

Cultivating Community beyond the Classroom

learning
engagement
retention
connecting
critical thinking
reflective
advocacy
careers
SERVICE LEARNING
academic leadership
responsibility
civic awareness
community partnerships
education
person reciprocity
collaboration

By Mary Prentice, Gail Robinson, and Madeline Patton



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The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,200 two-year, associate degree-granting institutions and more than 13 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. Information about AACC and community colleges may be found at www.aacc.nche.edu.

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Table of Contents

Chapter 1: Colleges in Their Communities	2
Social Media	3
Environmental Education and Healthy Families	5
Horizons Grantee Colleges	9
Chapter 2: Service Learning and Community Partnerships	11
Consortium Survey	11
Partner Focus Groups.....	13
Chapter 3: Service Learning and Academic Leadership	15
College Completion	15
High-Impact Learning Practices	16
Career Development.....	17
Chapter 4: Service Learning and Retention	18
Methodology.....	18
Analysis.....	20
Student Focus Groups.....	21
Implications	23
Limitations	25
Suggestions for Further Study	25
Conclusion	26
References	27
Resources	28
Acknowledgments	29

Chapter 1

Colleges in Their Communities

What does it mean to be a community college? Most colleges that offer associate degrees and certificate programs are indelibly linked to the communities in which they reside. More than that, these institutions are of the community due to their mission to serve the community.

With the advent of federal funding through the Learn and Serve America program in 1994, service learning grew quickly in community colleges—from less than one-third to more than two-thirds of all colleges in just eight years (Prentice, Robinson, and McPhee 2003).

The American Association of Community Colleges (AACC) defines service learning as the combination of classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning involves students in activities that address local, community-identified needs while developing their academic skills and commitment to their community (Gottlieb and Robinson 2006).

Service learning is a proven method of engaged teaching and learning at all levels of education. It has been identified as one of five high-impact learning practices in higher

Critical to the colleges' efforts was the development of deeper, long-term, reciprocal faculty-partner relationships.

education (Brownell and Swaner 2010) and recommended as a key strategy for civic learning and democratic engagement by the U.S. Department of Education (National Task Force on Civic Learning and Democratic Engagement 2012).

Thanks to 18 years of continuous support from Learn and Serve America, AACC's Community Colleges Broadening Horizons through Service Learning program worked with 104 grantee colleges between 1994 and 2012. The Horizons

colleges placed a total of 32,000 service learning students in community-based organizations and K-12 schools. The students provided 496,000 hours of direct community service (a monetary value of \$10.8 million, according to Independent Sector, a leadership network for nonprofits and foundations); worked with 2,400 community college faculty; and affected more than 5,300 local agencies and schools and 600,000 individuals.

This publication looks at the work of 16 institutions that were selected as Horizons mentor and mentee colleges for 2009-2011. The colleges received funding of \$3,000 to \$14,000 per year and participated in consortium-wide training, leadership development, and evaluation. Their service learning projects focused on social media and environmental education.

Each college's goal was to strengthen the capacity of its community partners to meet

their clients' or young students' needs during the economic recession. Critical to these efforts was the development of deeper, long-term, reciprocal faculty-partner relationships.

Social Media

Horizons colleges working in social media were known as New Media Leaders (NML) colleges. They assisted their community partners with volunteer recruitment and retention, resource sharing, and promotion of their organizational missions.

Courses involved in NML included business administration, computer arts technology, computer information systems, environmental issues, marketing, multimedia tools and applications, photography, and social sciences, as well as a co-curricular student leadership program. Following are highlights from the NML initiatives.

Anne Arundel Community College

Anne Arundel Community College students and a computer technology professor who worked on the New Media Leaders project for the YWCA of Annapolis and Anne Arundel County (YWCA-AA) changed the organization's approach to social media.

Prior to a service learner's assessment of the many potential uses of Facebook for the YWCA-AA, Executive Director Molly Knipe said the nonprofit that focuses on women's health and safety issues did not have a Facebook page.

The student's report, however, convinced YWCA-AA leaders of Facebook's benefits. During the subsequent semester, Carrie Leary, assistant professor of computer technologies at Anne Arundel, guided students in a class project that created a wiki to teach YWCA-AA employees how to use Facebook for recruiting volunteers and raising money.

"It's a great tool," Cathleen H. Doyle, director of the college's Sarbanes Center for Public and Community Service, said of the wiki that includes instructions on how to interact with Facebook fans and get sponsors. Besides creating a social media presence that YWCA-AA now uses regularly to boost

its efforts, "the students had a very powerful learning experience," Doyle added.

Doyle was so impressed by the New Media Leader's assessment of how YWCA-AA could use Facebook that she met with the student several times to expand her own understanding of social media. The NML student later initiated the college's service learning presence on Facebook.

Community College of Vermont

Homelessness was the focus of two of the New Media Leaders projects at the Community College of Vermont (CCV).

Students in a multimedia applications and tools course, a general education elective, created a YouTube video about a Burlington organization's response to the increasing incidence of homelessness. The students interviewed staff at COTS (Committee on Temporary Shelter), toured COTS's facilities, and did research on homelessness at the national, state, and local levels.

At the other end of Vermont, an NML student taught staff members of the Open Door Mission of Rutland how to use a computer and acquainted them with social media. CCV used Horizons grant funds to purchase a laptop for the nonprofit organization; it was the mission's first computer. The student set up various applications to help the staff run the organization. He also created a Facebook page and website to increase the agency's visibility for fundraising.

"One of the biggest successes of the project was that, when the funding ended, [the student] stayed on and volunteered because he felt his work was not done," said Heather Weinstein, director of student

"One of the biggest successes of the project was that, when the funding ended, [the student] stayed on and volunteered because he felt his work was not done."

support services and chair of the civic engagement committee at CCV.

Another New Media Leader was placed with the Winooski Coalition for a Safe and Peaceful Community, an umbrella organization for nonprofits. The student worked with a group of nuns and a Catholic church to teach basic computer skills to seniors.

From the NML project the college has developed a deeper partnership with the organization. Kate Nugent, the coalition's chief operating officer, now serves on the college's civic engagement committee. "She adds a really valuable voice to our work," Weinstein said.

Glendale Community College

In California, faculty and staff at Glendale Community College (GCC) took a different approach to social media. They created a social science course in which students would learn how to use social media to assist in local partners' outreach efforts.

Students trained as "NML Ambassadors" provided expertise in using Facebook, Twitter, and YouTube; recorded and edited videos; and designed databases. A student working with a substance abuse agency created an online calendar that allowed individuals to register online for activities and events.

"One New Media Leader was a regular blogger and helped create much content for an organization's blog," said Hoover Zariani, director of GCC's center for student involvement. "In fact, she was the main provider of this type of assistance. This was very appreciated by the organization as they could share [the blog] with their constituents. She also helped with some Facebook activities and posted videos on their website."

The college community was also involved in the annual Martin Luther King, Jr., Day of Service. Working with a local middle school and an organization that serves low-income residents in the Los Angeles area, GCC students and staff assisted families with basic computer literacy, Internet skills, and other new media.

Salt Lake Community College

Service learners' work as New Media Leaders for nonprofit organizations in Salt Lake City helped change the way those organizations do business.

One Salt Lake Community College (SLCC) student helped Wasatch Community Gardens improve its Facebook presence to encourage people to grow and share food, while another student expanded the Community Coop's use of social media to recruit both volunteers and community residents to participate in the food cooperative.

