This general service learning workshop introduces faculty members to service learning.
- CIVIC RESPONSIBILITY WORKSHOP: This workshop teaches faculty members how to incorporate civic responsibility activities into their service learning components.
- REFLECTION WORKSHOP: This workshop exposes faculty members to various modes of reflection and provides instruction about the use of reflection.
- SYLLABUS DEVELOPMENT WORKSHOP: This workshop teaches faculty how to incorporate service learning into their syllabi, including instruction in how to develop service learning projects.
- COMMUNITY PARTNER DEVELOPMENT WORKSHOP: This workshop orients community partners, faculty members, and staff to service learning. Often, these workshops serve to introduce faculty members to community partners.

#### **19. How beneficial were the following AACC sponsored service learning workshops to you?**

	I DID NOT TAKE THIS COURSE	NOT BENEFICIAL	SOMEWHAT BENEFICIAL	QUITE BENEFICIAL	VERY BENEFICIAL
INTRODUCTION TO SERVICE LEARNING (SL 101): This general service learning workshop introduces faculty members to service learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIVIC RESPONSIBILITY WORKSHOP: This workshop teaches faculty members how to incorporate civic responsibility activities into their service learning components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REFLECTION WORKSHOP: This workshop exposes faculty members to various modes of reflection and provides instruction about the use of reflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SYLLABUS DEVELOPMENT WORKSHOP: This workshop teaches faculty how to incorporate service learning into their syllabi, including instruction in how to develop service learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNITY PARTNER DEVELOPMENT WORKSHOP: This workshop orients community partners, faculty members, and staff to service learning. Often, these workshops serve to introduce faculty members to community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Pilot survey Predicting Community College Faculty Members' Use of

### 8. OPEN ENDED QUESTIONS

**20. What, if anything, would help you incorporate service learning into your courses in the future?**

**21. Please use the space below to provide any additional comments about the use of service learning in the classroom.**

## Pilot survey Predicting Community College Faculty Members' Use of

### **9. THANK YOU**

Thank you for participating in this survey!

**Appendix C: Revised / Final Survey Instrument Facsimile**

Survey instrument

© 2009

Sean A. Brumfield

Permission granted for non-profit educational use only.

Please cite accordingly.

## **Community College Faculty Members' Use of Service Learning**

### **1. INTRODUCTION / CONSENT**

#### **1. Dear Colleague:**

**I am a doctoral student under the direction of a faculty member, Trish Kalivoda, in the Institute of Higher Education at The University of Georgia, where I am working toward completing my dissertation. I am also a full-time English instructor at Chattahoochee Technical College (Marietta, GA) and a current grantee of the American Association of Community Colleges' Horizons national service learning grant initiative.**

**I invite you to participate in a research study entitled "Explaining Community College Faculty Members' Use of Service Learning in Their Teaching" (IRB PROJECT #: 2009-10701-0). The purpose of this study is to determine the extent to which support, benefit, and barrier factors explain community college faculty members' use of service learning in their courses.**

**Your expertise and participation are very important to the success of this study. Your participation will involve the completion of an online questionnaire, which will take about 10 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.**

**The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. All identifying information will be removed from the data and identities of participants will be kept strictly confidential. Once identifying information is removed, data will be retained for future scholarly work. Data will be stored on a compact disk and will be stored in a locked cabinet in the researcher's office. Email distribution lists will be destroyed following the study.**

**Please note: Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the completed survey is received by the researcher, standard confidentiality procedures will be employed.**

**The findings from this project may provide information on ways to recruit more faculty members to use service learning in their courses and may provide information on the type of service learning training that is most beneficial to faculty members. There are no known risks or discomforts associated with this research, and there are no direct benefits to the participant. All participants will receive an executive**

## **Community College Faculty Members' Use of Service Learning**

**summary of the results of this study.**

**If you have any questions about this research project, please feel free to call me at 770 528 4952 or send an email to sbrumfie@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone 706 542 3199; email address irb@uga.edu. Please include the following information in any communication with the IRB: Project Number 2009-10701-0.**

**If you select "I agree" below, you are agreeing to participate in the above described research project. If you select "I do not agree" below, this survey will immediately terminate.**

**Thank you for your consideration. Please print this page and keep it for your records.**

**Sincerely,**

**Sean Brumfield  
Doctoral Student  
Institute of Higher Education  
University of Georgia  
Athens, GA**

**Chair  
Department of Humanities & Social Sciences  
Chattahoochee Technical College  
Marietta, GA**

- I AGREE TO PARTICIPATE IN THIS STUDY
- I DO NOT AGREE TO PARTICIPATE IN THIS STUDY (SURVEY WILL TERMINATE)

## Community College Faculty Members' Use of Service Learning

### 2. SERVICE LEARNING DEFINED

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 2. Have you participated in service learning training at your college?

- YES  
 NO  
 I DON'T KNOW

## Community College Faculty Members' Use of Service Learning

### 3. SUPPORT FOR SERVICE LEARNING

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

#### 3. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	N/A
a. My president supports the use of service learning in my courses.	<input type="radio"/>				
b. My chief academic officer supports the use of service learning in my courses.	<input type="radio"/>				
c. My dean supports the use of service learning in my courses.	<input type="radio"/>				
d. My department chairperson supports the use of service learning in my courses.	<input type="radio"/>				
e. Other faculty members in my department support the use of service learning in my courses.	<input type="radio"/>				
f. A service learning coordinator / director supports the use of service learning in my courses.	<input type="radio"/>				
g. Faculty members in other departments support the use of service learning in my courses.	<input type="radio"/>				
h. My community partner(s) support(s) the use of service learning in my courses.	<input type="radio"/>				
i. Students at my college support the use of service learning.	<input type="radio"/>				
j. My college provides written training materials to support my use of service learning in my courses.	<input type="radio"/>				
k. My college provides faculty development opportunities to support my use of service learning in my courses.	<input type="radio"/>				
l. My college uses a faculty mentoring system to support my use of service learning in my courses.	<input type="radio"/>				
m. My college provides release time to support my use of service learning in my courses.	<input type="radio"/>				
n. Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses.	<input type="radio"/>				
o. My college recognizes the importance of service learning in my college's performance review system to support my use of service learning in my courses.	<input type="radio"/>				
p. My college provides logistical assistance (e.g. developing community partnerships, locating service sites, training for students, etc.) to support my use of service learning in my courses.	<input type="radio"/>				

#### 4. What additional institutional or collegial support would help you to offer service learning?

## Community College Faculty Members' Use of Service Learning

### 4. BENEFITS OF SERVICE LEARNING

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 5. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	N/A
a. Participation in service learning activities increases students' cognitive development.	<input type="radio"/>				
b. Participation in service learning activities increases students' understanding of the course material.	<input type="radio"/>				
c. Participation in service learning activities increases students' appreciation of diversity.	<input type="radio"/>				
d. Participation in service learning activities increases students' personal development.	<input type="radio"/>				
e. Participation in service learning activities increases students' moral development.	<input type="radio"/>				
f. Participation in service learning activities increases students' sense of civic responsibility.	<input type="radio"/>				
g. Participation in service learning activities increases students' understanding of social problems.	<input type="radio"/>				
h. Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.).	<input type="radio"/>				
i. Service learning improves the quality of life within the community (e.g. town, city, county, campus, etc.).	<input type="radio"/>				
j. Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.).	<input type="radio"/>				
k. Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger.	<input type="radio"/>				
l. Service learning helps improve college-community relationships.	<input type="radio"/>				
m. Incorporating service learning into courses allows faculty members to participate in community service.	<input type="radio"/>				
n. Incorporating service learning into courses allows faculty members to support the community service efforts of others.	<input type="radio"/>				
o. Incorporating service learning into courses revitalizes teaching.	<input type="radio"/>				
p. Incorporating service learning into courses improves teaching.	<input type="radio"/>				
q. Incorporating service learning into courses can advance a faculty member's research agenda.	<input type="radio"/>				
r. Incorporating service learning into courses contributes to the college's mission.	<input type="radio"/>				

