Impacts of Community Service Learning

Annotated Bibliography
Compiled by Campus Compact

Astin, A., & Sax, L. (1997). *Summary of major findings: Learn and Serve American Higher Education*. Los Angeles: UCLA. This study reports findings of a national longitudinal study of the effects of participation in volunteer service programs on college students. Such participation has both positive attitudinal and behavioral outcomes. They found that collegiate volunteer service has positive effects on: 1) student retention; 2) enrollment in post-graduate study; 3) participation in post-graduate volunteer service; 4) alumni contributions; and 5) social interaction across ethnic and racial lines. Student participation also positively affected students’ commitment to 6) participation in community action programs; 7) assisting others who are in difficulty; 8) participation in environmental clean-up programs; 9) promoting racial understanding; and 10) developing a meaningful philosophy of life.

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, 34-35. Researchers determined that students in service learning courses experienced significant increases in prosocial decision-making and reasoning along with cognitive gains related to multidimensionality. Of interest here is the positive relation between the quality of both prosocial reasoning and higher order thinking skills. The importance of structured, guided reflection appears to be a key element in enhancing student gains.

Boss, J. A. (1994). The effect of community service work on the moral development of college ethics students. *Journal of Moral Education*, 23(2), 183-198. A study designed to test the effect of community service work on college ethics students found that community service work along with discussion of relevant moral issues is an effective means of moving students into the post-conventional stage of principled moral reasoning.

Giles Jr., D.E., & Eyler, J. (1994). The impact of a college community service laboratory on students’ personal, social, and cognitive outcomes. *Journal of Adolescence*, 17, 327-339. Researchers found that student perceptions of clients were more empathetic after service and that they were more likely to attribute problems to circumstances beyond the control of clients. The vast majority of students intended to continue service work after semester's end. Student self-reports noted both increased understanding of social problems (knowing) and the value of community service (serving).

The findings indicate a possible effect of service-learning on diminishing the stereotypes examined, a beneficial effect of journaling with written feedback from the instructor, evidence of reciprocity between server and service-recipient, and a variety of positive responses among students and residents to the weekly visits described.

Kraft, R.J., & Krug, J. (1994). Review of research in and evaluation on service learning in public and higher education. In R.J. Kraft & M. Swadener (Eds). *Building community: Service learning in the academic disciplines, Denver, Co: Campus Compact*, 199-213. Summarizes results from general surveys, Social Growth Investigations, Psychological Development Investigations, Moral Judgement Studies, Intellectual Learning Investigations, Community Impact and Effects on Those Served, and an Evaluation of Colorado Service Learning Programs (the actual results from this latter study are included in the text). Having evaluated each of these studies, the authors have found that service learning has tested and confirmed positive impacts, especially in community impact and psychological development.

Markus, G., Howard J., & King, D. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. *Educational Evaluation and Policy Analysis, 15*(4), 410-419. This article reports results of an experiment in integrating community service into a large undergraduate political science course. In a post-course survey, students in service-learning sections were significantly more likely than students in the control sections to report that they had performed up to their potential in the course, had learned to apply principles from the course to new situations, and had developed a -treater awareness of societal problems.

Miller, J. (1994). Linking traditional and service learning courses: Outcome evaluations using two pedagogically distinct models. *Michigan Journal of Community Service Learning, 1*, 29-36. Students in two advanced introductory psychology courses were offered the opportunity for simultaneous enrollment in a content-related section of a large community service learning course. Participating students rated the experience as being significantly more valuable than did non-participating students. Participants reported an enhanced ability to apply concepts outside of the classroom, though they did not differ in their reports concerning personal development or general mastery of the course content. Implications of the findings for community learning experiences at the university level and future research are also discussed.

Myers-Lipton, S. (1994). *The effects of service learning on college students’ attitudes toward civic responsibility, international understanding, and racial prejudice*. Ph.D. Dissertation, University of Colorado-Boulder. As predicted,
students in the service learning program exhibited greater increases in international understanding, civic responsibility, and racial tolerance as measured by several scales. Interestingly, Myers-Lipton discovered that in the general population, scores for international understanding, civic responsibility, and racial tolerance actually decreased over the study period pointing to the need for increased attention to student development in these areas. The author employed multivariate analysis and factor analysis to examine the data.

Rauner, J. (1995). *The impact of community service leadership on student development, as perceived by student leaders*. Ph.D. Dissertation, University of San Diego. While students in many service programs provide direct service only, students in this study were responsible for leadership in program design, project implementation, and supervision of other students. These added duties had important impacts on student interpretation of the service experience. Students report significant differences between 'leading' programs and volunteering. Among the differences noted were significant personal change and improved communication and organizational skills. Students also reported self-doubt, confusion, and the difficulty of leadership and enforcing 'commitments' by others.