The students' efforts "freed up the capacity" of the organizations, according to Gail Jessen, director of the Thayne Center for Service & Learning at SLCC. "When nonprofits are typically understaffed, overworked, and over-programmed, social media can feel like an extra or add-on when in reality it can be essential to reach your volunteers," she said.

Brit Merrill, community garden and volunteer manager at Wasatch Community Gardens, said that



Brit Merrill, community garden and volunteer manager at Wasatch Community Gardens, sees the fruits of the community's labors in Salt Lake City.

**Nonprofits should see social media
“not as an add-on but as integral
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involved with their cause.”**

service learner Desa-Rae Robertson increased the organization’s Facebook fans from a few hundred to 2,000.

“She just made our social media efforts more proactive, more lively,” Merrill said. From posting weekly gardening tips to asking people to join the Green Thumb Challenge by posting photos of their gardens, Robertson focused on improving the quality, not just the quantity, of interactions on the site.

During a 2012 conference at SLCC, Merrill told representatives of 60 organizations partnering with the college that, through Robertson’s service as a New Media Leader, she learned that nonprofits should see social media “not as an add-on but as integral to their capacity for getting people involved with their cause.”

NML Mentee Colleges

While funded for only one academic year, four Horizons mentee colleges developed useful projects using social media and service learning.

Students at Ashland Community and Technical College used geographical information systems (GIS) devices and Google Earth to map hiking trails and facilities in a Kentucky state park.

Cape Cod Community College used new media to help the National Marine Life Center raise money for construction of a marine hospital and promote the organization’s work caring for stranded marine animals.

Miami Dade College hosted a workshop for its service learning partners to boost their awareness and use of social media tools.

Students at Northeast Wisconsin Technical College helped promote canoe and kayak tourism at

Florence County rivers and parks where attendance lagged along with the local economy.

Environmental Education and Healthy Families

Horizons colleges working in environmental, nutrition, and health education were known as No Child Left Inside (NCLI) colleges. They partnered with elementary and secondary schools, as well as local organizations providing after-school and family programming.

Courses involved in NCLI included biology, business, chemistry, communication, composition, dental hygiene, early childhood education, economics, educational technology, English, health, history, landscape design, math, nursing, nutrition, physical education, reading, sociology, Spanish, speech, teacher education, and therapeutic recreation. Following are highlights from the NCLI initiatives.

Brookhaven College

Brookhaven College created family nutrition and childhood obesity prevention programs as part of its No Child Left Inside grant. The service learning project also generated employment opportunities for students.

“There is a need in our community, especially in Texas, for obesity awareness and the health risks that go along with that,” said Andrew Deibert, coordinator of service learning and civic engagement at Brookhaven College.

Brookhaven students, faculty, and staff offered a Healthy Family Day for the general community. Fun activities, nutritious food, and healthy lifestyle programs were provided during the event for families served by the YMCA, Head Start, and Texas HIPPI (Home Instruction for Parents of Preschool Youngsters). The three organizations were NCLI service learning partners for Brookhaven students taking nutrition, early childhood education, and nursing courses.



Susan Velez, a Brookhaven College nursing student, hula-hoops her way through the college's Healthy Family Day event.

As a result of their positive experiences with the service learners, the YMCA hired two of the students as healthy lifestyle coaches. "They are getting jobs... because of the things they are bringing to the table: the academic side, the knowledge they bring, and the real-world experience," Deibert said.

In addition to working with lifestyle coaches, service learning students worked with a nutritionist for Brookhaven's on-campus Head Start program to trim the fat and calories in the preschoolers' favorite foods. The college students compiled recipes into a kid-friendly cookbook with health tips, and distributed the books to the children's families.

Lorain County Community College

A cross-curricular collaboration was the brainchild of Lorain County Community College (LCCC) faculty and students. In 2008, service learners had created a hummingbird and butterfly habitat garden on campus that is also accessible to Elyria, Ohio, residents. A welded archway and driftwood bench

designed and produced by service learners were added in 2010. The garden is maintained by service learners and volunteers.

For NCLI, students created a garden educational sign project. An LCCC ecology student, an AmeriCorps member, and an entire freshman cohort of Lorain's Early College High School studied ecology, biology, Spanish, English, and math to design and create educational signs and pamphlets for the garden. The project incorporated an assessment of current garden use, Spanish and Braille translations, hands-on sign creation, and an installation celebration at the end of the semester.

In addition to garden projects, LCCC students tackled economic issues for struggling local families. Service learning students in a marketing class addressed food scarcity concerns with Second Harvest Food Bank. Other students worked with the Lorain County Urban League and Save Our Children to promote outdoor activities, physical fitness, gardening, cooking, and nutrition education both in and out of the classroom.

"Service learning students demonstrate



A Lorain County Community College student joins LCCC biology professor Ruby Beil (center) and Early College High School guidance counselor Brenda Owens (right) in the hummingbird and butterfly habitat garden.

“It’s a complete difference. It’s really more work for them because they’re now in charge of their learning. They have to be active learners. They can’t be passive anymore....They’re more excited about learning.”

stronger connections between theory and real world applications, stronger commitment to ongoing service, stronger career and employment connections, and more,” said Marcia Jones, manager of career services. “Through our work with Horizons, Completion by Design, and Achieving the Dream, we know that these things contribute to gains in student completion rates. These are just a few of the tangible service learning results that have led to LCCC’s heightened focus on experiential education.”

Queensborough Community College

Using service learning within a learning community that linked a basic skills reading class with a speech class yielded multiple positive outcomes for students at Queensborough Community College (QCC).

QCC service learners gave speeches on health topics, such as exercise and sleep, to second graders during brown-bag lunch programs at New York City Public School 46. The QCC students also presented short “commercials” for healthy foods and gave interpretive readings of children’s books on nutrition.

“They really practiced their speech skills in the public schools with the kids,” said Arlene Kemmerer, the faculty member who teaches the basic skills course. To prepare for their service learning presentations, students had to use the reading and research abilities they learned in the basic skills class. Students also wrote reflective essays on an e-portfolio wiki before and after their time at the elementary school.

The requirement to perform for the younger students added an unusual imperative to the class assignments, Kemmerer said. When she compares the service learning and learning community combination with the traditional way she previously



Queensborough Community College basic skills and speech students lead elementary school students in a brown-bag lunch discussion about healthy eating.

taught, Kemmerer explained, “It’s a complete difference. It’s really more work for them because they’re now in charge of their learning. They have to be active learners. They can’t be passive anymore.... They’re more excited about learning.”

QCC assessments found that students who participate in service learning are more likely to stay enrolled at the college, are more confident in their academic abilities, are better able to apply concepts from class to real situations, are more comfortable asking questions in class, and are more aware of community issues.

Western Piedmont Community College

By caring for immigrant children while their parents learned English, Western Piedmont Community College (WPCC) students in North Carolina helped the Burke County Literacy Council meet a critical community need at the same time that they gained clearer insights into child development.



During Western Piedmont Community College's Get Unplugged, Get Outdoors community day, students guided youngsters and adults in climbing activities that are part of the college's therapeutic recreation program.

Guiding toddlers in outdoor activities as part of the college's No Child Left Inside initiative improved the college students' understanding of child development and made them aware of the benefits children gain by playing outside for more than the one hour per day that is typical of most daycare settings.