### 6. What other benefits might service learning have?

## Community College Faculty Members' Use of Service Learning

### 5. BARRIERS TO THE USE OF SERVICE LEARNING

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 7. Indicate the extent to which you agree or disagree with the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	N/A
a. Courses that include service learning activities are more time-intensive than those that do not.	<input type="radio"/>				
b. Courses that include service learning activities interfere with my other professional responsibilities.	<input type="radio"/>				
c. Coordinating service learning activities is difficult for instructors.	<input type="radio"/>				
d. Locating service sites for courses that include service learning activities is difficult.	<input type="radio"/>				
e. Securing funding for developing the service learning activity in my course(s) is difficult.	<input type="radio"/>				
f. My college does not encourage the use of service learning in my courses.	<input type="radio"/>				
g. Service learning is not relevant to many courses.	<input type="radio"/>				
h. Service learning is not academically rigorous.	<input type="radio"/>				
i. Service learning is not relevant to the courses I teach.	<input type="radio"/>				
j. I am not interested in modifying existing courses to include a service learning component.	<input type="radio"/>				
k. I do not feel confident in my ability to use service learning effectively.	<input type="radio"/>				
l. Using service learning in my courses will take away from teaching critical content.	<input type="radio"/>				
m. I anticipate having (or have had) difficulty establishing community partnerships.	<input type="radio"/>				
n. I anticipate having (or have had) difficulty securing funding for service learning activities in my courses.	<input type="radio"/>				
o. Community service is not important to me personally.	<input type="radio"/>				

### 8. Overall, what is the biggest obstacle you face to using service learning or to using service learning more?

## Community College Faculty Members' Use of Service Learning

### 6. FACULTY TRAINING AND USE OF SERVICE LEARNING

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 9. Which of the following service learning training sessions did you attend? (Select all that apply)

- INTRODUCTION TO SERVICE LEARNING (SL 101): This general service learning workshop introduces faculty members to service learning.
- CIVIC RESPONSIBILITY WORKSHOP: This workshop teaches faculty members how to incorporate civic responsibility activities into their service learning components.
- REFLECTION WORKSHOP: This workshop exposes faculty members to various modes of reflection and provides instruction about the use of reflection.
- SYLLABUS DEVELOPMENT WORKSHOP: This workshop teaches faculty how to incorporate service learning into their syllabi, including instruction in how to develop service learning projects.
- COMMUNITY PARTNER DEVELOPMENT WORKSHOP: This workshop orients community partners, faculty members, and staff to service learning. Often, these workshops serve to introduce faculty members to community partners.

### 10. How beneficial were the following service learning workshops to you?

	I DID NOT TAKE THIS COURSE	NOT BENEFICIAL	SOMEWHAT BENEFICIAL	QUITE BENEFICIAL	VERY BENEFICIAL
INTRODUCTION TO SERVICE LEARNING (SL 101): This general service learning workshop introduces faculty members to service learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIVIC RESPONSIBILITY WORKSHOP: This workshop teaches faculty members how to incorporate civic responsibility activities into their service learning components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REFLECTION WORKSHOP: This workshop exposes faculty members to various modes of reflection and provides instruction about the use of reflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SYLLABUS DEVELOPMENT WORKSHOP: This workshop teaches faculty how to incorporate service learning into their syllabi, including instruction in how to develop service learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNITY PARTNER DEVELOPMENT WORKSHOP: This workshop orients community partners, faculty members, and staff to service learning. Often, these workshops serve to introduce faculty members to community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 11. For how many years have you used service learning in your classroom? (Round partial years up to the nearest whole number)

## Community College Faculty Members' Use of Service Learning

**12. Of the last ten course sections that you taught, in how many did you incorporate a service learning component? Count multiple sections of the same course individually (i.e. 2 sections of ENG 1101 and 3 sections of ENG 1102 equals 5 total sections).**

**Please enter a number from 0 to 10.**

**13. Have you used service learning in your courses in the past?**

- YES
- NO

**14. Do you use service learning in your course(s) presently?**

- YES
- NO

## Community College Faculty Members' Use of Service Learning

### 7. Why are you not using service learning in your courses presently?

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 15. Why are you not using service learning in your courses presently?

[ ]	[ ]
-----	-----

## Community College Faculty Members' Use of Service Learning

### 8. Will you use service learning in your courses in the future?

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 16. Will you use service learning in your course(s) in the future?

- YES  
 NO  
 I'M NOT SURE

## Community College Faculty Members' Use of Service Learning

### 9. Why won't you use service learning in your courses in the future?

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### 17. Why won't you use service learning in your courses in the future?

## Community College Faculty Members' Use of Service Learning

### **10. Why are you not sure if you'll use service learning in your courses in the ...**

For all items on this survey, the term "service learning" refers to a form of experiential education characterized by ALL of the following:

- Student participation in an organized service activity
- Participation in service activities connected to specific learning outcomes
- Participation in service activities that meet identified community needs, and
- Structured time for student reflection and connection of the service experience to learning.

### **18. Why are you not sure if you'll use service learning in your courses in the future?**

## Community College Faculty Members' Use of Service Learning

### 11. BACKGROUND INFORMATION

**19. Is "service" a part of your college's mission statement?**

- YES
- NO

**20. What is your academic discipline?**

**21. For how many years have you taught at the college level? (round partial years up to the nearest whole number)**

**22. Which of the following best characterizes your faculty classification?**

- Full-time teaching faculty member
- Part-time teaching faculty member
- Adjunct faculty member (you work full-time for the college in a non-teaching capacity, yet you teach a course occasionally).
- Full-time non-teaching faculty member
- Full-time teaching faculty member with some administrative duties
- Full-time non-teaching faculty member with some administrative duties
- Other (please specify)

**23. In what year were you born? (YYYY)**

**24. What is your gender?**

**25. In which state do you work?**

State:

**26. What is your race / ethnicity?**

**27. Please use this space to provide any additional comments that you may have.**

## Community College Faculty Members' Use of Service Learning

### 12. THANK YOU

Thank you for participating in this survey!