Local and National Organizations, Listservs and Web Sites

American Association of Community Colleges
*Home Page*
http://www.aacc.nche.edu/deptmnts/webmap.htm
*Service-Learning Resources*
http://www.aacc.nche.edu/spcproj/service/b_resour.htm

Association for Curriculum Development
http://www.ascd.org/

Association for Experiential Education
http://www.aee.org/

American Association for Higher Education (AAHE)
One Dupont Circle NW, Suite 360 Washington, DC 20036 Phone: (202) 293-6440
http://www.aahe.org

This organization supports service learning as an effective pedagogy within higher education. AAHE publishes the "Service Learning in the Disciplines" monograph series and works to support the assessment of service learning. Annual conferences on assessment and faculty roles and rewards feature break-out sessions on service learning.
Campus Compact
c/o Brown University P.O. Box 1975 Providence, RI 02912 Phone: (401) 863-1119
campus@compact.org

A national organization of more than 550 member colleges and universities committed to helping students develop skills of civic participation through involvement in public service. Campus Compact provides sub-grants to state compacts, publishes resource books on service learning, and collaborates on national conferences and research initiatives.

Washington State Campus Compact
Western Washington University MS9044
Bellingham, Washington 98225-9044
http://www.ac.wwu.edu/~wrccc/

Campus Compact National Center for Community Colleges
Mesa Community College Downtown Center
145 N. Centennial Way, Suite 108H
Mesa, AZ 85201
Phone (602) 461-6258
http://www.mc.maricopa.edu/academic/compact/

This organization provides information, technical assistance, publications, and sub-grants regarding the development of service learning initiatives on community college campuses.

Campus Outreach Opportunity League (COOL)
1511 K Street NW, Suite 307 Washington, DC 20005 Phone: (202) 637-7004
http://www.cool2serve.org/homeofc/home.html

This is a student-run organization that fosters student voluntary community service and seeks to build a national network of student leadership through public service.

City of Seattle
http://www.pan.ci.seattle.wa.us/

The Coalition for Community Service
http://199.74.87.138/coalition/index.html

Community - Campus Partnerships for Health
1388 Sutter, Suite 805 San Francisco, CA 94109 Phone: (415) 502-7979
http://futurehealth.ucsf.edu/ccph.html

This is a national nonprofit organization that fosters health promoting partnerships between communities and educational institutions.
Corporation for National Service (CNS)
1201 New York Ave. Washington, DC 20525 Phone: (202) 606-5000
http://www.nationalservice.org

A government organization created by the National and Community Service Trust Act of 1993. The Corporation funds "Learn and Serve America" grants that support the integration of service in the curriculum from primary to higher education and "AmeriCorps," a national service corps.

Invisible College
6315 W. Harrison Portland State University P.O. Box 751 Portland, OR 97201 Phone: 503-725-3000 www-adm.pax.edu/user/invcol/ic.htm

This is a national group of faculty committed to integrating service into academic study. Since 1995, the group has sponsored an annual conference, "National Gathering for Service Learning Educators," to discuss key issues in service learning.

FIPSE-Fund for the Improvement of Post Secondary Education
http://www.ed.gov/offices/OPE/FIPSE/Reform/

National Information Center for Service Learning
University of Minnesota VoTech Ed Building 1954 Buford Avenue, Room R-460 St. Paul, MN 55108 Phone: 1-800-808-7378 http://www.nicsl.coled.umn.edu/

This center is a national clearinghouse for K-12 service learning and maintains an extensive data bank of exemplary programs and research on service learning outcomes.

National Society for Experiential Education (NSEE)
350 Haworth Drive, Suite 207 Raleigh, NC 27609 Phone: (919) 787-3263 http://www.nse.org

This organization fosters the effective use of experience (e.g., internship, fieldwork, outdoor education, service learning) as an integral part of education. NSEE publishes excellent resources on service learning. Annual fall conferences provide breakout sessions on service learning for K16 educators and practitioners.

North West Regional Educational Laboratory
http://www.nwrel.org/

Partnership for Service Learning
815 Second Avenue, Suite 315 New York, NY 10017 Phone: (212) 986-0989 http://www.studyabroad.com/psl/
This long-standing organization specializes in international service learning experiences for college students.

**Seattle Community Involvement and Volunteer Web Sites**
http://www.gstech.com/ignite/
http://info@seattleworks.org/
http://seavol.org/

**Second Nature, Education for Sustainability**
http://www.2nature.org/

**University of California Berkley Service-Learning Research and Development**
http://www-gse.berkeley.edu/research/slc/servicelearning.html

**Washington State Higher Education Coordinating Board**
http://www.ed.gov/offices/OPE/FIPSE/96ProgBk/wasthed.html

**Washington State Board for Technical and Community Colleges**
http://www.sbctc.ctc.edu/

**Who Cares? The Tool Kit for Social Change**
http://www.whocares.org/

**General Listservs**

An active listserv of more than 800 service learning educators is monitored by the University of Colorado at Boulder. These options exist for users:

S-L list: service-learning@csf.colorado.edu
JSL: jsl@csf.colorado.edu
(Join Service List)

The New England Resource for Higher Education’s Program of Professional Service, and Providence College also support a listserv for those interested in faculty professional service i.e., the involvement of faculty, individually and collectively, in community service.

JSL: majordomo@homer.providence.edu

For a listing of Community College Listservs or Disciplinary Society contacts who are active supporters of service learning, please contact SCCC’s Service Learning Program.
Bibliography

Community Partnerships


Kretzmann, J.P., & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets.* Chicago: ACTA Publications.


Pedagogical Issues


**Reflective Practices/Journals**


**Research & Assessment**


Campus Compact. (1994). *Participatory action research: Merging the community and scholarly agendas*. Project on Integrating Service and Academic Study: Brown University.


**Scholarship of Service/Universities as Citizens**


**Supplemental Readings**