"Students can talk with me about what those children are doing and how it ties in with what Piaget [a developmental psychologist] said. Then I know they understand," explained Beth Parrish, an early childhood instructor at WPCC. Because students' grades are consistently higher in the course with service learning, Parrish is trying to add a service learning component to another child development course that focuses on older, preschool-age children.

Students' reconsideration of how much time they spend indoors watching television and using Internet-connected devices is another powerful consequence of the NCLI initiative. Although WPCC is in a rural area, Parrish said few of her students know much about nature. As a result, class discussions and students' written reflections about

"It really has helped my students get back to understanding the importance of the outdoors and getting back to nature. They didn't even realize they had lost something."

what they learned when they spent unstructured time outdoors as children resulted in "a big learning leap" for them.

"It really has helped my students get back to understanding the importance of the outdoors and getting back to nature. They didn't even realize they had lost something," she said.

NCLI Mentee Colleges

The four NCLI mentee institutions incorporated creative learning opportunities related to environmental education during their year-long grants.

Johnson County Community College (KS) provided opportunities for pre-service teachers to expand their understanding of outdoor learning and environmental/sustainable education, and created



Johnson County Community College students dig into their assignment to plant a mum house for promoting outdoor learning for children.

service-oriented projects within current campus career programs.

Teacher education students at Milwaukee Area Technical College engaged out-of-school youth to give each group the opportunity to learn about each other while encouraging park stewardship.

English and chemistry faculty at Oakton Community College developed service learning projects related to sustainable local food systems and worked with suburban Chicago elementary schools to develop school-based gardens.

Microbiology students at University of Cincinnati Clermont College provided environmental education and entertainment for youth on Earth Day and planted a community garden whose harvest was shared with local food pantries.

Horizons Mentor Colleges, 2009-2011

Anne Arundel Community College

101 College Parkway

Arnold, MD 21012

www.aacc.edu/servicelearning

Project Director: Steve Berry, Instructional Specialist, Engaged Learning

Brookhaven College

3939 Valley View Lane

Farmers Branch, TX 75244-4997

www.brookhavencollege.edu/service-learning

Project Director: Oscar Lopez, Vice President, Student Services

Community College of Vermont

660 Elm Street

Montpelier, VT 05601

www.ccv.edu

Project Director: Linda Gabrielson, Academic Dean

Glendale Community College

1500 North Verdugo Road

Glendale, CA 91208

www.glendale.edu/csi

Project Director: Hoover Zariani, Director, Center for Student Involvement

Lorain County Community College

1005 North Abbe Road

Elyria, OH 44035

www.lorainccc.edu/servicelearning

Project Director: Marcia Jones, Manager, Career Services

Queensborough Community College

222-05 56th Avenue

Bayside, NY 11364

www.qcc.cuny.edu/servicelearning

Project Director: Jo Pantaleo, Director, Basic Skills Learning Center

Salt Lake Community College

4600 South Redwood Road

Salt Lake City, UT 84130

www.slcc.edu/thaynecenter

Project Director: Gail Jessen, Director, Thayne Center for Service & Learning

Western Piedmont Community College

1001 Burkemont Avenue

Morganton, NC 28655

www.wpcc.edu

Project Director: Beth Parrish, Instructor, Early Childhood Education

Horizons Mentee Colleges, 2010-2011

Ashland Community and Technical College

1400 College Drive
Ashland, KY 41101
www.ashland.kctcs.edu

Project Director: Shawn Brown, Instructor, Computer Information Systems

Cape Cod Community College

2240 Iyannough Road
West Barnstable, MA 02668
www.capecod.edu

Project Director: Lisa Heller Boragine, Assistant Professor of Communication

Johnson County Community College

12345 College Boulevard
Overland Park, KS 66210
www.jccc.edu/servicelearning

Project Director: Marcia Shideler, Associate Professor/Facilitator, Community-Based Learning

Miami Dade College

300 NE 2nd Avenue
Miami, FL 33132
www.mdc.edu/iced

Project Director: Tamica Ramos, Campus Director, Institute for Civic Engagement and Democracy

Milwaukee Area Technical College

700 West State Street
Milwaukee, WI 53233
www.matc.edu

Project Director: Eva Hagenhofer, Instructor/Coordinator, Teacher Education

Northeast Wisconsin Technical College

2740 W. Mason Street
Green Bay, WI 54307
www.nwtc.edu/atnwtc/servicelearning

Project Director: John Maier, Marketing Instructor

Oakton Community College

1600 East Golf Road
Des Plaines, IL 60016
www.oakton.edu

Project Director: Gwen Nyden, Professor of Sociology

University of Cincinnati Clermont College

4200 Clermont College Drive
Batavia, OH 45103
www.ucclermont.edu

Project Director: Barbara Wallace, Director, College Success Program

Chapter 2

Service Learning and Community Partnerships

Service learning practitioners and researchers have collected a variety of data since the 1990s demonstrating the positive effects of service learning. Community partners in previous Horizons cohorts reported general satisfaction with student contributions, as well as improved or newly developed campus relationships.

To be truly effective, partners need to be seen as more than just placement sites for service learning. Agency directors, staff, and elementary and secondary school teachers must be co-facilitators of learning, as they have much to teach from the community perspective.

Many community partners prefer long-term relationships with individual faculty to develop mutually beneficial agendas, joint project planning, and continual assessment. This leads to greater benefits to and deeper impact on the communities involved, and greater reciprocity in the campus-community relationships (Sandy 2007; Stoecker, Tryon, and Hilgendorf 2009).

Long-term relationships lead to greater benefits to and deeper impact on the communities involved, and greater reciprocity in the campus-community relationships.

It was with these types of reciprocal relationships in mind that AACC sought to assess the value of service learning to Horizons colleges' partners.

Consortium Survey

In 2009, AACC and California Campus Compact collaborated to create a survey instrument to collect service learning outcomes from the perspective of community partners. Learn and Serve America had charged both organizations—as consortium programs

working with multiple subgrantee colleges and universities—with assisting community-based organizations and K-12 schools that were affected by the recession.

With the help of the Center for Information and Research on Civic Learning and Engagement (CIRCLE), AACC and California Campus Compact developed a survey that asked about service learners' impact on the partners' capacity to serve community needs as a result of the economic downturn. The survey also asked whether the college students provided valuable services to the partners' constituents, clients, or K-12 students.

AACC and California Campus Compact administered the survey to a total of 94 partner organizations at the end of the 2009-2010 and 2010-2011 academic years. (AACC's recipients were those that hosted students for the New Media Leaders and No Child Left Inside projects described in chapter 1.) The partners were primarily non-faith-based nonprofit organizations

(61%) and K-12 schools (14%), as well as faith-based nonprofits (8%) and government agencies (7%). They served anywhere from 25 to more than 60,000 clients annually.

The issues addressed by the partner organizations ranged widely, including education and literacy; hunger, food, and nutrition; animal care; vulnerable youth; seniors/elders; people with disabilities; immigrants and refugees; cultural awareness; homelessness; crisis response and assistance; healthcare; substance abuse and addiction; environment, parks, and gardens; and performing and visual arts, among others.

A total of 3,502 college and university students participated in service learning at those K-12 schools and agencies as part of this study. Survey results indicated that 84% of partners agreed that the service learning students had indeed increased their capacity to meet local needs due to the economic downturn (see figure 1). Ninety-seven percent (97%) said that the students provided valuable services to their constituents (see figure 2).