## Appendix D: Consent / Human Subjects

## **Community College Faculty Members' Use of Service Learning**

### **1. INTRODUCTION / CONSENT**

#### **1. Dear Colleague:**

**I am a doctoral student under the direction of a faculty member, Trish Kalivoda, in the Institute of Higher Education at The University of Georgia, where I am working toward completing my dissertation. I am also a full-time English instructor at Chattahoochee Technical College (Marietta, GA) and a current grantee of the American Association of Community Colleges' Horizons national service learning grant initiative.**

**I invite you to participate in a research study entitled "Explaining Community College Faculty Members' Use of Service Learning in Their Teaching" (IRB PROJECT #: 2009-10701-0). The purpose of this study is to determine the extent to which support, benefit, and barrier factors explain community college faculty members' use of service learning in their courses.**

**Your expertise and participation are very important to the success of this study. Your participation will involve the completion of an online questionnaire, which will take about 10 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.**

**The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. All identifying information will be removed from the data and identities of participants will be kept strictly confidential. Once identifying information is removed, data will be retained for future scholarly work. Data will be stored on a compact disk and will be stored in a locked cabinet in the researcher's office. Email distribution lists will be destroyed following the study.**

**Please note: Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the completed survey is received by the researcher, standard confidentiality procedures will be employed.**

**The findings from this project may provide information on ways to recruit more faculty members to use service learning in their courses and may provide information on the type of service learning training that is most beneficial to faculty members. There are no known risks or discomforts associated with this research, and there are no direct benefits to the participant. All participants will receive an executive**

**Community College Faculty Members' Use of Service Learning  
summary of the results of this study.**

**If you have any questions about this research project, please feel free to call me at 770 528 4952 or send an email to sbrumfie@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone 706 542 3199; email address irb@uga.edu. Please include the following information in any communication with the IRB: Project Number 2009-10701-0.**

**If you select "I agree" below, you are agreeing to participate in the above described research project. If you select "I do not agree" below, this survey will immediately terminate.**

**Thank you for your consideration. Please print this page and keep it for your records.**

**Sincerely,**

**Sean Brumfield  
Doctoral Student  
Institute of Higher Education  
University of Georgia  
Athens, GA**

**Chair  
Department of Humanities & Social Sciences  
Chattahoochee Technical College  
Marietta, GA**

- I AGREE TO PARTICIPATE IN THIS STUDY
- I DO NOT AGREE TO PARTICIPATE IN THIS STUDY (SURVEY WILL TERMINATE)

## Appendix E: Permission to Use AACC Email Distribution List



One Dupont Circle, NW  
Suite 410  
Washington, DC 20036

[www.aacc.nche.edu](http://www.aacc.nche.edu)  
[T] 202-728-0200  
[F] 202-833-2467

January 15, 2009

Sean Brumfield  
Chair of the Humanities Department  
and Instructor of English  
Chattahoochee Technical College  
980 South Cobb Drive  
Marietta, GA 30060

Dear Sean,

Thank you for your interest in using the grantee colleges participating in AACC's national project, "Community Colleges Broadening Horizons through Service Learning," as part of your dissertation research. You have my permission to use the Horizons e-mail distribution list to recruit colleges for your study and distribute your survey.

Please let me know if I can be of further assistance. You can reach me at 202/728-0200, ext. 254, or [grobinson@aacc.nche.edu](mailto:grobinson@aacc.nche.edu).

Sincerely,

Gail Robinson  
Program Director for Service Learning

## Appendix F: Initial Email Contact / Invitation to Participate

**TO:** [EMAIL ADDRESS]  
**FROM:** sbrumfie@uga.edu  
**RE:** Request for Assistance: Service Learning Faculty Survey for Dissertation

Dear Professor [LastName]:

I am an advanced doctoral student under the direction of a faculty member, Trish Kalivoda, in the Institute of Higher Education at The University of Georgia. I am also a full-time English faculty member at Chattahoochee Technical College (Marietta, GA) as well as a current grantee of the American Association of Community Colleges' Horizons national service learning grant initiative.

I invite you to participate in a research study entitled "Explaining Community College Faculty Members' Use of Service Learning in Their Teaching" (IRB PROJECT #: 2009-10701-0). The purpose of this study is to determine the extent to which support, benefit, and barrier factors explain community college faculty members' use of service learning in their courses.

Your expertise and participation are very important to the success of this study. Your participation will involve the completion of an online questionnaire, which will take about 10 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. All identifying information will be removed from the data and identities of participants will be kept strictly confidential. Once identifying information is removed, data will be retained for future scholarly work. Data will be stored on a compact disk and will be stored in a locked cabinet in the researcher's office. Email distribution lists will be destroyed following the study.

Please note: Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the completed survey is received by the researcher, standard confidentiality procedures will be employed.

The findings from this project may provide information on ways to recruit more faculty members to use service learning in their courses and may provide information on the type of service learning training that is most beneficial to faculty members. There are no known risks or discomforts associated with this research, and there are no direct benefits to the participant. All participants will receive an executive summary of the

results of this study.

If you have any questions about this research project, please feel free to call me at 770 528 4952 or send an email to sbrumfie@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone 706 542 3199; email address irb@uga.edu. Please include the following information in any communication with the IRB: Project Number 2009-10701-0.

PLEASE CLICK ON THE LINK BELOW TO PROCEED WITH THE SURVEY.  
<http://www.surveymonkey.com/s.aspx>

Thanks for your time and participation!

Sincerely,

Sean Brumfield  
Doctoral Student  
Institute of Higher Education  
University of Georgia  
Athens, GA

English & Humanities Instructor  
Chattahoochee Technical College  
Marietta, GA

If you wish to opt out from all Survey Monkey surveys, please select the link below.  
<http://www.surveymonkey.com/optout.aspx>

## Appendix G: Follow-Up Email

**TO:** [email address]  
**FROM:** sbrumfie@uga.edu  
**RE:** Service Learning Faculty Survey Reminder

Dear Dr. [LastName],

As a working educator myself, I know how very busy you are--especially at this time of the year. However, I hope you will take a few moments from your busy schedule to help me complete my doctoral dissertation by participating in a short, on-line survey. On Tuesday, I sent you an email seeking your help in better understanding the factors that cause faculty to use or to not use service learning in their teaching.

While I have had many respondents, I still need your expertise to successfully complete this study. Your input is important to understanding the factors that explain faculty members' use of service learning in their teaching. You may be assured of complete confidentiality. Your name will not appear on the survey or on any of reports of the research results, and the survey takes less than 10 minutes to complete. If you are willing, please take a few moments to complete the survey now.

For your convenience, the link used to access the survey is printed below. Please click the link or copy it into your web browser.

<http://www.surveymonkey.com/s.aspx>

Thank you for your assistance, and I hope to see you in Scottsdale, AZ for the CCNCCE conference!

Sean A. Brumfield  
Doctoral Student  
The University of Georgia  
Athens, GA

Chair, Department of Humanities and Social Sciences  
Chattahoochee Technical College  
Marietta, GA

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.  
<http://www.surveymonkey.com/optout.aspx>

## Appendix H: Final Reminder to Participate

**TO:** [email address]  
**FROM:** sbrumfie@uga.edu  
**RE:** Final Request for Service Learning Faculty Survey  
Participation

Dear Dr. [LastName],

I am a doctoral student at the University of Georgia and am conducting a study for my dissertation designed to help explain faculty members' use of service learning in their teaching. Last week, I wrote to you requesting your participation in a survey.

While I have had many respondents, the end of my data collection window is drawing near, and I would still like to have your input. Indeed, your expertise is needed to successfully complete this study.

You may be assured of complete confidentiality, and your name will not appear on the survey or on any of reports of the research results.

The survey takes less than 10 minutes to complete. If you are willing, please take a few moments to complete the survey before its close at 5 PM EST on Friday, May 8, 2009.

For your convenience, the link used to access the survey is printed below. Please click the link or copy it into your web browser.

<http://www.surveymonkey.com/s.aspx>

Thank you for your assistance.

Sincerely,

Sean A. Brumfield  
Doctoral Student  
The University of Georgia  
Athens, GA

Instructor of English & Humanities  
Chattahoochee Technical College  
Marietta, GA

Please note: Click the link below, and you will be automatically removed from our mailing list.

<http://www.surveymonkey.com/optout.aspx>

## Appendix I: Rank Order of Means of Theoretical Constructs

Rank	Item	Construct	Item Language	M	SD
1	5d	Benefit	Participation in service learning activities increases students' personal development.	3.77	.486
2.5	5r	Benefit	Incorporating service learning into courses contributes to the college's mission.	3.72	.568
2.5	5h	Benefit	Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.).	3.72	.512
3.3	5l	Benefit	Service learning helps improve college-community relationships.	3.71	.528
3.3	5g	Benefit	Participation in service learning activities increases students' understanding of social problems.	3.71	.516
3.3	5f	Benefit	Participation in service learning activities increases students' sense of civic responsibility.	3.71	.513
4.5	5c	Benefit	Participation in service learning activities increases students' appreciation of diversity.	3.68	.528
4.5	3h	Support	My community partner(s) support(s) the use of service learning in my courses.	3.68	.515
5	3f	Support	A service learning coordinator / director supports the use of service learning in my courses.	3.66	.686
6	5j	Benefit	Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.).	3.65	.549
7	3c	Support	My dean supports the use of service learning in my courses.	3.61	.561
8.5	5e	Benefit	Participation in service learning activities increases students' moral development.	3.60	.589
8.5	5i	Benefit	Service learning improves the quality of life within the community (e.g. town, city, county, campus, etc.).	3.60	.559
9.5	3d	Support	My department chairperson supports the use of service learning in my courses.	3.59	.634
9.5	5n	Benefit	Incorporating service learning into courses allows faculty members to	3.59	.600

Rank	Item	Construct	Item Language	M	SD
10.3	5a	Benefit	support the community service efforts of others. Participation in service learning activities increases students' cognitive development.	3.56	.637
10.3	3b	Support	My chief academic officer supports the use of service learning in my courses.	3.56	.572
10.3	5b	Benefit	Participation in service learning activities increases students' understanding of the course material.	3.56	.528
11	5o	Benefit	Incorporating service learning into courses revitalizes teaching.	3.55	.655
11	5k	Benefit	Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger.	3.55	.591
12	3a	Support	My president supports the use of service learning in my courses.	3.52	.545
13	5m	Benefit	Incorporating service learning into courses allows faculty members to participate in community service.	3.49	.663
14	3e	Support	Other faculty members in my department support the use of service learning in my courses.	3.46	.621
15	5p	Benefit	Incorporating service learning into courses improves teaching.	3.44	.714
16	3g	Support	Faculty members in other departments support the use of service learning in my courses.	3.33	.607
17	3k	Support	My college provides faculty development opportunities to support my use of service learning in my courses.	3.29	.794
18	3j	Support	My college provides written training materials to support my use of service learning in my courses.	3.26	.743
19	3i	Support	Students at my college support the use of service learning.	3.25	.641
20	5q	Benefit	Incorporating service learning into courses can advance a faculty member's research agenda.	3.24	.797
21	3p	Support	My college provides logistical assistance (e.g. developing community partnerships, locating	3.22	.565

Rank	Item	Construct	Item Language	M	SD
22	3o	Support	service sites, training for students, etc.) to support my use of service learning in my courses. My college recognizes the importance of service learning in my college's performance review system to support my use of service learning in my courses.	3.08	.884
23	7a	Barrier	Courses that include service learning activities are more time-intensive than those that do not.	3.04	.817
24	7e	Barrier	Securing funding for developing the service learning activity in my course(s) is difficult.	2.83	.948
25	3l	Support	My college uses a faculty mentoring system to support my use of service learning in my courses.	2.80	.899
26	7c	Barrier	Coordinating service learning activities is difficult for instructors.	2.64	.787
27	3n	Support	Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses.	2.63	.938
28	7n	Barrier	I anticipate having (or have had) difficulty securing funding for service learning activities in my courses.	2.46	1.03
29	7d	Barrier	Locating service sites for courses that include service learning activities is difficult.	2.38	.752
30	7b	Barrier	Courses that include service learning activities interfere with my other professional responsibilities.	2.25	.774
31	3m	Support	My college provides release time to support my use of service learning in my courses.	2.03	.914
32	7m	Barrier	I anticipate having (or have had) difficulty establishing community partnerships.	1.97	.831
33	7h	Barrier	Service learning is not academically rigorous.	1.71	.747
34	7l	Barrier	Using service learning in my courses will take away from teaching critical content.	1.70	.732
35	7k	Barrier	I do not feel confident in my ability to use service learning effectively.	1.68	.749

Rank	Item	Construct	Item Language	M	SD
36	7j	Barrier	I am not interested in modifying existing courses to include a service learning component.	1.64	.672
37	7f	Barrier	My college does not encourage the use of service learning in my courses.	1.63	.639
38	7g	Barrier	Service learning is not relevant to many courses.	1.60	.621
39	7i	Barrier	Service learning is not relevant to the courses I teach.	1.54	.660
40	7o	Barrier	Community service is not important to me personally.	1.33	.615

## Appendix J: Support, Benefits, and Barriers Item Frequency Table

(n=142) Item	Percent (%) Frequency by Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Institutional and Collegial Support Construct</b>				
My president supports the use of service learning in my courses. (n=132)	0	2.3	43.2	54.5
My chief academic officer supports the use of service learning in my courses. (n=129)	.8	1.6	38.8	58.9
My dean supports the use of service learning in my courses. (n=135)	.7	1.5	34.1	63.7
My department chairperson supports the use of service learning in my courses. (n=128)	1.6	3.1	30.5	64.8
Other faculty members in my department support the use of service learning in my courses. (n=134)	.7	4.5	43.3	51.5
A service learning coordinator / director supports the use of service learning in my courses. (n=131)	3.1	3.1	18.3	75.6
Faculty members in other departments support the use of service learning in my courses. (n=126)	.8	4.8	54.8	39.7
My community partner(s) support(s) the use of service learning in my courses. (n=136)	.7	0	30.1	69.1
Students at my college support the use of service learning. (n=136)	1.5	6.6	57.4	34.6
My college provides written training materials to support my use of service learning in my	1.5	13.2	42.6	42.6

(n=142) Item	Percent (%) Frequency by Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>courses. (n=136)</b>				
My college provides faculty development opportunities to support my use of service learning in my courses. (n=139)	2.9	12.2	37.4	47.5
My college uses a faculty mentoring system to support my use of service learning in my courses. (n=134)	6.0	34.3	33.6	26.1
My college provides release time to support my use of service learning in my courses. (n=123)	30.9	43.9	16.3	8.9
Faculty-driven activities (e.g. brown bag lunches) support my use of service learning in my courses. (n=128)	12.5	31.3	36.7	19.5
My college recognizes the importance of service learning in my college's performance review system to support my use of service learning in my courses. (n=128)	7.0	14.1	43.0	35.9
My college provides logistical assistance (e.g. developing community partnerships, locating service sites, training for students, etc.) to support my use of service learning in my courses. (n=136)	6.6	10.3	37.5	45.6
<b>Benefits Construct</b>				
Participation in service learning activities increases students' cognitive development. (n=140)	.7	1.4	38.6	59.3
Participation in service learning activities increases students' understanding of the course material. (n=140)	1.4	3.6	32.1	62.9