Partners also had an opportunity to enter comments in the survey. “Service learning students have helped our organization in a variety of ways,” said one. “Whether it’s through a service learning class, an organized project through the [service learning] center, or the New Media Leader student who helps us update our Facebook and Twitter pages, students are a vital component to the success of our nonprofit.”

“Service learners provide added value to our nonprofit,” wrote one organization’s director. “They develop our website and take the workload off of our staff. Accounting students pull reports for me that no one else knows how to do. They get to use their skills and they enhance our program.”

Comments also reflected the hardships faced by nonprofits in lean economic times. A healthcare provider stated, “Nursing students helped in our obesity and diabetes prevention program for African-American and Hispanic families. They provided know-how that the agency did not have internally and could not afford to pay for.”

Figure 1 College students increased partner organizations’ capacity to serve community needs

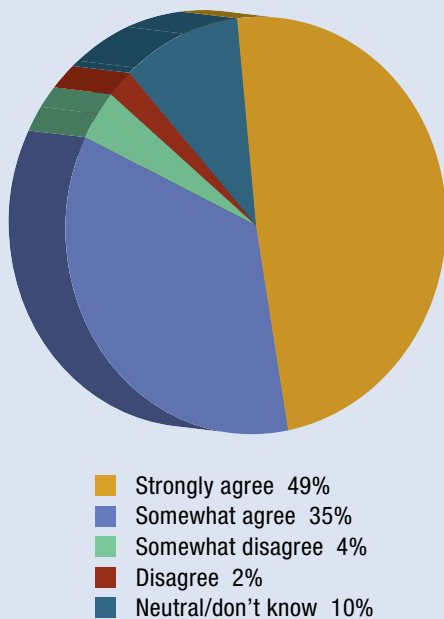
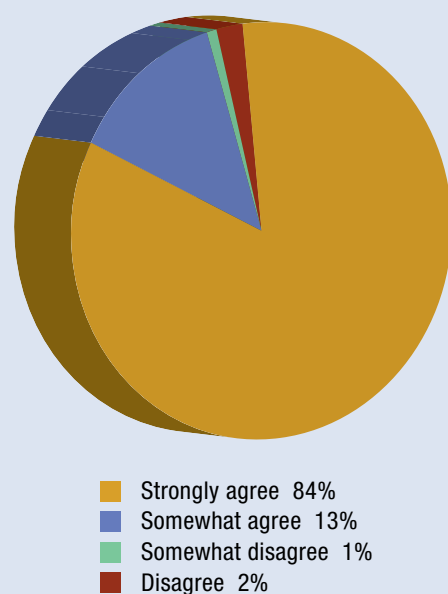


Figure 2 College students provided valuable services to constituents, clients, or K-12 students



“Students are a vital component to the success of our nonprofit.”

Another partner said, “Without [the service learners] we would not have been able to provide good healthy [food] items to families and homebound individuals.”

When partners indicated that service learners did not help their organizations or clients, their comments were useful and direct. In some cases, the college contact (either a service learning director or instructor) did not communicate regularly with the partner, who felt left out of the process and uninformed about expectations for the students. Other partners found that students’ skills, abilities, and availability were not always adequate or appropriate for their needs. These comments helped college faculty better tailor their service learning plans to their partners’ requirements.

The frequency of student service varied from just once to more than a dozen times over the

course of a year (see figure 3). In most cases, faculty recommended a minimum number of times that students were to serve with partner organizations, based on the learning outcomes of their courses and the needs of the partners.

The value of these service learning partnerships was evident in that 93% of the Horizons partners said they were interested in continuing to collaborate with the colleges.

Partner Focus Groups

In an effort to learn more about partners’ views on service learning, AACC conducted seven community partner focus groups and interviews with a total of 17 participants. One was conducted in the first year and six were conducted in the second year of the grant. Focus groups included partners of Anne Arundel, Brookhaven, Glendale, Lorain County, Salt Lake, and Western Piedmont Community Colleges. Partners’ focus group discussions built on their survey comments.

Value of Service Learners

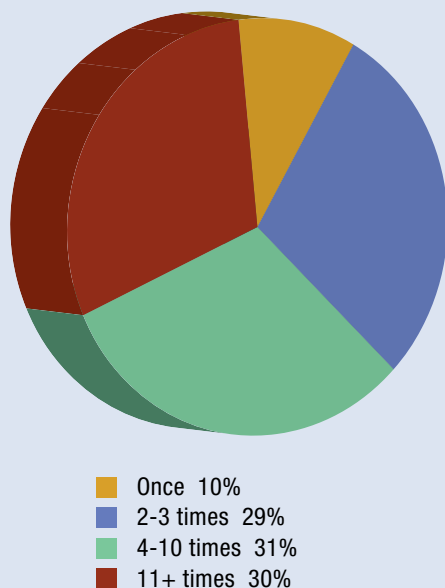
During the focus groups, partners talked about the value of hosting service learners and the impact they can make.

The director of one privately funded after-school program mentioned that they lost a lot of funding due to the recession. “We’ve had to cut back on staff. We normally have a youth development specialist and an aide in a classroom. But we’ve been fortunate enough to have service learners to help cushion the fact that we need another body as well as someone who brings a skill set into the classroom for a kid. It increased capacity for our organization as well as mentoring [for the children].”

Service learners “provided the students in our after-school program with enriching science-based activities, as well as the opportunity to visit a college and interact with college students,” said one partner. “They are role models,” said another.

An older agency representative confessed, “I selfishly love the contact with young people. They

Figure 3 Frequency of student service at partner organizations annually



bring a fresh view to [our work]. They get an appreciation for the community's diversity. I hope they find it an enriching experience."

Another remarked on the diversity that college students represented. "Our in-patient unit is very diverse, a melting pot. When we have Vietnamese patients, our Vietnamese students can translate. It's huge. Arabic speakers, too. It's a gift."

Long-term Impact

A teacher said that service learners "definitely make an impact on the kids. Children look for them—there is a bond and trust developed. We are trying to develop English-speaking skills with the kids who don't speak English at home. The college students do small-group work, teach projects, get down in the yard and play with [the children]. It's a long-term effect for us and the kids."

"From an organizational standpoint, [service learning] is important because it gives students the opportunity to truly engage in the community," said an agency staffer. "So often you have students who go to school and go back home, but are not really involved in doing anything. It's important for those students because now they know there is more to the county than just the college they attend. It gives them ownership in terms of the change they can make, the impact on the lives of kids, because of economic disparities. It makes a difference for the service learners to actually be able to see that the world around them is not just the world that they came from."

When asked if she would have to cut back on programs if she did not have service learning students, a hospice administrator said, "We'd be up a creek! We are required to have five percent of billed hours each year in volunteer time or we lose federal funds." Another partner responded, "We wouldn't turn away clients, but we absolutely need the service learners. I would die without them."

"It makes a difference for the service learners to actually be able to see that the world around them is not just the world that they came from."

A social worker's final plea was, "Get us in the schools, in the classroom with instructors. Even 15 minutes of exposure makes a difference—it grabs [students'] attention. This is what we do."

Based on partners' responses to the survey and in the focus groups, AACCC recommends that other colleges, universities, and communities collaborate to collect and disseminate similar data, whether in the same state, regionally, or nationally. Building the evidence base for the positive impact of service learning—as well as understanding and learning from missteps and failures—is critical to long-term growth and sustainability of these partnerships.