(n=142) Item	Percent (%) Frequency by Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Participation in service learning activities increases students' appreciation of diversity. (n=139)	.7	.7	28.8	69.8
Participation in service learning activities increases students' personal development. (n=139)	.7	.7	19.4	79.1
Participation in service learning activities increases students' moral development. (n=136)	.7	2.9	32.4	64.0
Participation in service learning activities increases students' sense of civic responsibility. (n=140)	.7	.7	25.0	73.6
Participation in service learning activities increases students' understanding of social problems. (n=140)	.7	.7	25.7	72.9
Participation in service learning activities provides useful service within the community (e.g. town, city, county, campus, etc.). (n=141)	.7	.7	24.8	73.8
Service learning improves the quality of life within the community (e.g. town, city, county, campus, etc.). (n=141)	.7	1.4	34.8	63.1
Service learning has a positive impact on communities (e.g. town, city, county, campus, etc.). (n=140)	.7	1.4	30.0	67.9
Service learning helps make communities (e.g. town, city, county, campus, etc.) stronger. (n=141)	.7	2.8	36.9	59.6
Service learning helps improve college-community relationships. (n=141)	.7	1.4	24.1	73.8
Incorporating service learning into	1.4	5.0	36.7	56.8

(n=142) Item	Percent (%) Frequency by Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
courses allows faculty members to participate in community service. (n=139)				
Incorporating service learning into courses allows faculty members to support the community service efforts of others. (n=140)	.7	3.6	<b>32.1</b>	<b>63.6</b>
Incorporating service learning into courses revitalizes teaching. (n=135)	1.5	4.4	31.9	62.2
Incorporating service learning into courses improves teaching. (n=131)	2.3	6.1	36.6	55.0
Incorporating service learning into courses can advance a faculty member's research agenda. (n=112)	2.7	14.3	39.3	43.8
Incorporating service learning into courses contributes to the college's mission. (n=137)	1.5	1.5	<b>21.2</b>	75.9
<b>Barriers Construct</b>				
Courses that include service learning activities are more time-intensive than those that do not. (n=137)	3.6	20.4	44.5	31.4
Courses that include service learning activities interfere with my other professional responsibilities. (n=137)	13.1	56.2	23.4	7.3
Coordinating service learning activities is difficult for instructors. (n=140)	5.7	37.9	42.9	13.6
Locating service sites for courses that include service learning activities is difficult. (n=135)	9.6	49.6	34.1	6.7
Securing funding for developing	8.7	29.7	33.9	28.7

(n=142) Item	Percent (%) Frequency by Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
the service learning activity in my course(s) is difficult. (n=139)				
My college does not encourage the use of service learning in my courses. (n=139)	44.6	48.2	6.5	.7
Service learning is not relevant to many courses. (n=138)	46.0	48.2	5.0	.7
Service learning is not academically rigorous. (n=138)	43.5	44.9	8.7	2.9
Service learning is not relevant to the courses I teach. (n=141)	53.2	41.8	2.8	2.1
I am not interested in modifying existing courses to include a service learning component. (n=138)	45.7	46.4	6.5	1.4
I do not feel confident in my ability to use service learning effectively. (n=141)	45.4	44.7	6.4	3.5
Using service learning in my courses will take away from teaching critical content. (n=142)	43.0	46.5	7.7	2.8
I anticipate having (or have had) difficulty establishing community partnerships. (n=137)	29.9	48.9	15.3	5.8
I anticipate having (or have had) difficulty securing funding for service learning activities in my courses. (n=112)	21.4	29.5	30.4	18.8
Community service is not important to me personally. (n=141)	73.0	23.4	1.4	2.1

## Appendix K: Full Text Responses of Open-Ended Questions

**What additional institutional or collegial support would help you to include service learning in your courses?**

1. developing community partnerships, locating service sites, training for students--all listed in item P--we're new at this.
2. I'm not sure. Right now, if students are interested, they usually have a beneficial experience. But, I leave it to the individual to decide whether or not to go for it.
3. Time constraints are always a factor. Our college is offering a summer institute where faculty who want to design more projects and create more community partnerships will be paid to participate. It is a wonderful opportunity for faculty.
4. I'm actually a chair of a department and I'm the coordinator of SL on campus...so....
5. Budget available for development of service learning program. Money used for training, brown bag lunches, etc.
6. I am not sure. I do feel that my college strongly supports and encourages service learning. I see it also as a retention tool since getting the student more involved in their learning and in their community is good for all concerned parties
7. Release time, planning time
8. A college that is not so decimated by budget cuts and resultant systemic trauma that we have the time to care....
9. More enrollment from students.
10. Release time. Expansion of the expectation to both Faculty and Student populations. At present there are pockets of SL and students often resist the "extra" work.
11. Release time, better technology provided for reflection papers and reporting.
12. Time
13. Having a coordinator (full or part-time) for service learning would be helpful for me and other faculty members to offer service learning.
14. Accepting the community service done by our department instead of restricting activities to the ones pre approved on the web site
15. Release time, class cap...etc.
16. A full time, paid coordinator of service learning.
17. If it was recognized and rewarded as part of the tenure/promotion process.
18. Faculty Workshops
19. This is a new concept to my location and for the most part I had to answer N/A but the real answer is I do not know at this time.
20. A full time service learning or civic engagement coordinator.
21. My college employs a part-time service learning coordinator, but does not provide release time from instruction to build your own SL component, so many are not compelled to do the necessary work.
22. Unsure
23. we have an americorp volunteer who helps coordinate activities along with our SL director.
24. Greater coordination of themes or projects across different areas of the college such as student activities. This is beginning but is not strong yet.
25. Our service learning center is great.
26. More cross- departmental understanding of service learning opportunities within

various courses so that students are adequately advised as well as informed.

27. Release time
28. Faculty are proposing a new 5-credit stand-alone service-learning course but since it doesn't easily fit into the existing "discipline" structure, there's a reluctance to pay for faculty salary to teach the course. In other words, I am tenured in history but it's unclear which area would pay for my teaching this course and claim the FTE that comes from it.
29. The Service Learning Department is provided with a regular budget.
30. More support to go to conferences, though we do get some support now. I need more community contacts - not really the problem of the college, just it's hard in our community
31. more formalized training
32. Funding of a FT service-learning coordinator position
33. Consideration of the extra time involved for a service learning project when calculating faculty work load
34. I need good suggestions for service learning activities that require minimal effort on my part, are clearly relevant to the course being taught, possess tangible value to the student, require legitimate investment of time on the part of all students in a class, and which can be assessed for a grade. Also, a teacher's course load at this school makes it difficult to do much more than maintain the status quo. If the school wants creative approaches to teaching, the school should encourage creative approaches to teaching by allowing teachers time to do more than teach classes and the hundreds of other time-consuming duties that go along with managing five classes. The school should also encourage service learning on a more regular basis and be ready with examples of how this type of learning can be accomplished without complicating a teacher's already hectic schedule. Make service learning seem logical, easy, effective.
35. There are professional/faculty development funds that can be applied for to pay for conferences.
36. More money would help.
37. A full-time Service Learning Coordinator.
38. A coordinator, funds, course releases
39. Release time for instructors to share their ideas and projects as well as additional funds to support participation in conferences for professional development in Service Learning
40. the MCTC Center for Civic Engagement is a group of students, faculty and staff that support each other in strengthening service learning
41. Mini-grants for materials to support the service learning project.
42. I think the state should give more funds to service learning projects.
43. We have a website where we share syllabi and ideas. There is a S.L. committee which includes faculty and administrators to support S.L. on our campus.
44. The continued use of AMERICorps VISTA workers to assist with website and paperwork and class presentations.
45. It is difficult to answer many of these questions as written because I am not sure what you mean by "college", necessarily. We have a strong service-learning group on our campus and it is supported by the administration, deans, etc. in theory but not necessarily in any other way. It was developed and has been pushed along by

a few individuals who took initiative but sustainability struggles continue BECAUSE it is not coming from the top down. Once one or a few individuals aren't there to keep it going, I am not sure it would last. So, in that sense it is not being institutionalized to the degree that it will continue no matter what individuals are taking the initiative to keep it afloat...