Chapter 3

Service Learning and Academic Leadership

The community colleges that participated in AACC’s Horizons project used service learning to improve student outcomes and reach completion goals. Each year since 2001, chief academic officers from the Horizons colleges gathered to share strategies to improve and sustain service learning at their institutions (Prentice, Exley, and Robinson 2003).

Sixteen vice presidents and deans met at AACC’s 2011 and 2012 Summits on Service Learning Institutionalization for Chief Academic Officers (CAOs). They agreed on the importance of using service learning as a high-impact strategy for student success.

College Completion

Kapi’olani Community College (KCC) administrators consider service learning to be “one of the most successful practices” for helping students complete degrees and for helping the college meet its graduation targets.

“We know that the students who are involved in service learning are earning higher grades and are more likely to persist, to graduate,” said Charles Sasaki, dean of arts and sciences at KCC in Honolulu, Hawaii. Institutional researchers at the college found that fall-to-spring persistence rates for service learning students are 18% higher than for all KCC students.

“We know that the students who are involved in service learning are earning higher grades and are more likely to persist, to graduate.”

With the college’s funding tied to reaching target numbers in the Hawaii Graduation Initiative, Sasaki said the benefits of service learning extend beyond students’ personal and academic enrichment and the individuals and organizations that benefit from students’ service.

“On a very practical level, we know that service learning is going to protect the baseline funding for the college [and] make sure we continue to receive resources as we are helping our students to be successful,” Sasaki said.

Other administrators at the summits reported that their colleges had woven service learning into their Achieving the Dream initiatives and other college completion strategies. The Community College of Vermont uses service learning in its Save the Males program to

“We’ve been able to document that all service learning activities can address at least four out of the 10 college competencies: social and civic responsibility, innovative and critical thinking, communication, and self management...We are also seeing how service learning supports job skills and the work ethic.”

recruit and retain male students throughout the mostly rural state. The program responds to data the college gathered for Achieving the Dream that identified men of all races as the students most at risk of dropping out of the college.

Central New Mexico Community College in Albuquerque moved service learning to its academic affairs division to give it greater prominence. As a result of the change, CNM introduces students to service learning in orientation and encourages faculty to use service learning and other high-impact activities in systematic ways to retain students.

Brookhaven College planned to use data from its many service learning opportunities to meet the civic engagement goals contained in Texas’s performance-based funding, according to Rodger Bennett, vice president of academic affairs and student success. Community service is a priority at the college, where all full-time staff members participated in a day of service to mark the Dallas County Community College District’s 45th anniversary in 2011.

High-Impact Learning Practices

Service learning is one of five high-impact learning experiences that Queensborough Community College infused in the two-semester “freshman academies” it requires all first-time, full-time students to take. Part-time students have the option of participating in the academies that combine academic resources and student services. In just over a year, more than 500 Queensborough students participated in service learning experiences with literacy programs, environmental programs, health centers, and

homeless shelters.

More than 30% of the faculty at Western Piedmont Community College use service learning. They have integrated it into the sciences, education, business, accounting, therapeutic recreation, sustainable agriculture, and construction technology. The overall success of the pedagogy in various disciplines, however, led the college to add it to courses for middle-college and dual-enrolled students.

“We’ve done amazing things with very few resources,” said Michael Helmick, former vice president for academic affairs. He considered the rural college’s 56% retention rate as evidence of service learning’s effectiveness.

Anne Arundel Community College includes information about service learning in its orientation program for new faculty to encourage them to infuse it into their teaching practices. In 2010, about 1,000 students enrolled in 100 service learning courses at the college. One-third of all faculty teach with service learning.

“Service learning doesn’t operate on the periphery of the institution. It has been brought into the standard operations within the division of learning,” said Andy Meyer, former vice president for learning. “We’ve been able to document that all service learning activities can address at least four out of the 10 Anne Arundel Community College competencies: social and civic responsibility, innovative and critical thinking, communication, and self management...We are also seeing how service learning supports job skills and the work ethic.”

Career Development

For career switchers and students who are attending college because they cannot find work, service learning has an immediate, practical application.

“Service learning is helping people who don’t have jobs fill in their resumés,” said Chris Chairsell, vice president of academic and student affairs at Portland Community College (OR). Faculty encourage students to include their service learning experiences on their resumes to show prospective employers what they have been doing since they were last employed.

“Service learning is helping people who don’t have jobs fill in their resumés.”

Students who participate in Lorain County Community College’s Science for Civic Engagement program worked on community gardens, collaborated with Bowling Green State University students on an environmental science project, and interacted with Ohio State University Agriculture Technical Institute students on a sustainable agriculture project.

Many of the nonprofit organizations located near Gadsden State Community College’s five-county Alabama service area “depend on service learning students” to meet residents’ needs, according to Jim Jolly, dean of instructional services. Using values from Independent Sector, Jolly calculated that 93 students contributed 1,349 hours of assistance with a monetary value of \$28,127 during one semester in 2009. “We love service learning,” Jolly said.

Bob Exley, former CAO at Iowa Western Community College and now president of Snead State Community College (AL), has been involved in AACC’s service learning efforts since they began in 1994. He said the biggest lesson he learned over the years was that the key to service learning success “wasn’t the volume of placements, but the quality of the relationships” developed among faculty and community partners.

The ongoing support of all the Horizons CAOs made a tremendous difference in their colleges’ ability to create innovative curricula with equal value on learning and service. Such academic leadership is key to building and maintaining a strong foundation for service learning and community engagement.



Pamela Edington, dean of academic affairs at Norwalk Community College, makes a point at AACC’s 2011 CAO Summit.

Chapter 4

Service Learning and Retention

No issue is on the minds of college administrators more than student retention and college completion, as the graduation rate of community college students hovers around 30% (U.S. Department of Education National Center for Education Statistics 2012). As a measure of community college student success, graduation rates alone do not capture all students' education goals, so this low graduation rate calls for intervention.

This national focus on student retention and graduation comes at a time when education budgets have been slashed and college personnel reduced. In this resource-deprived climate, interventions that decrease student attrition will be adopted most readily if they are relatively cost-neutral and do not require extra staff. Higher education administrators are looking for solutions that can come from college practices already in existence. One established practice that is linked with increasing student retention is service learning (Bingle, Hatcher,

and Muthiah 2010).

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Besides focusing on deeper community partnerships, the other primary outcome for the 2009-2011 Horizons colleges was increasing retention and persistence factors through student participation in service learning. For this project, retention was defined as staying in a course from the beginning to the end of the semester, and persistence as semester-to-semester enrollment.

Methodology

To begin investigating a connection between service learning participation and student retention and persistence, AACC used both quantitative and qualitative methodologies. In the quantitative part of the study, service learners were compared to a similar group of nonservice learners. To form these two groups, project directors at each college were asked to select courses without service learning that were similar in content and academic level to courses that included service learning.

The survey assessed five retention-positive factors including commitment to obtaining educational goals, confidence at being successful in the academic environment, connection with other students, connection with faculty, and involvement in campus activities occurring outside of class time.

To collect quantitative data, AACC's grant evaluator designed a survey from research that had identified attrition factors affecting community college students. There were two aspects of the survey. The first aspect involved assessing the students' attrition risk level by asking 16 questions about factors associated with attrition. These factors included such characteristics as whether they had attended a college success or orientation course; whether this was the first college they had attended; whether they were enrolled full time in their current college; what educational goals they had for themselves; whether they received financial aid; and if they were employed and, if so, how many hours per week they worked.