46. Time to prepare and follow thru with training
47. additional support
48. Writing across the curriculum.
49. If it was talked about more - they students would ask for the experience. students are not in the loop
50. Our institution gives us assistance by providing facilities for service learning activities. Our institution recognizes faculty members that have service learning embedded in syllabi. Our institution recognizes staff and faculty members that partner with community programs for the purpose of providing service learning experiences with certificates, verbal recognition, and possibly small gratuities.
51. More contact with possible agencies or community partners
52. A better student tracking system for service learning hours.
53. One of the things that could help is more training sessions and hands-on support, especially for instructors who are just starting a service-learning experience in their classroom. We've wanted service-learning in Learning Support Classes, but each time it has been tried, there seemed to be a disconnect between LS and the support structure for service learning.
54. My college is very supportive of my efforts to offer service learning. I would like to see more recognition of my students and the projects they do for the community.

### **What other benefits might service learning have?**

1. Increased confidence on the students' part in their own creativity and ability to pursue challenges and overcome difficulties in order to accomplish their goals.
2. Students begin to see a lot of diversity and start to understand they are not the center of the universe. It gives them an appreciation for problems other than their own
3. For students, it has also helped them acquire scholarship that allows them to continue their education. It has also helped them develop career goals that may differ from their original goals. I realize that is related personal development, but I think it is worth emphasizing that some of the benefits of service learning may not be apparent in their lives until they are further down the road. I also see, as a writing teacher, that the writing that involves service learning as one of the sources has a depth of thought/critical thinking/engagement that I do not see in essays that don't involve service learning. It makes the papers much more enjoyable to read. The students are engaged with the topic and that engagement is evident in the quality of their essays.
4. I think service learning adds with student retention, develops the college to support our community, provides students with knowledge that can't be taught in the world, makes students see who education fits in the big picture of our lives and teaches students to be better citizens.

5. The opportunity for form professional relationships across with peers across disciplines and across town to other colleges in the area.
6. This last series of questions will render little useful information (I hypothesize) because it is asked in such a way that the vast majority will answer strong agree... but who knows... :-)
7. SL excites students, even those who initially resist participation, and increases their engagement AND their ability to integrate "book" learning with "hands on" learning ways that are meaningful. Students see that they are making a difference and this is empowering. I am not sure that the questions you ask here capture this fuzzy aspect of the process.
8. Note that question 5r greatly depends on the college's stated mission.
9. The opportunity for students to overcome fears they may have regarding race, ethnicity, death, etc.
10. potentially helps with retention of at risk students
11. Helps students learn to work effectively in teams.
12. service learning helps our students focus on their career goals
13. I do not have enough experience with service learning to know how to answer most of question #5
14. For students, the opportunity to include service learning on their resumes.
15. networking
16. Opportunities to connect with others engaged in similar work at different institutions. Helps faculty gain a broader perspective of issues emerging in higher education.
17. Students working together on SL projects develop team building skills.
18. it fosters collaborations among faculty, staff & students across disciplines/programs
19. Is an important component of international studies.
20. More engagement in the class, and more awareness of community issues and populations. Also, it has helped some students find a career interest or focus. In my class, it has gotten students more interested in continuing taking classes in the subject either at my college or when they transfer. They also get metacognitive or metalinguistic benefits too. And a real-life connection to what we are learning in class
21. enhances learning through students' using of their various multiple intelligences (Gardner)
22. Improves students' network within the community and strengthens relationships among classmates for improved retention
23. Service learning has little value if it doesn't enrich the student. The value of service learning to the student has got to depend on the quality of the project, i.e., how well thought out it is and the goals of said project to develop requisite knowledge and skills for the course in question. The questions above seem primarily directed at students (and instructors) helping the community. That's fine, I suppose, but what about the student? What specifically does the student get out of service learning? Is what (if anything) is gained quantifiable? Has anyone done a definite study before this one, and is this study attempting to quantify the value of service learning to students' and teachers' learning objectives?

- 24. Students become more independent learners and develop leadership capabilities,
- 25. Working with my students on service learning projects has helped my students and me get to know and understand each other better.
- 26. students may help resolve community issues after degree is acquired.
- 27. Service Learning can advance intergenerational communications and not only create dialogue between disparate populations but can be the genesis of understanding, respect and valuing.
- 28. students receive opportunities for jobs, scholarships and grants as a result of service learning also, students have a higher rate of retention in courses due to service learning
- 29. Expands students independence and critical thinking abilities
- 30. It shows students the practical application of the course material, and they learn more than the subject matter by doing a project. Students have to get along as a team, deal with difficult personalities, communicate effectively, and suffer the consequences of not being responsible or effective as well as revel in the team high of accomplishing more than they could as one person.
- 31. All it depends how the service learning is designed and incorporated. When the faculty is not trained to incorporate service learning can be very stressful.
- 32. It is one of the rare environments where students (and faculty, for that matter) can learn the tools, knowledge, and behaviors necessary for citizens to contribute to a vibrant democracy.
- 33. It builds self-esteem, self-awareness, and other excellent values.
- 34. 1. Service learning provides a relevant, real-life platform for authentic interaction among instructor, class and student. Especially when class/instructor projects are done together, students and faculty learn from one another in a non-traditional environment. 2. Students can get experience (even if brief) in their career fields. 3. Students practice experiential research which is probably more relevant to their futures than is traditional research.
- 35. SL provides organic learning experiences for students that enhance the relevance of their coursework. This is particularly important in technical and professional education.
- 36. intrinsic values, networking opportunities
- 37. Helps reach more/higher levels of learning in students.
- 38. Service learning also helps bring a sense of family to the classroom.
- 39. Helps students overcome timidity or self-consciousness and introduces them (the younger students) to interrelating with people in the world of work
- 40. Give students a better insight into the importance of their role in the life of the community and a willingness to stay in their communities to improve its welfare
- 41. May help a student define career goals.

**Overall, what is the biggest obstacle you face to using service learning or to using it more?**

1. Extra work for no additional compensation. It's not an obstacle but it is probably the only issue.
2. Getting students more involved with SL; matching available times with students' schedules.