The second aspect of the survey assessed how strongly both groups of students felt regarding five key factors associated with retention and persistence in college. These five retention-positive factors included commitment to obtaining educational goals, confidence at being successful in the academic environment, connection with other students, connection with faculty, and involvement in campus activities occurring outside of class time.

Combined, the two aspects would reveal how many risk factors a student had, and how much, if any, the course in which he or she was surveyed had influenced the development of retention-positive factors. If both groups of students were similar in the number of attrition risk factors, and yet the service learning students reported gaining in retention-positive factors, the results could indicate a linkage between the experience of service learning with enhancement of factors that support students to stay in school.

AACC's ultimate goal, during the third and final year of the grant, was to compare the retention and persistence rates of the service learning students with those of the nonservice learning students. If the service learning students were found to have higher retention and persistence rates along with greater development of retention-supportive factors in courses that included service learning, that would be an indicator that service learning has a positive influence on a student's decision to stay in school.

Unfortunately, AACC was unable to determine these retention rates because Congress eliminated funding for Learn and Serve America in 2011, just before the third year of AACC's project. This chapter, therefore, presents survey findings from only four semesters instead of the six semesters originally supported by the grant. The conclusions drawn from this study—even if retention factors are discovered to be more developed after one semester of service learning—will remain tentative pending further studies that include a comparison of actual retention rates of service learning and nonservice learning students.

The Horizons mentor colleges administered the survey toward the end of each semester from spring 2010 through fall 2011, in courses that included service learning and in a comparison set of courses that did not include service learning. By the end of the second year, the Horizons grantee colleges returned a total of 659 completed surveys. Of these, 533 surveys were at least 50% complete and were used in the calculations noted below.

Analysis

Service learning students were separated from nonservice learning students by their responses to a question asking about their participation in service learning (see figure 4). Students indicated that, on average, they participated in service learning between 11 and 15 hours over the course of the semester (34% of respondents). Almost 35% participated 16 or more hours; 28% participated less than 10 hours per semester.

With both groups separated for analysis, demographic profiles of both service learners and nonservice learners were compiled so that comparison of attrition risk factors could be made. From the literature regarding retention and attrition, a set of attrition factors was selected for inclusion in the study's survey.

The comparison of the service learners' and the nonservice learners' profiles revealed that service learners had fewer retention risk factors than nonservice learners. Service learners were more likely to be male, between 24 and 34 years old, have less relationship support for college, be more likely to have attended one or more colleges previously, and then wait longer to enroll in the current college. Nonservice learners were more likely to be freshmen, work more hours, have less employer support for attending college, receive no financial aid, have no reliable child care, took more than one semester off since enrolling in the current college, and be undecided about their educational goals.

Figure 4 Type of participation in service learning during surveyed semester

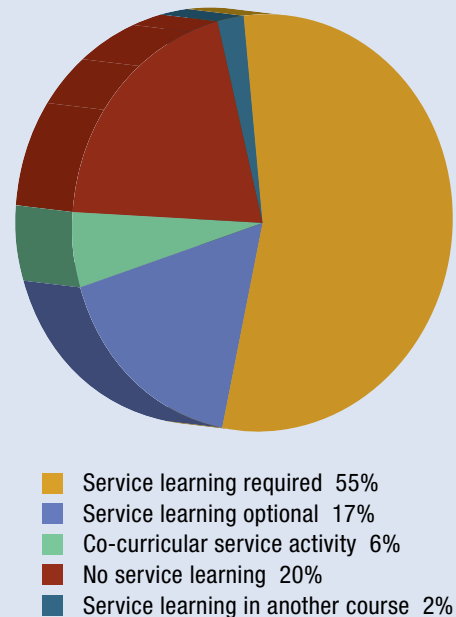


Figure 5 Influence of surveyed course or co-curricular activity on five retention-positive factors

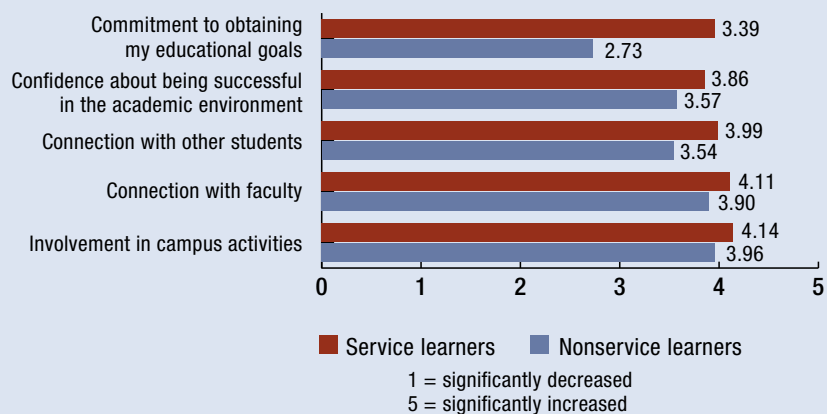
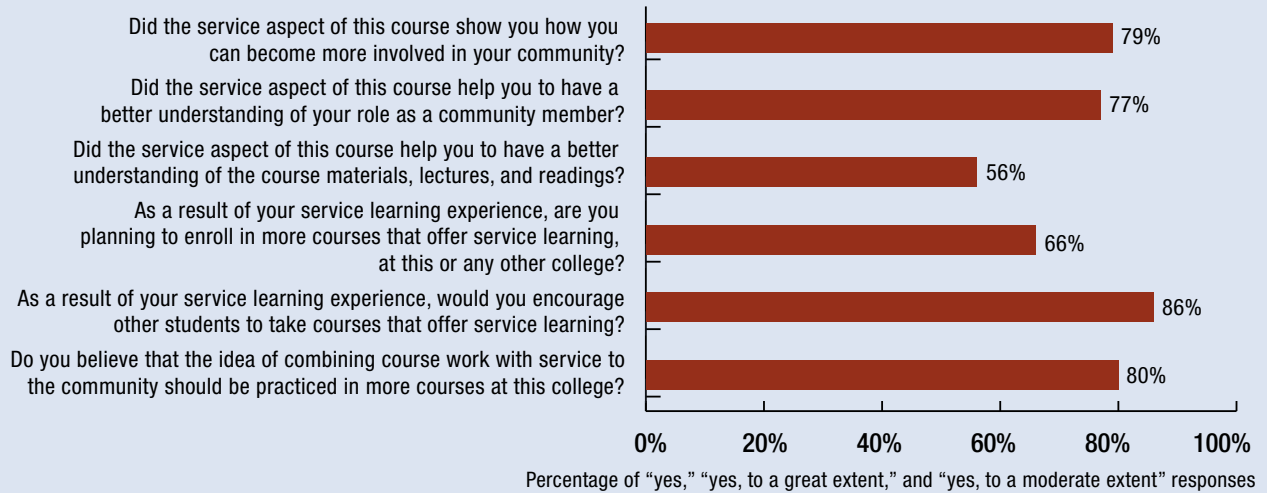


Figure 6

Student responses to questions regarding service learning



Next, a statistical comparison was made between the service learners and nonservice learners on the five retention-positive factors. Service learners scored statistically higher on each of the factors (see figure 5).