3. Finding the time for our students due to time constraints. Most of our students are married or single mothers or trying to work and go to school. They go to class or clinical 6-8 hours a day 5 days a week. However we get two projects in during their year in our program
4. While on the service, some faculty thinks that it decreases time for "lecture"/curriculum, in reality, those of us who use it have found that it enhances the learning. It is a different type of learning that we value. One of the biggest obstacles is designing assignments that relate to the curriculum, which is the key to success. I recommend that faculty avoid doing it "just to do it." They need to take the time to design a project that will work in relation to their curriculum. Students are very savvy and can recognize if that connection is not there. As such, when teaching new classes, it is important to take the time to create a meaningful project.
5. Time and money.
6. It is somewhat time consuming to fit all the pieces together, but once that it is accomplished, I find that it is certainly worth the effort.
7. Sometimes my students don't see the value in service learning and they select low involvement service learning such as bringing in cans for a food drive. Doing this is quick and easy but since the students are putting little effort in their service learning experience, they get little reward from it as well.
8. Retaining students in group projects.
9. making meaningful connections to course curriculum in, say, second-semester composition, when students might do individual placements at multiple agencies: it can be hard to ensure that all students have relevant, quality experiences
10. There is a simply a fear of beginning the process of service learning. Once it is established then the process becomes more manageable.
11. Time.
12. I teach core intro courses at a CC to students who transfer to four-year programs. Conceptual content is important to students who will major in my discipline. My biggest challenge is finding ways to use SL that actually get at content. Thus far I have been less successful than I would like to be.
13. Time
14. Funding and time!
15. That forcing the students to participate lessens the positive effects on the student
16. time coordinating projects
17. Teaching load, lack of academic incentive...etc.
18. None
19. funding projects
20. Student's ability to donate time to service learning outside of class.
21. Time. Time for adequate planning, both with instruction and with collaborating with partners. Time for continued follow-up, reflection, and assessment. Time to incorporate all the desired outcomes AND the service component.
22. Time to review the content of my classes to develop effective service learning activities
23. Bureaucracy at the college level- our hands are tied when trying to promote events.
24. The time and coordination required to incorporate a service learning element

into the course.

25. The time requirements for students and holding them accountable. Also, it is very competitive to find classrooms in local school districts in which we can place our education students. Our area is saturated with teacher education programs seeking classrooms for service learning experiences.
26. Time constraints. 7 1/2 week teaching modules
27. time to implement
28. Funding and available sites.
29. Time constraints of my students. Most of them are overextended with work and other responsibilities. Many would like to participate in service learning but have limited time in their schedules for flexibility.
30. Getting legal approval to place students in small or temporary entities.
31. Funding but so far we have overcome it each time but it is a worry. One project we do is provide a meal for more than 120 community member and participants connected to the work of our local homeless shelter. Community groups each take turns providing the meal each Friday. I never want my students to fund this with their own money so we have to secure donations and do bake sales and lemonade stands. It can be tight sometimes having the funds to do a nice meal - which is always our goal.
32. No obstacle. I've been using SL for many years in several classes.
33. It takes away from content time. We have to skip material.
34. Time for planning lessons & for developing & nurturing relationship with community partner
35. The service organizations I work with are getting harder and more unreliable to work with - I have students who would do SL but the difficulty of getting signed up with an organization and getting enough hours in often causes several to not participate
36. time to develop courses that fit with s-l
37. Initially having the students to sign-up for Service Learning. However once they see the benefits they are committed
38. the ever-changing staffing of the agencies with which we partner, and the fact that they are often under-staffed.
39. Paperwork is overwhelming. Student apathy or dislike of the assignment is discouraging at times. The negative student attitudes always occur BEFORE the service, but rarely after.
40. Spending time away from campus on a service learning project creates difficulty in managing other responsibilities.
41. I am adjunct faculty teaching education courses in the evening. Although the college's Center for Service Learning has set up many partnerships with our local schools, my night students tend to work during the day and have difficulty finding schools that have a schedule conducive to their own work schedules. Many have a difficult time completing the 30 hours of K-12 field experience required per semester. Those 30 hours are mandated by the approved course competencies, so they are non-negotiable.
42. I don't see a clear, logical tie between service learning and what I teach, and I don't see that the school is actively encouraging it by helping instructors see the benefit of it. Helping the community or participating in some activity such as

interviewing immigrants to get their immigration story is not going to help develop student writing skills, and that is my primary objective. I suppose developing a stronger work ethic in students might help a little and being exposed to people who have a uniquely different perspective also has value, but how does this help develop writing skills? Is the mental and emotional development that presumably comes with doing service learning something that can equate to better writing and thinking skills? Yes? Let me see some hard data. Tell me about some service learning projects developed by English teachers that helped the teacher better achieve course goals.

43. Giving it enough time. SL learning is an option in my classes. It is not addressed in regular class sessions.
44. Some sites require background checks before students can do service learning, and this is a problem both because of the cost and because some of our students cannot pass background checks yet have a great deal to offer the community.
45. Lack of Service Learning Coordinator and other support resources.
46. Getting students to see the value.
47. fear it will take away from class time, liability issues: not all students have transportation
48. Lack of time to prepare, time to generate ideas, time to share those ideas.
49. the time commitment to maintaining community partnerships
50. my use of service learning has not run into any obstacles.
51. Creating a cohesive team in the classroom with students who are commuters with time constraints, especially for projects that are not easily completed in the time allowed for class.
52. The quarter system is completed a failure. Faculty struggle incorporating service learning in our courses. We have to prepare the students, complete all the course material and also encourage students in doing service learning. Students also struggle because they take courses and they are not motivated to do service learning. The fast path of the course makes projects much more difficult.
53. The only real obstacle is a lack of imagination or creativity on my part as an instructor. Once I can imagine a service-learning option, there really aren't any obstacles for me on this campus.
54. Time you create the S.L. component in my classes. I do this during the summer.
55. I face no obstacles in using service learning.
56. None.
57. It is forced onto the students and graded on it, no real appreciation of what it is all about
58. Right now, it is the budget crisis. Our institution has been asked to cut 1.5 million dollars SO FAR from next years operating budget at the same time we are getting more and more students coming through the doors for retraining because they have lost their jobs. Campuses are raising the number of students per faculty member and lowering as much support costs and asking faculty to raise the number of classes they teach a year. The more students you have in a class, the more challenging it is to incorporate service-learning simply because of logistics. Often grant money or even the stimulus money is so restricted as far as what it can be used for, for admin or salary costs for example, it sometimes isn't worth the time and effort, especially when release time is also now on the

- chopping block for cost cutting.
59. time commitment to ensure it's done very well
  60. The time to develop connections and or projects that are a good fit between student learning objectives and service needs available at a given time.
  61. Getting it started, more or less.
  62. Securing funding for materials and also providing transportation.
  63. Lack of support systems within the college and my department
  64. Funding for additional help
  65. the attitudes of students who did not want to do it or who did not enjoy doing it
  66. Time. It is difficult to balance content teaching with service learning responsibilities, especially when service learning is optional and only some students get engaged.
  67. Student resistance mainly related to time constraints.
  68. Because I teach Learning Support classes primarily, I feel that my goals are somewhat different than the instructor who teaches college-level courses. Learning Support is focused on building basic skills that the students have forgotten, or missed altogether. It is also, at least the way we do it at my institution, focused on preparing the students to pass the exit exam so that they can move on to college-level classes. I fear that the extra service-learning activities will detract from the basics that these students so desperately need. I want to do service learning, but I can't really figure out how to make it beneficial both to their social growth and their skill level growth.
  69. I teach an accredited program -- and there are 62 competencies and 32 content areas that must be taught in just one year (4 quarters).... It is difficult to teach and assess those skills - which requires the students to spend a tremendous amount of time on homework and many of my students are single moms that also work either part time or full time. I require service learning but it is taxing on them in terms of time -- and they resent it -- even though they can see how it fits in -- it is yet another thing they need to do. If I give them class time (a couple of times I made a class trip out of it)... then I lose teaching time for the core content. I teach medical assisting so the clinical knowledge and skills are not achieved through service learning (up to this point). What we use service learning for is to teach my students about diversity, about social issues and to bring home the point of the Medical Assisting Code of Ethics... which states that medical assistants are to work in service to the community to improve the health and well being of the community.
  70. Coordination of projects with community partners that would like to utilize service learning.