Additional analyses were conducted on six questions regarding students’ service learning experiences (see figure 6). AACC has collected responses to these questions in surveys used since 2003. The responses students gave on the 2009-2011 survey mirrored the picture that has developed from AACC’s previous surveys.

Service learners felt most strongly that combining course work with service should be practiced in more courses at their colleges, and that, based on their experience, they would encourage other students to participate in service learning. Students also responded favorably to fostering greater community involvement and roles through service learning.

Student Focus Groups

To augment the study, AACC conducted six focus groups with a total of 27 participants. One was conducted in the first year and five were conducted in the second year of the grant. Focus groups included students from Anne Arundel, Brookhaven,

Glendale, Lorain County, Salt Lake, and Western Piedmont Community Colleges. Central to this study, participants were asked about the role, if any, that service learning had played in motivating them to stay in college. Three themes emerged from their comments.

Validation and Motivation

First, service learning helped students make the decision to stay in school by increasing their confidence and motivation to learn while confirming the value of their education. As one student explained, “[Service learning] has influenced me to stay in school because, once you have that experience from service learning, you decide that that’s what you want to do. That’s what I feel I gained from it. I went out there, I’ve seen that I can do it, and I knew that I could finish this program.”

Another student said, “I felt like, why do I even need a college degree? You know, there are other ways to do what I wanted to do. . . . With that service learning class I learned so much about human beings. I just realized the value of the work. Had that not been a service learning class, I just don’t think I could go through what I’m going through right now.”

In a different focus group, a student similarly commented that “[service learning] was such a

rewarding experience that it validated my reason for being in school. It made dropping out not an option.” In this same group, a student whose service learning placement was in a hospice described how she grew more committed to school. “[At first] I was very frightened to work in a hospice center. But when you get there and work with those patients and realize that you made a difference, it’s like, ‘Yeah, I’m in the right profession. I’m picking the right thing.’ It was a good experience. It really made me want to stay in school.”

“Service learning was such a rewarding experience that it validated my reason for being in school. It made dropping out not an option.”

Another student described the engagement that service learning provided her. “I do think that service learning with the college has influenced my decision to stay in school. It is one thing to sit in the classroom and be lectured to all day, but when you get hands-on activities, you learn things that you can’t learn from a book. It makes you feel good to make a difference and to have experience.”

Service learning also provided a different motivation for one student that rang true for others. She explained that “service learning has helped me to stay on track to stay in school. It kept me busy. I already dropped one of my classes because it just was too boring for me. This [service learning] class kept me on my toes. Every time I go to my class, there is always something different.”

A fellow student replied, “I felt like I needed to go to class because if I don’t go, I’m letting my entire group down because I’m not going to be there to do my part of the work. I have a class without service learning this semester and I have no interest in going.”

Students also mentioned other benefits accrued from service learning that indirectly motivated them to continue attending classes. The two other themes that emerged reflected these additional motivations.

Hands-on Learning

The second theme arising from this study found that service learning provided students with a way to learn course material in an applied and experiential way that textbooks and lectures do not provide. As one student explained, “I’m a tactile learner, so I like to do hands-on work. In doing community service work, you can see your rewards. I feel like, with a paper or some other assignment, you’re not going to get that same benefit.”

He reflected on additional academic knowledge that he realized he had gained through the experience. “Thinking back, I guess some of the benefit was also looking at how nonprofits function and seeing the organizational structure of that particular nonprofit: how they distribute their funds, how their budget was consistently cut in half over a period of time, and how they made do and continued to feed more and more people. That was pretty educational.”

Another student illustrated this theme by saying, “One thing that totally stood out is, when I’m taking a class now, I can see how it applies to the bigger picture. I’m just not being thrown information. I can actually take that and go, ‘Oh, yeah, I can use it in this situation.’ Or, ‘I understand that now.’ It’s neat to see the connectedness between your work and your studies.”

Finally, one student felt so strongly about the academic value of service learning that she stated, “The best teachers in our college do teach [with] service learning . . . and they add so much to your education. There’s so much that doesn’t go on in the classroom that you can learn. In my opinion, service learning should absolutely be part of every college curriculum.”

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Career Preparation and Self-Confidence

The third theme that emerged from focus group participants reflected the belief that participation in service learning prepares students for post-college employment and confidence that they have what it takes to be successful in their careers after graduation. Preparing for employment after graduation was mentioned by several students.

A student described that, through his service learning experience, “There is a lot of networking. Especially now that I’m approaching graduation and we’re doing resumés, the service work is great. Nobody wants to give you a job unless you have experience, and service learning is free experience. It is something to put on your resumé, especially in today’s economy where jobs are getting fewer and far between. They’re going to look at people who have gone the extra mile.”

Another student said, “I’m glad [service learning] is required. You set your students up for success when they graduate. We get hands-on experience and walk into a job competent and confident.”

Descriptions of service learning adding real life to academics was also common. As one student stated, “The joke we have in school is that school is the ivory tower. This is how, if everything was perfect, the world would work. You get out in real life and you’re going to find out there is school and there is real life. Service learning helps prepare us for real life.”

In terms of career readiness, one student remarked that, “When you’re getting all this information because you’re out in the community, it’s almost like a little needs assessment of your knowledge in and of itself. You know, like ‘these are the things I really need to know, and this over here isn’t so important to know.’”

Finally, confidence was mentioned by one participant who said, “Not only has [service learning] given me the hands-on experience that I need, but it makes you feel confident.... You can go out there with your head held high knowing that you can do this. You’ve been there, you’ve done that [through service learning], and nobody can take that away from you.”

In capturing the overall sentiment of the focus groups, one final comment may serve as a summary of the many students’ reflections on the value of service learning. Concluding the focus group at her college, one student stated, “You know, a lot of people might get angry at me for this, but everyone should have to do service learning, whether they want to or not. If you’re not aware of what’s out there, you’re kind of going into college blind.”

“Service learning helps prepare us for real life.”

Implications

In both surveys and focus groups, service learners indicated that service learning is related to various factors needed to retain students in college. Through surveys, service learning students reported statistical gains in the five retention-positive factors when compared to the nonservice learners in similar courses. However, service learners were also less likely to report having attrition risk factors.

This limitation of the study, therefore, means solid conclusions cannot be drawn from these results.

Since AACC was unable to gather and compare institutional retention data from the colleges due to the premature ending of grant funding, it remains unclear whether the number of risk factors was indeed related to differing attrition rates among these two groups, regardless of service learning intervention.

Through focus groups, students confirmed the benefits of service learning in providing them with academic confidence, career preparation, and real-life relevancy. The students' service learning experiences encouraged them to continue toward earning their degrees by providing them with glimpses of their future careers.

Their community partners were supportive mentors, which had the effect of lowering students' anxiety about whether they would be able to do their jobs well when they did graduate. Service learning increased their confidence, increased their certainty, and increased their determination to graduate.

AACC was unable to ascertain that these gains were due only to the service learning intervention. Service learners reported having fewer attrition risk factors and thus may have already been somewhat protected from pressures to drop out of college. The degree to which service learning may have contributed to this protection remains unclear in this study.

What can be concluded, however, is that students who participated in service learning in at least one of their courses reported that, because of that course, they had increased their connection with faculty and students, increased their commitment to obtaining their educational goals, increased their confidence about being successful in the academic environment, and increased their involvement in campus activities. All of these factors have been found in previous studies to support students to stay in college.