### **Why are you not using service learning in your courses presently?**

1. The Service Learning office does not have full-time services for students in the summer semester. It's also a shorter semester, and perhaps organizations don't want to take on students for a short time period.
2. My courses are primarily ESL, and our students have difficulties going offsite or doing work outside their regular course time. Many of them work full time and can only devote a small portion of their weekly schedule to their school work - let

alone anything else. Also, their English proficiency tends to be very low, so they are very focused on the core curricula of their course work.

3. No support available, in terms of both money and staff support.
4. met requirement for grant
5. Overwhelming teaching load, lack of academic incentives, insufficient level of administrative coordination and support...etc.
6. Time. (see my last response).
7. Several courses in my program have been deleted or added this year. Much time has been spent in the development of the new classes and the implementation of curriculum standards. Also, as instructors, we are having to take the lecture classes we once taught and develop them into hybrids or online classes.
8. I am signed up to start incorporating an element of service learning this fall and will be doing some training this month.
9. Will start in Winter with federal income tax
10. No longer allowed by college & funding not available.
11. time constraints and logistics
12. It doesn't apply to my courses as much as others
13. Teaching two new courses that had no prior materials already designed
14. I am not teaching this course in the Spring.
15. I have not been encouraged to do so nor have I been allocated time to develop this program into my curriculum.
16. discontinued for my maternity leave and not scheduled when I returned
17. I am not teaching any courses this semester
18. Not teaching course conducive to it.
19. Could not work out partnerships in the community.
20. I NEED MORE INFORMATION ON HOW IT WORKS, PARTNERS IN WORKING WORLD

21. I have answered this question. I need a better explanation of how it specifically applies to teaching composition. And then I need some easy, viable projects that will not overburden me with extra work.

22. It is not suited to my classes right now.

23. I use it in my sculpture courses which I am not teaching. I used it in my ceramics courses last semester and have run into a storage problem.

24. I am a dean and only teach internet. I am closely involved with faculty who do and try to encourage more faculty to implement it.

25. I am using service learning in my classes

26. They are online and my students are across the state/country.

27. I have become involved in Cooperative Learning and Learning Communities. The LC have a one day Service Learning activity but nothing beyond that.

28. I don't think students learn from service learning

29. I am new to my position.

30. We do it once a year beginning in the summer.

31. The initiative has simply not been here.

32. I am teaching online and have not figured that component out yet, but I will

33. I really have not had the time to develop service learning activities.

34. Although about half of my class enjoyed it, the other half did not, and I had to endure a bit of negativity. Right now I just don't want to try it again. I well might

in the future. I do think it is a good program.

35. I don't feel that I'm fully trained in service learning, and don't want to do it if I can't do it well. I also cannot justify doing it when I've only got 11 weeks to prepare my students to take an exit test that focuses on certain skills. It takes all I have to make sure that they have their grammar skills in place, plus try to see that they learn to study properly, and give them time for writing.
36. Will implement in Fall 2010

**Why are you not sure if you'll use service learning in your courses in the future?**

1. It will depend on the type of project matched to my class. Again, our ESL population may not be the best fit for service learning.
2. I will only use it if the appropriate opportunity arises.
3. I don't know if the support will be there.
4. College must review options and make a determination.
5. Due to lack or absence of factors conducive/ amenable to conducting it
6. I don't know if it will be allowed or if funding will be available.
7. time constraints, logistics and funding; SL not part of professional development for faculty
8. Refer to question 15
9. NEED MORE INFO
10. I'm not convinced service learning is relevant to my students' educational objectives in my particular course.
11. I am not sure whether I will be back in the classroom
12. I don't know that I have the time or energy to try to overcome the challenge of having 30 plus students each doing an individual project since it is impossible for them to get together.
13. I have to find the time to develop activities relevant to my courses.
14. Because of the experience I described above.
15. I don't know what sort of possibilities are coming, especially with the "new college" that will be formed in July. I want to be open to the possibility of doing service learning, particularly if I have my questions and concerns answered, and if I can attain more training.

**Please use this space to provide any additional comments that you may have.**

1. Through our service learning office I was able to get help with a conference for the International Listening Association and will get student volunteers for the international convention March 2010 in Albuquerque
2. Hope your research goes well!
3. I hope more of our faculty will incorporate this type of experience in service learning.
4. My college gives "lip" service to the support of service learning but does not give a lot of other support.
5. Service Learning promotes good citizenship and civic leadership.

6. gender, age and race should not matter
7. Thinking outside the box for education is critical if we hope to inspire young people to seek higher education and succeed in becoming a participating citizen of the future.
8. I did not see a major point that I wold make.. service learning helps students learn the material better and in a deep learning format
9. I started working with SL in grad school in 2000, and started incorporating it in my classes at the CC in 2004. It's a perfect fit for my discipline, and I love doing it and truly believe in it. There will always be challenges, particularly in my county in my discipline and views toward languages, but the positive experiences almost every one of my SL students has had is worth it. They learn more deeply about the language, culture, community, and themselves
10. This survey really needed a middle ground. There were many times that I wanted to reply with an "I don't know" or "no opinion". Maybe a number scale would have given me more wiggle room. For example, I have no idea how my president, VP of academic affairs feel about service learning. Honestly, I don't even know their names...
11. Service learning is vital to my program and to my students. The experiences with projects have been extremely beneficial to the students, the college, the community, and me. Although the projects require a great deal of additional coordination and planning, I consider this teaching method extremely valuable.
12. Good luck with your research!
13. Service learning is a very good initiative but students should be motivated and received some kind of compensation. I strongly support the government's initiative in which students pay their loans doing service learning. Many students live very isolated and we need to connect them with the world.
14. Thank you for giving me an opportunity to reflect on my practice with service learning.
15. Service learning provides a venue for students to experience, practice or generalize academic concepts. It makes the classroom real and the textbook come to life. It makes teaching new each quarter. Most of my students say it is the best thing they've done.
16. I believe in SL 100%, but I feel like I have lost my way somewhat. I need to reevaluate my use of SL as well as my goals and objectives.
17. I would like to do more service learning but find coordinating it on a quarter system is difficult. By the time we identify a project we have only 4-5 weeks left in the term. Time is my biggest challenge.
18. I feel that the service learning my students do provides a worthwhile function within the community and gives them a better feel for information and something that I can not give them in the classroom
19. I think service learning is very important. It is difficult, however, to fit it into the curriculum when you have so many "have to's" -- with just 10 week/quarter -- and several clinical skills and competencies to teach -- to fit in "x" number of hours for service learning -- it is a challenge for me. AND - while my students always report positively on their experiences... they have a difficult time arranging baby sitting and managing their work and school responsibilities in order to complete service learning hours.