Additionally, AACC ascertained that service learning had a positive impact on students beyond this study's intended outcomes. Service learners were indeed statistically more likely to report gains in the five retention-positive factors when compared to nonservice learners. But focus group participants also described a broad range of benefits that accrued

to them through even a single course that included service learning.

Students in the focus groups talked of benefits that went beyond the single outcome of retention. This reflects the findings from previous Horizons projects. In assessing service learning outcomes from AACC's 2003-2006 civic engagement study (Prentice and Robinson 2007) and its 2006-2009 student learning outcomes study (Prentice and Robinson 2010), students talked about how service learning is connected to civic responsibility and increased academic learning. But in both of the previous studies and in the 2009-2011 study, students said that service learning provides experiences that build their confidence in being successful in their chosen careers and in the real world.

The implications from this and previous studies is that service learning is an intervention that accomplishes many things in just one semester's experience.

**Service learning is an intervention
that accomplishes many things in just
one semester's experience.**

College administrators continue to work to improve student success, but now do so with reduced budgets and limited resources. Looking within the college for existing programs that contribute to student success is wise. Service learning has been found to produce multiple results through merely a single semester's experience in one course, and these results can occur even without faculty intentionally planning for them.

Faculty who integrate service learning into a course to increase civic responsibility in students will also find that students' academic learning increases, that students feel more connected to the college and confident in their academic abilities, and that

students are prepared for post-graduation careers in ways that classroom-only learning cannot provide.

Community college faculty are already using service learning, so expansion to other departments or disciplines may cost no more than training time provided by those with experience. The implication that can be taken away from this study is that administrators who expand service learning in their colleges will be producing multi-faceted effects on students within as little as one semester. Imagine the exponential effect when students participate in service learning throughout their time in college.

Limitations

The findings of this study are promising; however, there are several limitations that make the conclusions more tentative. First, the selection of participants in both the survey portion and in the focus group portion of the study was made by the project directors at each college. AACC provided guidelines for selecting the comparison nonservice learning courses so that they would be as similar as possible to the service learning courses that were surveyed, but the degree to which these courses were comparable cannot be authoritatively determined.

In addition, the two groups differed in the number of attrition risk factors. As noted earlier, the service learning group had fewer attrition risk factors while showing greater gains in the retention-positive factors. Because of this, the conclusions drawn from this study about service learning's role in those gains is, by necessity, inconclusive. It can be surmised that each attrition risk factor is not equally important in explaining retention failure, but it is beyond the limits of this study to ascertain whether it is the number of factors or the type of factors that is most indicative of attrition.

Finally, AACC did not assess the levels of training and experience of the instructors who incorporated service learning into their courses, although none of the faculty was new to service learning. AACC also did not assess the quality or frequency of the

students' service learning experiences. These are variables that might have an impact on the outcome of this study, but they remain untested.

Suggestions for Further Study

To expand the findings regarding service learning and retention, further study is needed. Most importantly, studies must be done that compare year-to-year enrollment of service learners and nonservice learners. Even when service learners score higher gains on retention-positive factors, whether these gains translate into actual persistence from year to year remains unknown. Without this additional information, conclusions drawn about service learning, retention, and persistence will remain limited.

Additionally, more study is needed to determine which attrition-related factors predict greater risk than others. In this study, 16 factors were chosen for investigation; nonservice learners reported having more of them than did service learners. If the number of factors is the best predictor of attrition risk, then in this study, the nonservice learners were at more risk for attrition than the service learners. Thus the protection that the retention-positive factors provided to service learners in this study remains unclear. If their retention is higher, one cannot determine whether this is due to having fewer attrition risk factors or gaining more of the retention-positive factors.

Studies are needed that compare groups of service learners with groups of similar nonservice learners that are matched on the number and type of attrition risk factors. If service learners have greater gains on the retention-positive factors, and also have higher retention rates from year to year, then evidence for service learning's impact becomes substantial.

Finally, additional study is needed to determine whether particular factors are more attrition risky for community college students than other factors. This is important to understanding any future findings where service learners have fewer risk factors but higher retention rates. If particular factors put a

student at greater risk, then knowing what these are will help aid in the ability to draw conclusions about service learning and retention.

Conclusion

A primary goal of community colleges is to help students achieve their academic goals. There are many ways to measure this, but currently, the measure of student success in the spotlight is persistence to graduation. Many community college students have academic goals that do not involve earning a degree or certificate; however, retention and persistence rates remain lower than desired, which motivates college administrators to intervene on behalf of all students.

With budgets being cut and enrollments remaining high, administrators are eager for interventions that are effective but cost-neutral. Service learning is already being used by faculty in the majority of community colleges, and involvement in service learning has been found to relate to gains in civic, academic, workplace, and personal benefits. If service learning were also to foster gains in retention and persistence, then administrators who seek attrition interventions through programs already on campus will have a proven tool to promote student success.

The Horizons study investigated the possible connection between participation in service learning and student retention. While limited by student differences in the number of attrition risk factors, findings indicate that such a connection may exist through the increase in five retention-positive factors in service learners.

While the findings from this study are tentatively encouraging, what stands out as perhaps more important is the understanding that a single semester of service learning produces multiple student outcomes, even when the instructor does not have additional outcomes in mind when integrating service learning into his or her course. In this sense, service learning works as a prism.

Just as a ray of light entering a prism is broken into streams of multiple color frequencies, so is a student's experience in the community transformed into multiple outcomes that emerge from the prism. Both in times of economic distress and financial soundness, discovering one intervention that provides community college students—as well as the community—with this multitude of benefits can only be helpful in meeting student needs more efficiently and effectively.

Service learning has a prism effect on multiple student outcomes:

- Academic outcomes
- Civic engagement
- Community impact
- Community relationships
- Critical thinking
- Leadership development
- Personal effectiveness
- Retention/completion
- Social capital
- Workforce development/job preparation

Finding a solution for all educational woes is unlikely, but the results of this and previous AACC studies point to service learning as one intervention that provides multiple paths for students to succeed in and beyond their college years.

What happens in a college is only as important as the degree to which students' lives are educationally challenged and changed. Service learning can create the space where change in multiple areas becomes possible. Beyond the classroom, student success lies not only in academic gains, but also in personal, social, and civic development. Students in AACC's studies have made it clear that the prism of service learning provides enough rays of light to foster all of these and more.

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Resources

American Association of Community Colleges
www.aacc.nche.edu/servicelearning

Campus Compact
www.compact.org

Center for Information and Research on Civic Learning and Engagement
www.civicyouth.org

Community-Campus Partnerships for Health
www.ccph.info

Community College National Center for Community Engagement
www.mesacc.edu/engagement

Corporation for National and Community Service
www.nationalservice.gov

Effective Practices Information Center
www.nationalserviceresources.org

International Association for Research on Service-Learning and Community Engagement
www.researchslce.org

International Partnership for Service-Learning and Leadership
www.ipsl.org

Learn and Serve America
www.learnandserve.gov

National Service Inclusion Project
www.serviceandinclusion.org

National Service-Learning Clearinghouse
www.servicelearning.org

New England Resource Center for Higher Education
www.nerche.org

President's Higher Education Community Service Honor Roll
www.nationalservice.gov/honorroll

President's Volunteer Service Award
www.presidentialserviceawards.gov

United We Serve
www.serve.gov and www.servir.gov

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